

Your Royal Docks

**A KS2 teaching resource
that brings London's
Royal Docks to life**





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1. INTRODUCTION

Developed by the Museum of London Docklands in partnership with London City Airport, this pack will help local primary schools learn about the rich history of the Royal Docks, the largest enclosed docks in the world and now home to London's only airport actually in London.

The pack has been designed for use by Key Stage 2 teachers as a history resource. Cross-curricular links can be made with geography, art, and design and technology, and teachers will also be able to cover literacy, numeracy and ICT through some of the activities.

Combining fieldwork, classroom-based and enquiry activities, it will provide a selection of lessons which will open the eyes of both teachers and pupils to their local area. Teachers may choose to cover all the themes included in the pack as a complete scheme of work, or can select those they feel are most appropriate for their class.

The resource can be supported by a visit to the Museum of London Docklands to extend your pupils' learning.

National Curriculum (2014) links

History

A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

This unit offers opportunities to:

- devise historically valid questions about change, cause, similarity and difference and significance
- understand how our knowledge of the past is constructed from a range of sources
- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narrative within and across the periods of study.

Geography

Human geography: types of settlement and land use, economic activity including trade links.

Locational knowledge: name and locate geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns and understand how some of these aspects have changed over time.

Geographical skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Art

This unit offers opportunities to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing
- to learn about great artists, architects and designers in history

Design and Technology

Understand how key events and individuals in design and technology have helped to shape the world.

English

This unit offers opportunities to develop:

- spoken language
- creative writing and composition skills

Learning outcomes

Projected 'best fit' learning outcomes for this project are outlined at the start of each lesson plan. Teachers will need to differentiate lessons for more or less able pupils as necessary.

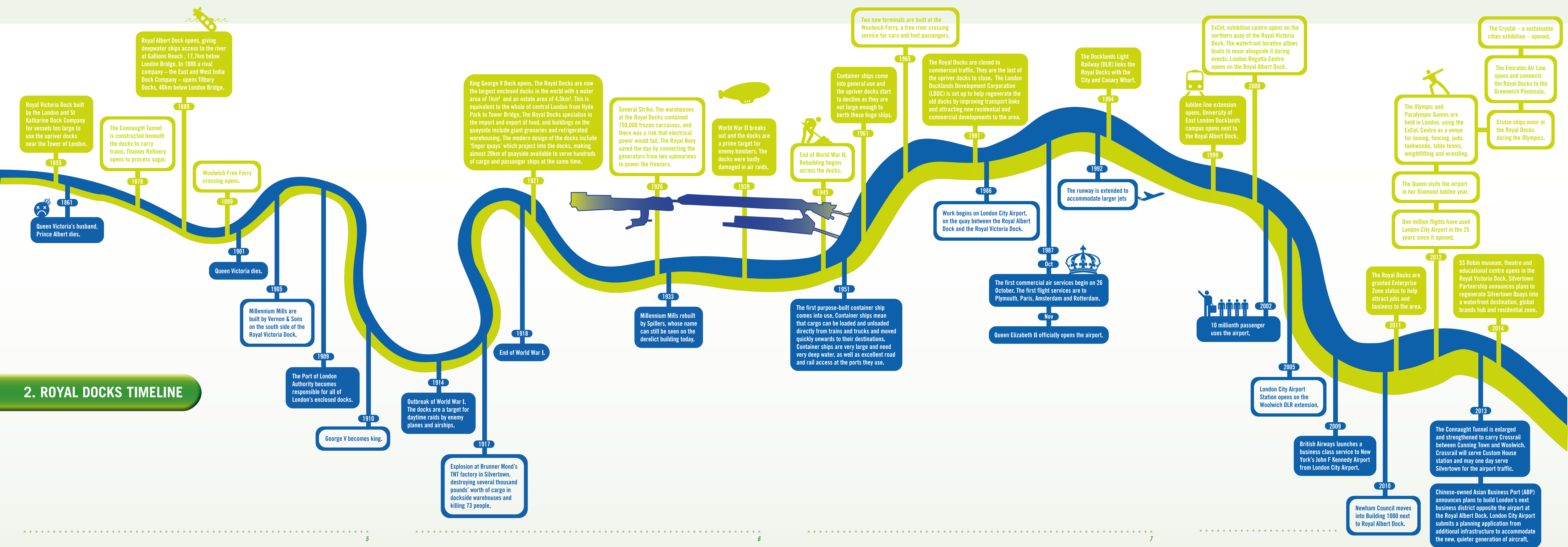
Images and website links

Where images have been recommended in lesson plans and are available from the Museum of London collection we have included a weblink. If you are accessing images on other websites, please be aware of potential copyright restrictions.



Two dockworkers at the Royal Albert Docks, 1953
© Henry Grant Collection/Museum of London

2. ROYAL DOCKS TIMELINE



Suggested activities for using the timeline

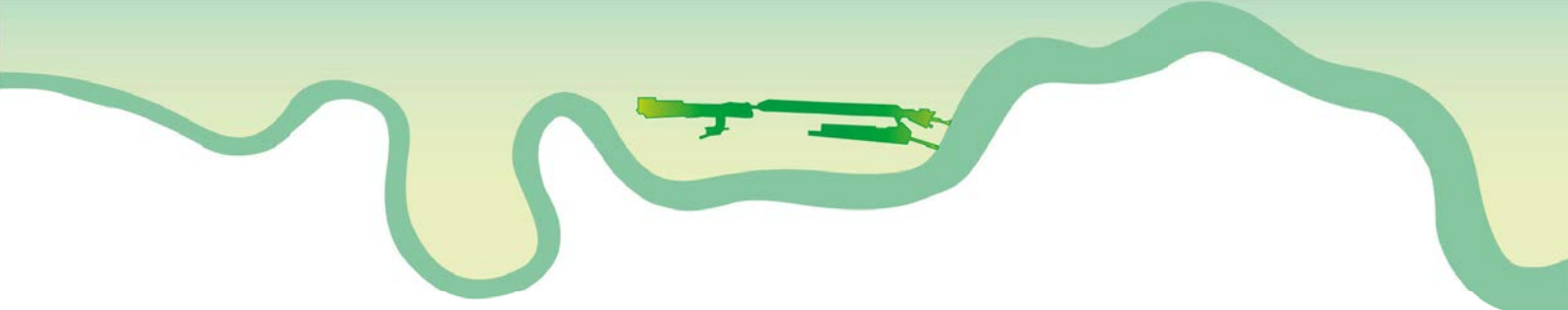
The timeline covers the history of the Royal Docks from the opening of the Royal Victoria Docks to the present day. It includes significant events in the local area, as well as important national and international events that had an impact on the docks.

The timeline can be used to launch independent research projects as well as classroom enquiry activities, fieldwork and visits in the local area.

1. Find out more about the people the docks are named after. Why were these people chosen? If the fourth Royal Dock had been built on the land reserved for it, who might it be named after?
2. Think about why the docks were built in this location. What were the advantages and disadvantages to building here? What problems would engineers have to think about eg. marshy ground, tidal river access, flooding? Try creating a model dock in your classroom, using a plastic crate and earth. Dig your dock out and try adding water – how do you shore up the sides? How can you stop water coming in?
3. Investigate the Port of London Authority. What do they do today? You may like to contact them and see if a representative could come and talk to your pupils.
4. The Royal Docks' location on the Thames attracted other large businesses, such as Tate & Lyle's sugar refineries which opened in Silvertown from 1878 onwards. Investigate other businesses in the area and think about why they might have chosen this location.



5. Visit the docks and look for evidence of the past in the area – for example, identify Millennium Mills, old wharves, warehouses and cranes. Contrast them with modern buildings and infrastructure like the ExCeL Centre, the Crystal, London City Airport and new hotel complexes (see map at the end of Theme 5: Regeneration for current and future buildings around the Royal Docks). Take photographs and create a photographic timeline in the classroom, or ask your pupils to create a blank plan of the docks and mark new and old buildings on it, then create a key to distinguish old and new features.

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6. Investigate what happened to shipping after the docks closed. Plan a visit to Tilbury Docks if possible or to DP World to see how ships are unloaded today, or locate them on Google Earth. Film clips are available on YouTube which will show your pupils how dock work has changed through the years.
 7. Visit the ExCeL Centre. Look at their websites to find out about events and exhibitions. Why do you think people visit these places? Look around the ExCeL Centre to see what other businesses have grown up nearby to support people using it.
 8. Visit the Crystal. Why are sustainable cities important?
 9. Take the DLR to London City Airport and watch the people who use the station for a while. Think about who they are and where they might be going – can your pupils make up stories about them using their observational skills? Are they travelling for work or for fun? Can they identify people who work on the airlines? What clues are there to find?
 10. Try a passenger counting activity: for example, look at the numbers and type of people arriving at the airport (business or leisure, adult or child, male or female). Divide your pupils between the bottom of the DLR escalators and a few near the taxi drop off, and count the number of passengers over a 10 minute period. When you are back in the classroom, use this figure to ‘guesstimate’ the number of passengers coming through the airport every day, and then every year. You could also have discussions about busier times of the day and slower times, why this might be, and how this might affect passenger numbers. Actual passenger numbers are available online so they can compare their estimations. <http://www.londoncityairport.com/aboutandcorporate/page/passengerstatistics>
 11. Compare London City Airport to the other London airports. How many people use them each year? Why would people choose to travel from London City rather than one of the others?
 12. Take a trip on the Emirates Air Line. What can you see from there?
 13. Organise a visit to London City Airport to see behind the scenes. Talk to your pupils about other airports they have visited and discuss the differences between them. Ask them to design a poster encouraging people to use their local airport instead of Heathrow, Gatwick or Stansted.
 14. Ask around the school to see if any of the staff have a relative who used to work in the docks who may be willing to come in and talk to the pupils. Develop questions in advance. You could also contrast this with someone who works in one of the regenerated industries, for example one of the hotels.



THEME 1: CONNECTING LONDON

How did the River Thames and the docks connect east London to the rest of the world?

In this lesson, pupils will explore maps and plans to find out what cargoes came into the Royal Docks, where they came from and how the River Thames connected east London to the rest of Britain's Empire.

Learning outcomes

By the end of the lesson pupils will have:

- developed their knowledge and understanding of the geography of their local area
- an understanding of the central role of the River Thames and the docks in the development and growth of London as a settlement
- used maps and plans at a range of scales
- used aerial photographs as a secondary source of information.



WHAT YOU NEED TO KNOW

London has been a centre of trade and commerce since its foundation by the Romans almost 2,000 years ago. The Romans initially chose the site, where the River Thames narrows, as a crossing point for their armies. Within a few years two settlements had grown up: one on the north bank and a smaller one on the south linked by the first London Bridge. The river was central to the development of the city as a port; trading vessels could sail down the Thames and directly across the English Channel to the River Rhine and the heart of Europe.

The development of the port

By the middle ages the larger settlement on the north bank of the Thames, approximately a square mile in area, had developed into the City of London. The City's primary function was still as a port; trading vessels exported British goods, such as woollen cloth, and imported goods, including luxury items, from mainland Europe and the Mediterranean, the Baltic countries and beyond. All shipping trade was conducted via the Port of London, near the medieval London Bridge.

In the 1500s the Port of London was extended to include a series of Legal Quays either side of the river, between the Tower of London and London Bridge – an area known as the Pool of London – supported by wharves and warehouses. By the late 1700s trade with the rest of the world had expanded so much that the Legal Quays were unable to cope with the volume of shipping. As a result, sailing ships had to queue along the Thames for up to a month before they could unload their cargoes. The resulting delays, thefts and corruption affected the profits of merchant traders and share-holders.

The coming of the docks

In response to this, wealthy traders lobbied parliament to be allowed to build enclosed docks and warehouses to handle and store cargoes. The first of these, the north dock at the West India Docks on the Isle of Dogs opened in 1802, soon followed by others including the London Docks (1805), the East India Docks at Blackwall (1806), the Surrey Commercial Docks at Rotherhithe (begun 1807) and St. Katherine Docks near the Tower of London (1828). Between them these docks handled cargoes including sugar, rum, coffee, tea, timber, corn, ivory, spices, rubber and marble.

Steamships and the Royal Victoria Dock

Although the first steamship appeared on the Thames in 1815, it was not until 1875 that the tonnage of steam vessels using the Port of London was greater than that of sailing ships. By the middle of the 1800s, however, the older docks were becoming too small to accommodate the newer and larger steamships. A deeper dock was needed further down the Thames. In response to this need, the Royal Victoria Dock, was built by a group of entrepreneurs on Plaistow Marshes, on the north bank of the Thames, opposite Woolwich. Opened by Prince Albert in 1855, it was the first dock to be built expressly for steamships.



Grain silo at the Royal Victoria Dock, 1920
© PLA Collection/Museum of London

With a total length of 2.5 kilometres, a high-water depth of 8.5 metres and surrounded by warehouses, granaries and storage buildings, the Royal Victoria Dock was an immediate success. It incorporated several new features including a direct connection with the national railway system to allow fast distribution of goods. It was the first to incorporate hydraulic machinery, supplied by William Armstrong who invented the hydraulic crane in 1846. By 1860 the dock received 854,000 tons of shipping, double that of London Dock and 70% more than the East and West India Docks. Grain, tobacco and timber from America were the main cargoes handled.

Royal Albert Dock

In 1864 the London and St. Katherine Dock companies combined and bought the Victoria Dock. However, as the technology developed, and steam ships became even larger, the Victoria Dock had too narrow an entrance, and was not deep enough, for the largest steam ships. World trade was continuing to grow, and London, as the capital and main port of the British Empire, was handling an increasing variety and volume of cargoes. As a result, the new company decided to build the Royal Albert Dock in North Woolwich as an extension of the Victoria.

The Royal Albert Dock, designed by the engineer Alexander Rendel, opened in 1880 and, at the time, was the largest dock in the world. Designed to take vessels of up to 12,000 tons, it was three kilometres long and contained more than 5000 metres of deep-water quays. The quay walls were made of Portland cement concrete – one of the first times this material was used for quay walls without a protective brick facing.



New Zealand lamb at the Royal Albert Dock, 1959
© Henry Grant Collection/Museum of London

Like the Royal Victoria, the dock was designed to handle bulk grain and tobacco from America, but as refrigeration methods improved, both docks started handling frozen meat as well as fruit and vegetables, particularly from Spain and Italy. Instead of two, three or four storey brick warehouses, single storey transit sheds were built at the Royal Albert so that ships could be turned around quickly. It was also the first London dock to be lit by electricity.



King George V Dock

At the start of the 20th century the port of London was the world's largest port with seven enclosed dock systems, including the Royal Docks, handling goods from all over the vast British Empire.

The construction of the third of the Royal Docks, the King George V, began in the 1900s but was not completed until 1921 due to the delays caused by World War I (1914-18). Designed to take ships of over 30,000 tons, it represented the very latest in dock planning and design at the time. The entrance was big enough to accommodate the 35,655 ton ocean liner the SS Mauretania in 1939. The Port of London Authority also reserved marshland to the north, where Beckton is today, for further expansion of the dock system to create a fourth dock which, however, was never built.

At the western end of the dock was a dry dock, the largest in London. At one time it accommodated the aircraft carrier HMS Belfast, which is now a floating museum near Tower Bridge.

SUGGESTED CLASSROOM ACTIVITIES

Starter activities

1. Show pupils a satellite view of the Royal Docks. For example:

http://www.bbc.co.uk/london/content/image_galleries/satellite_photos1_gallery.shtml?6

Give pupils a selection of sticky notes with key features written on them e.g. The River Thames, the names of the different docks, the Thames Barrier, London City Airport, the O2 Arena. Can they come out and stick the post-it notes in the correct places?

2. Show pupils a map of the whole central London area. For example, from Google Maps. Can they find the Royal Docks on it? Can they find the City of London? Which group of people founded the city of Londinium almost 2,000 years ago?

Ask pupils to make a list of all the reasons why people build settlements beside rivers. For example, water for drinking and washing; fish for food; water for powering machinery i.e. watermills; defence against attackers; transport; trade. Ask them to rank these in order of importance for the Romans.

3. Show pupils a map of the physical features of the United Kingdom. For example:

<http://www.mappery.com/map-of/United-Kingdom-Physical-Map>

Trace the line of the River Thames from its source at Thames Head in Gloucestershire, through London to the Thames Estuary. What does the River Thames flow into? Show pupils a map of Europe. How does the Thames connect London to Europe? Show pupils a world map. How does the Thames connect London to the rest of the world?

4. Show pupils part of the Rhinebeck panorama:

<http://shar.es/Mchrx>

Ask pupils to talk to a partner about all the different things they can see in the picture. What types of ships are in the picture? Why are there so many in London? Which countries might they have sailed from? What different types of cargoes could they be bringing?

Explain that this picture shows the port of London before the docks were built. What is the difference between a port and a dock? Point out how crowded the port of London is. Why do pupils think rich traders campaigned for the docks to be built?



Rhinebeck panorama, detail of Southwark riverfront, 1806
©Museum of London



Main activities

Explain that pupils are going to investigate what the Royal Docks were like in the past and how they connected London to the rest of the world.

1. Divide the pupils into small groups. Give each group a copy of a plan of the Royal Docks in the 20th century. For example a Port of London Authority plan:

<http://moodemapcollector.blogspot.co.uk/2011/02/port-of-london-1964.html>

N.B. Pupils could work with a digital image of the plan on a PC or tablet.

- Give pupils a list of things to find on the map. For example: the river, the different docks, railway lines and the different railway stations, specific roads, warehouses (marked with letters or numbers), offices, custom houses, a cold store, Harland and Wolff shipyard, Spiller's and Rank's flour mills.
- Create a grid square on the digital image or the physical map and locate the landmarks listed above using the a letter/number format. Ask them to think about why a grid square might be useful when reading a map. They can then create a quiz with their partner for other pupils, asking them to identify which grid square different landmarks fall into, or ask them to find a mystery landmark using grid square clues.
- Give pupils a list of questions to think about or to research using the internet. For example:
 - What is a custom house?
 - What is a warehouse? What kinds of cargoes would have been stored in them?
 - Which cargoes would have been stored in the cold store?
 - Which cargo would have been used by the flour mills?
 - What do you think were the main cargoes brought into the Royal Docks?

Alternatively, ask pupils to devise their own question about the Royal Docks in the past and find the answers.

- Ask pupils to design their own key for the plan to include railway lines, stations and warehouses.

2. Give pupils an aerial view of the Royal Docks taken at a similar time to the plan. For example:

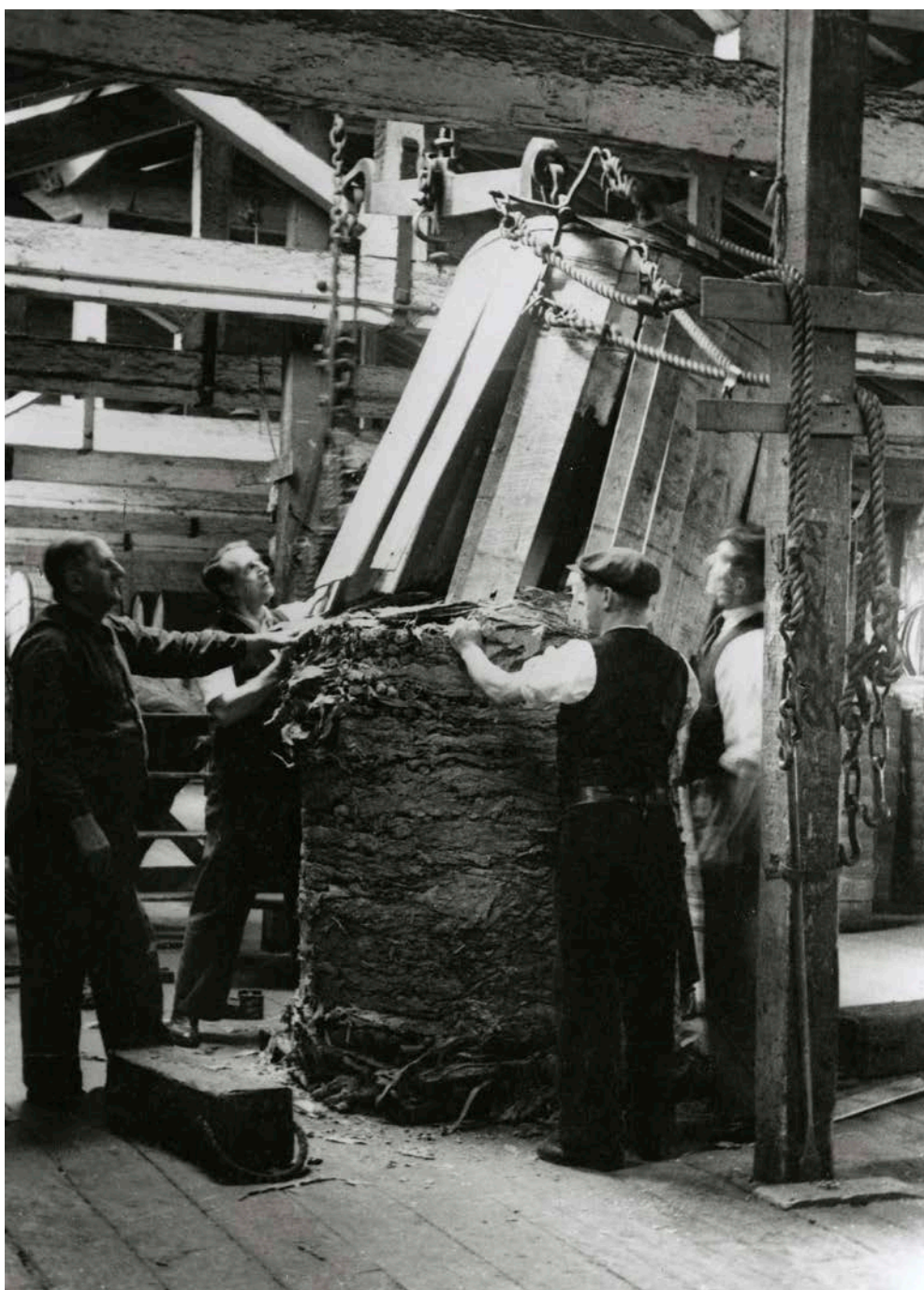
<http://www.pla.co.uk/did-you-know>

- Can they match up the plan with the photograph?
- What can they see in the photograph that the plan didn't show? (e.g. ships, cranes)
- What do they notice about the size of ships in the docks and how busy they are?

3. Give pupils a selection of images of commodities that were brought into the Royal Docks, and other docks in London in the past. For example: grain, frozen lamb, peaches, tobacco, tea, coffee, sugar, timber, rubber, ostrich feathers, ivory, tiger skins, spices, wine, rum.

Ask pupils to find out which countries these goods might have come from and mark them on a world map. This could be a computing task with pupils creating posters on a tablet.

Ask pupils to think about which of these commodities are still imported today (food, timber, rubber etc) and which ones are not (tiger skins and ivory) and why we might have stopped importing them.



Hogshead of tobacco at the Royal Victoria Dock, 1920
© PLA Collection/Museum of London



THEME 2: THE VICTORIAN ROYAL DOCKS

What was life like for people working and living in east London in Victorian times?

In this lesson, pupils will explore maps and photographs to investigate how the men working at the docks, and their families, survived at a time when some of the poorest people in the world lived in the world's richest city.

Learning outcomes.

By the end of the lesson pupils will have:

- developed their knowledge and understanding of east London, particularly their local area, in Victorian times
- investigated maps, plans, archive photographs and images of objects in order to find out about work and life in the Victorian Royal Docks
- participated in role-play activities
- used the stimulus material as a basis for creative writing.

What you need to know

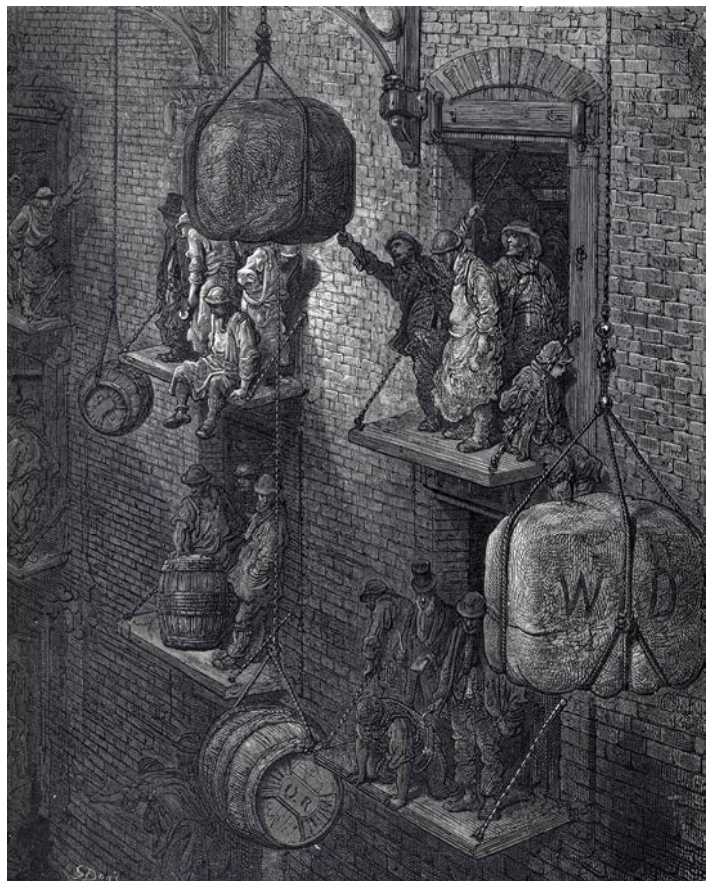
In the 19th century the population of London grew from just under a million in 1800, to over 5 million in 1901, mainly due to migration from other parts of Britain and overseas. In the early 1800s, many poorer migrants settled in the already crowded areas immediately to the north and east of the City of London itself. However, the construction of the great dock systems - including the Royal Docks and the related industrialisation of the surrounding areas encouraged the growth of the city out to the east.

Work at the docks

Work for many men living in east London was connected to the docks. Some found employment as labourers in the construction of the docks, and some at the docks themselves, in the transit sheds or warehouses, or in related trades and industries. There were a range of skilled and semi-skilled jobs in the warehouses including samplers, warehousemen and customs officials. Related trades included rope, sack and nail makers, dock coopers - who repaired barrels - and divers, who went underwater to retrieve cargo that had fallen overboard and to make sure there were no obstructions in the docks that could damage the ships. Skilled workers called stevedores loaded the cargoes onto the ships, ensuring that cargoes were balanced evenly and in the correct order to be unloaded at different ports.

The least skilled - and least well-paid work was that of the dockers themselves who unloaded cargoes and moved them from the quayside to the transit sheds and warehouses. Using claw shaped hooks of varying shapes and lengths - known as dockers' hooks - they lifted cargoes transported in barrels, sacks, bales, casks and crates. Due to the fluctuating numbers of ships arriving each day in the docks, none were employed as permanent workers. Instead they would have to crowd around the dock gates early in the morning for an event known as the 'call-on'.

When the dock gates opened men called 'gangers' would come out; each would have a handful of dock tokens which they would throw out to the men who were so desperate for work that fights would often break out. If a docker caught one of the tokens he could come inside the dock gates and start work for which he was paid 5d (approximately 2p in decimal coinage). As the gangers were paid a bonus for discharging ships quickly, they would often pick a large gang of men to complete the job in less than half a day. The main demands of the dockers during the Great Dock Strike (1889) were that the rate of pay be increased to 6d an hour (the 'dockers' tanner') and that a man be taken on for at least half a day.



Warehousing in the city, 1872
©Museum of London



Industry and manufacturing

For many centuries, large scale industries, and those producing foul smells or poisonous waste, had been sited to the east and south of the City of London, far away from the wealthy areas to the west. By the 1800s these included iron works, shipbuilding, chemical factories, tanning and cement works. The coming of the docks led to many industries, factories and family businesses setting up close by, to manufacture the raw materials that were being brought in from all round the British Empire.

Two of the most successful businesses in east London were Sir Henry Tate's sugar refinery producing cube sugar at Thames Wharf in Silvertown and Abram Lyle's sugar refinery – which also produced Lyle's Golden Syrup—at Plaistow Wharf. The two rival companies merged in 1921, forming Tate & Lyle which today is one of the longest established companies still operating in Newham. By 1939 Tate & Lyle's Thames refineries in Silvertown had become the largest cane sugar refinery in the world, producing 8,500 tons a week. Today this refinery produces 20 000 tonnes of syrup products, 30% of which are still exported by ship via the Thames.

In 1870 The Gas Light and Coke Company (the GLCC) opened its works along the side of the River Thames between the mouth of the Barking Creek and the Royal Victoria Dock. Originally covering 100 acres of marshland, the gasworks soon extended over a vast area covering 600 acres and including eight iron gasholders. The area became known as 'Becks Town' (later Beckton), named after the Governor of the GLCC, Simon Adams Beck who founded the works. It became the largest gas works in Europe serving 4.5 million customers at its peak.

The by-products of this gas production included coke, coal tar and sulphur. Coke was used for iron production, while local companies such as Burt, Boulton & Haywood used coal tar to create disinfectants, and the sulphur was used to produce sulphuric acid used in products such as fertilizers.

The Royal Docks were connected by rail and canal to Stratford in the north of today's borough of Newham, so secondary industries grew up around the goods yard and the wharves, employing hundreds of people in what is now the Olympic Park.

Sweated labour

Married women in the 19th century did not usually go outside the home to work so many women and children in East London were employed as what were called 'sweated labourers'. This was when the manufacturing process was broken down and workers performed a single task such as matchbox making, usually in their own homes for very poor pay. A matchbox maker, for example, had to make 144 matchboxes in order to earn 2½d.

Housing

The opening of the North Woolwich railway in 1847 and the Victoria Dock in 1855 formed the catalyst for the rapid development of the former marshland as a residential area. By the 1870s streets were being laid out near to North Woolwich railway station, and the transformation of the area was complete in 1880 by the opening of the Royal Albert Dock.

Rows of poor-quality terraced houses were built, usually with two rooms upstairs, two downstairs and a scullery at the back. As demand for cheap housing was high, often these were subdivided and rented out to several families. Charles Dickens, visiting Canning Town in 1857, was shocked by the squalid conditions: 'People who worked at the recently opened Victoria Docks were forced to live in a slum built on a marsh. There were few roads, no gas supply and open sewers ran through the streets'.

In contrast, the workers at GLCC at Beckton lived in well-built company houses in Winsor Terrace, many of which are still standing. The company also provided a worker's canteen, mission church and sports ground.



High Street near the Royal Docks, 1913
© PLA Collection/Museum of London



SUGGESTED CLASSROOM ACTIVITIES

Starter activities

1. Show pupils a map or plan of early/pre-Victorian London, such as this one:

<http://ids.lib.harvard.edu/ids/view/8982541?buttons=y>

Ask pupils to find some key landmarks e.g. the River Thames, the City of London (red outline), the borough of Southwark (blue outline), the Royal Parks. Make the point that more and more people are moving to the city, from the countryside and from other countries, at this time so London is growing outwards.

Can the pupils find the Royal Docks on the map/plan? Why not? (Because they are to the right of this map, but as seen on the Isle of Dogs the whole area was marshland and the Royal Docks had not been built yet.) Point out the distinctive shape of the Isle of Dogs on the map. Can the pupils see where the London Docks and the West India Docks have been built? Remind them of the Rhinebeck panorama from Theme 1. Can they remember why the docks were built?

Compare it to Bartholomew's "Handy Reference Atlas Of London & Suburbs" from 1908 – see link below. What differences can you see?

<http://mapco.net/bart1908/bart1908.htm>

Look up the Royal Docks on Google Maps or Google Earth to see how it looks today.



2. Show pupils a plan of the Royal Victoria Docks before World War I. For example:

http://en.wikipedia.org/wiki/File:Canning_Town_and_Royal_Victoria_Dock_1908.jpg

Explain that this was the first of the Royal Docks to be built, in 1855. What sort of ships were being built by this time? Explain that larger docks were needed for the new, larger steam ships. These ships would have been sailing around the world, bringing cargoes from all over the British Empire and from other countries.

Explain that this plan shows the docks about 50 years after they were built. Ask the pupils to work with a partner and talk about what they can see on the plan. For example: the dock, warehouses, the railway, factories, streets and houses.

What do pupils think it would have been like to visit the area before the Royal Docks were built? What was it like afterwards?

Main activities

Explain that pupils are going to investigate what life was like for people living and working at the Royal Docks in Victorian times.

1. Give pupils an image of a dockers' hook as a 'mystery object'. For example:

http://www.bbc.co.uk/ahistoryoftheworld/objects/Bya0sutNQfqus07a0L_4gw

Working in pairs, ask the pupils to discuss a set of questions about the object. For example:

- What colour is the object?
- How do you think it feels?
- What materials is it made out of?
- What shape is it?
- What do you think it was used for at the docks?
- How do you think it was used?
- Who would have used it?

When they have discussed the questions, show pupils an image of dockers using the hooks. For example:

<http://www.museumoflondonprints.com/image/339335/pla-staff-photographer-london-dockers-1950>

What job did dockers do? Do pupils think that, in Victorian times, they would have used a hand-truck to wheel the sacks into a warehouse? Ask pupils to role-play lifting a heavy sack onto their shoulders and carrying it into a warehouse. Explain about the 'call-on'; why were people so desperate for work that they would fight for the tokens?

What other types of work do pupils think there would have been at the docks and in the warehouses? And in the nearby factories? Do they think all these jobs were well paid?



Dockers using dockers' hooks, 1950
© PLA Collection/Museum of London

2. Find an image of homeworkers in Victorian London. For example:

<http://shar.es/McxjU>

Do the family look rich or poor? How can you tell? What work are they doing?
How can you tell that they live in just one or two rooms?

Ask the pupils to work in groups of 4-6. The group is to find a way of presenting the image to the rest of the class. For example, they could: act out the scene; present it as a frozen tableau with each person speaking their thoughts aloud in turn; include a newspaper reporter who interviews the family about their work and home.

As a homework task, pupils can imagine that the father works as a docker. They can write a story about a day in the life of the family from the viewpoint of one of the characters.

Charles Dickens, a Victorian writer whose work made his readers more aware of the conditions of life in east London, is quoted above. Look at other extracts from books set in Victorian east London and compare the writers' descriptions of the area. Examples could include:

Street Child, Berlie Doherty (Harper Collins, 2009)

The Sally Lockhart mysteries (e.g *Ruby in the Smoke*), Philip Pullman (Scholastic, 2012)

There are also a number of east London memoirs available – for example *Call the Midwife* and *In the Shadow of the Workhouse* by Jennifer Worth; or *My East End* by Gilda O'Neill – which are very descriptive of the area. You may need to photocopy carefully selected passages for your pupils



Hairbrush maker working at home, c. 1900
©Museum of London



THEME 3: THE ROYAL DOCKS AT WAR

What happened to the Royal Docks, and the people living nearby, during World War II?

In this lesson, pupils will explore maps and photographs to find out how East London and the Royal Docks were affected by the Blitz.

Learning outcomes.

By the end of the lesson pupils will have:

- developed their knowledge and understanding of World War II, particularly as it affected the Royal Docks and their local area;
- practised and developed the investigative skills needed to learn from archive photographs and images of objects;
- participated in a group presentation.

What you need to know

During World War II (1939-1945) London's docks, and the industrial and residential areas around them, were heavily bombed by the German airforce, the Luftwaffe. The German leaders believed that by destroying the port of London, the warehouses and transit sheds, the factories and utilities, they would disrupt Britain's war effort.

In spite of the sustained bombardment, the Royal Docks remained open throughout the war. They handled less shipping due to the attacks by German submarines on British merchant ships which led to food shortages and rationing. However, many did get through and the Royals helped to keep Britain supplied with essential food imports.

The London Blitz

For the first year after war was declared on 3 September 1939, only a very few bombs fell on London, a period which became known as the Phoney War. However, in the early evening of Saturday 7 September 1940, the Luftwaffe launched a fierce attack on London using bombs and incendiary devices. East London was one of the main targets: the gasworks at Beckton and the Royal Docks were heavily bombed.

Bombs also fell on the densely packed rows of terraced housing in east London. By the morning, more than 300 tonnes of bombs and incendiary devices had been dropped on the city. At the docks, warehouses full of inflammable materials such as paint and spirits caught fire; the heat of the flames melted steel girders and the billowing black smoke could be seen for miles around. After 18 days the fires were still burning. To local residents in east London, the 7 September became known as 'Black Saturday'.

Black Saturday marked the start of a period of intense aerial bombardment by the Luftwaffe which lasted until the 10 May 1941. This became known as the Blitz, from the German word 'Blitzkrieg', meaning 'lightning war'.

Hallsville tragedy

Canning Town was the scene of the worst single civilian disaster of the war in Britain. During the first days of the Blitz, 10 September 1940, South Hallsville School in Agate Street, Canning Town, was accommodating bombed-out families waiting to be evacuated. The buses arranged to transport them out failed to arrive, possibly because they had been mistakenly sent to Camden Town rather than Canning Town.

The delay meant that the school was full when a bomb landed directly on it, devastating the school buildings. The official estimate was that 73 people were killed but it was possibly far higher. The names of those who died are inscribed on the West Ham Civilian War Memorial in East London Cemetery.



Air raid damage at the Royal Albert Dock, 1940
© PLA collection/Museum of London

Bombed-out

During the Blitz many families in east London lost their homes in the air raids, so had to move in with relatives or to temporary accommodation allocated to them, often outside the area. Many public buildings were also damaged or destroyed including North Woolwich Railway Station where the platforms received a direct hit by a bomb. Shops and factories were also devastated, including the Silvertown Rubber Factory.

Many east Londoners also lost their lives during the war. In West Ham alone, over 1200 people were killed. Their lives are commemorated by the memorial pavilion to the Civilian Dead of both West and East Ham in Thames Barrier Park.

Shelters

Before the war the government had rejected proposals to build deep shelters. Instead they provided 'Anderson' shelters to be installed in people's back gardens which consisted of curved sheets of corrugated iron bolted together at the top. Half-buried in the garden with earth heaped on top, they offered protection from blast and shrapnel but not from a direct hit. However, many parts of in east London, where people lived in back-to-back terraced housing, there was nowhere to install them.

As the Blitz continued, the London Underground stations were used as public shelters. But in east London, where there were no Underground stations, this was not an option. Some public air raid shelters were erected above ground but were badly built and lacked any form of heating or sanitation. In 1941 the government introduced the Morrison shelter. These had a heavy metal frame and wire mesh sides, could be assembled in the home and even used as a table.

Defending the docks

Many Port of London workers volunteered to serve in the port's own section of the Home Guard or in the Auxiliary Fire Service (AFS). Created in 1940, the Home Guard was designed for men aged between 17 and 65 who were unable to serve in the armed forces, whereas the AFS was created to work alongside the London Fire Brigade. On the River Thames, a new River Emergency Service (RES) was created to assist with damaged ships and casualties, and to clear the river of mines.

Air Raid Precautions (ARP) wardens were employed to help members of the public during air raids. Among other duties, ARP wardens administered first aid and watched for fires. During the Blitz they were usually the first on the scene after an air raid, many risking their lives to save others.



V1 Rocket damage at the Royal Victoria Dock, 1944
© PLA Collection/Museum of London

V1 Rocket attacks on the Royal Docks

The Royal Docks were the target of numerous bomb attacks in the last 14 months of the war when a total of 68 V1 rockets - also known as 'flying bombs', 'buzz bombs' or 'doodlebugs' - landed in the area. Fired from launch sites along the French and Dutch coasts, they could be recognised by the drone of their engines. When these suddenly stopped the silence meant that the rocket was about to fall from the sky and explode, with devastating consequences.

SUGGESTED CLASSROOM ACTIVITIES

Starter activities

1. Explain, or remind pupils, that between the years 1939 and 1945 Britain was at war with Germany, as they had been in the years 1914 to 1918. Many other countries in the world were involved in both these wars so they are known as the First World War and the Second World War, or World War I and World War II.

Show pupils a map of the British Empire before World War II. For example:

http://www.newworldencyclopedia.org/entry/File:Map_of_the_British_Empire_in_the_1920%27s.png

Remind pupils that before the war, ships brought goods from around the British Empire and from other countries to Britain. The most essential goods were foods as Britain could not produce enough food for everyone living here.

Write the names of different food items on sticky notes e.g. tea, coffee, sugar, frozen meat, fresh fruit, grain, eggs. Ask pupils to volunteer to come out and stick these on the map to show countries that they might have come from. Can they remember which products the Royal Docks specialised in?

Explain that during the war German submarines attacked ships bringing food to Britain. Why do pupils think they did this? What problems do they think this led to?

2. Play a recording of the air raid siren. For example:

http://www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/sounds/air_raid_siren

What is the siren warning people about?

Explain that during the war the German air force bombed London during what was called the Blitz. The Royal Docks, and the nearby factories and homes, were very heavily bombed. Why do pupils think this was? Where could people take shelter?

Ask pupils to imagine that they are huddled in a cold, damp, public shelter listening to the sound of bombs dropping. Play a recording of an air raid in progress. For example:

http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/sounds/air_raid

Ask for volunteers to speak their thoughts aloud. Then play a recording of the all clear. For example:

http://www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/sounds/all_clear_siren

How would they feel now? What might they see as they come out of the shelter?



Royal Docks air raid precautions, 1940
© PLA Collection/Museum of London

Main activities

Explain that in this lesson pupils are going to work in groups to find out more about how the Royal Docks, and people living in the area, were affected by the air raids.

1. Explain that the first night of the Blitz became known as 'Black Saturday' to people living in east London. Give out copies of the story, explaining that the sentences are in the wrong order:
 - That night over one thousand large bombs were dropped.
 - The fires at the docks were so fierce that they lasted for a week.
 - The London Blitz began on Saturday 7 September 1940.
 - Thousands of smaller bombs, intended to start fires, were also dropped.
 - German bomber planes began the attack on east London in the late afternoon.
 - The bombs fell on the docks, warehouses, factories and homes.



Air raid damage to Empire Mills, 1940
© PLA collection/Museum of London

Working in pairs, pupils can cut the sentences into strips and rearrange them into the correct order. When they are happy with their decisions, they can write out the story in the correct order.

2. Divide the class into groups. Give each group one or two images, with short captions, relating to a different aspect of the Blitz. Ask your pupils to work in pairs or groups to research their allocated topics, and then report back to the class on what they find out.

Types of bombs: For example, an incendiary bomb and a parachute mine:

<http://www.museumoflondonprints.com/image/134511/unknown-german-incendiary-bomb-20th-century>

<http://www.museumoflondonprints.com/image/166582/arthur-cross-fred-tibbs-parachute-mine-outside-of-bishopsgate-police-station-1940>

Shelters: For example, an Anderson shelter and a public shelter:

<http://www.museumoflondonprints.com/image/134452/sir-william-paterson-oscar-carl-kerrison-sir-henry-jupp-david-anderson-b-l-hurst-corrugated-iron-air-raid-shelter-20th-century>

<http://www.museumoflondonprints.com/image/808346/royal-docks-air-raid-precautions-1939>

Air raid precautions: For example, an ARP rattle and an ARP warden participating in a rescue:

<http://www.museumoflondonprints.com/image/134515/unknown-air-raid-precautions-rattle-20th-century>

<http://www.museumoflondonprints.com/image/139296/arthur-cross-fred-tibbs-rescue-party-pulling-a-man-out-of-the-rubble-at-number-7-budge-row-1944>

Air raid damage at the docks: For example, damage to quays and to sheds:

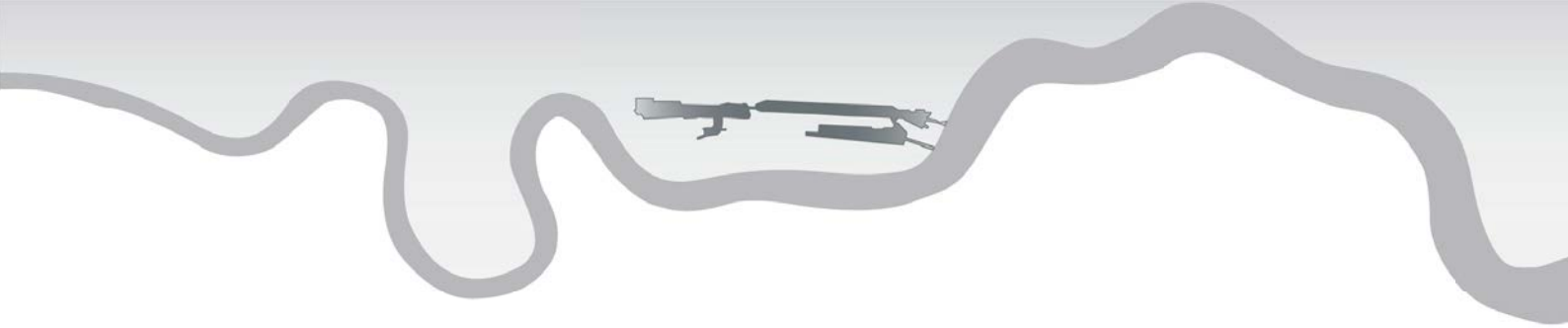
<http://www.museumoflondonprints.com/image/808341/john-h-avery-air-raid-damage-royal-albert-dock-1940>

<http://www.museumoflondonprints.com/image/808340/john-h-avery-air-raid-damage-royal-albert-dock-1940>

Air raid damage to homes and factories: For example, damaged houses and damaged factory:

<http://www.portcities.org.uk/london/server/show/conMediaFile.415/Bomb-damage-on-Cundy-Road-Custom-House.html>

<http://bombsight.org/explore/greater-london/newham/>



3. Give pupils the link to the Bomb Sight website: <http://bombsight.org/#15/51.5050/-0.0900>

This website records the bombing of London during the Blitz on an interactive map of London. Pupils can use the arrows to navigate to the Royal Docks and/or to the area around their school and homes. Using the zoom controls, they can zoom in on particular areas and click on individual bomb icons to find out more information.

Group reading activity: Ask your pupils to explore the personal stories of wartime life in the Royal Docks (or the rest of Newham) that can be found on the Bomb Sight page <http://bombsight.org/explore/greater-london/newham/>

Each group should read the story among their table and then share the key points with the rest of the class. They can then produce their own piece of creative writing about Newham in the war, or you could guide their writing to create a class poem or story.

THEME 4: PEOPLE OF THE ROYAL DOCKS

Who lives in the Royal Docks and why?

In this lesson, pupils will find out how London's status as a trading centre has helped shape the population of the area. They will also use their own class to investigate who lives here today and why.

Learning outcomes

By the end of the lesson pupils will have:

- developed their knowledge and understanding of international links to their local area
- an understanding of the central role of the river and the docks in the development and growth of London as a settlement
- an understanding of why people move to London, both historically and today, and what impact this has had on their local area
- used data collected from their own class and from the rest of London to draw conclusions.



Lascar seaman in King George V Docks
© Henry Grant Collection/Museum of London



What you need to know

Archaeological evidence tells us that the area covered by the Royal Docks has been in constant use for the past 2.5million years. Two Paleolithic hand axes were discovered in Victoria Dock Road, near the ExCeL Exhibition Centre; Neolithic and Bronze Age artefacts have been found in Prince Regent Lane; and Bronze Age timber trackways have been located in Beckton and Silvertown. These trackways probably connected islands of firmer ground.

Lying close to the river, the land was very marshy and not suitable for permanent settlements, but it was important for gathering food and later for farming. Roman and medieval remains have been discovered in Beckton, including evidence of agricultural activity. The area was known as ‘Hamme’ in medieval times, which means a flat, low-lying pasture. It belonged to Guthrum the Dane, who won it in a battle in 878 against Alfred the Great. Cattle were grazed here, and by 1800 there was one house (Devil’s House, between Bow and Barking Creeks) and one road from East Ham village to the river.

People in the past

In 1847 the first railway line in the area was built, from Stratford to North Woolwich, through undeveloped marshland. The line was known as ‘Bidder’s Folly’ after the engineer George P. Bidder. People thought he was mad to build a railway in the swamp, but he bought up all the land between Bow Creek and Gallions Reach and soon made a profit as he sold the land on to the London and St Katharine Dock Company and to people who wanted to build factories along the river close to the docks.

The Victoria Dock opened in 1855 which created even more jobs, and soon there was huge demand for housing to accommodate the workers and their families. The housing was of poor quality, without a proper water supply or sewers, and quickly became centres for disease. People came to the docks from all over the world to look for work and settled in the area as employment was plentiful, although working conditions were hard. Many of these people were Irish, escaping the potato famine, who were instrumental in building the docks, canals and railways all over Britain. More information about living conditions and work for these settlers can be found in the ‘What you need to know’ section of Theme 2: The Victorian Docks.

Once the docks were opened, sailors from all over the world arrived in east London and many of those who stayed settled close to the docks to be near the ships they worked on. These included sailors from India, China, Africa and Europe - particularly Germany, Italy, Poland, Russia and Lithuania. These communities formed the basis for Newham’s super-diverse communities today.

After World War II, much of the Royal Docks area needed to be rebuilt. Construction workers were recruited from the Caribbean and Asia to fill the labour shortages caused by the war. Many of these workers remained in Newham after rebuilding had finished, often in the tower blocks for which the area became famous. Other people arrived as refugees from Uganda and Kenya in the 1970s, and later from Somalia and Angola.

More recently, as the European Union expands, people have come from eastern Europe to Newham. The building of the Queen Elizabeth Olympic Park and the infrastructure needed for the 2012 Olympic and Paralympic Games attracted construction workers, for example.

People today

According to the 2011 Census, Newham today has the seventh highest population of all London's boroughs. At 307,984 people, it has the highest population of the inner London boroughs. The borough also showed the largest population growth of all London boroughs since the 2001 Census – 64,000 people (23.5% increase). The actual population is likely to be even bigger than this, as only 90% of households returned their Census forms. By 2031, the population is predicted to be around 375,500. Each year about 12,000 people move into Newham, but only around 40% of them stay in the area.

London as a whole had a population of 8,173,941 in 2011; 93 different recorded nationalities; 248 ethnic groups; 102 different languages being spoken.

Newham has:

- the lowest proportion of White British people in England and Wales, at 16.7%
- the 2nd largest Bangladeshi population in England and Wales
- the 4th largest Black African population in England and Wales
- the 5th highest proportion of any UK borough born in the Caribbean
- the highest proportion of residents of any London borough born in other countries (42.4%). The London average is 26.4% and the England average is 9.4%.
- a wide variation across the borough – in East Ham North the population is 69% Asian, while in Royal Docks it is 61% White.
- the youngest population in London
- the most diverse population in the UK, along with Brent
- the 2nd most linguistically diverse population after Hillingdon, with all 102 different languages being spoken.

These include:

English	Hindi
Bengali	Telugu
Urdu	Malayalam
Gujarati	Vietnamese
Lithuanian	Tagalog/Filipino
Tamil	Somali
Polish	Krio
Panjabi	Akan
Romanian	Yoruba
Portuguese	Igbo
Ukrainian	Swahili/Kiswahili
Bulgarian	Luganda
Pashto	Lingala

A useful site for comparison is <http://data.london.gov.uk/census/summary>, where you can find historical data from the 1961 Census onwards.



SUGGESTED ACTIVITIES

Starter activity -Where did we come from?

Ask your pupils to stand up.

Tell them to sit down if:

- they were born somewhere other than London
- their parents were born somewhere other than London
- their grandparents were born somewhere other than London.

Most pupils will probably be sitting down by now.

Find out where they/their parents/grandparents were born, and either mark them on using sticky notes on a large world map, or open a world map on a Smartboard in PDF format and add virtual sticky notes.

Ask if pupils know why their families chose to move to London (sensitivity may be required, for example if pupils arrived without their family). Reasons may be economic, social, familial, educational.

Lead your pupils into a discussion about why people in the past might have chosen to come to live in east London – look at local industry like the docks and the mills or refineries.

Main activity and field visit – What do people bring with them?

Discuss with your pupils what someone moving to east London might need to help them feel at home in their new country. Give each group an outline of a suitcase (there are many clipart versions online to download) and ask them to write or draw the items they would pack to bring with them. Make a composite list of the items.

Then, ask them to think about other things that can't be packed in a suitcase that would make them feel at home – for example, places of worship, restaurants or shops.

Make a visit to your local high street to look for evidence about how the local area has adapted to cater for local residents. Take cameras or sketch pads to record what you see. Ask pupils to look out for the following:

- restaurants
- places of worship
- community centres
- shops selling different foods
- other evidence of different nationalities living in the area.

Keep an eye out for evidence of a building's prior use as well.

Back at school, map your high street using a simple block plan or print your photos to make a pictorial record. Mark on your map which countries are represented on the high street – are they the same as those represented in your classroom?

Extension activity – sharing

As a homework activity, ask your pupils to find out about one custom or tradition that their families follow and share it with the class.

Alternatively, organise an end-of-project party and ask pupils to bring in traditional foods from their countries of origin to try.

Other activities

Investigate well-known people from the Royal Docks area or wider Newham. Suggestions include:

Christine Ohuruogu MBE
Ade Adepitan MBE
Martin Peters
Lennox Lewis
Andi Osho
Ray Winstone
Idris Elba

Investigate their links to the area and why they are famous.



©Henry Grant Collection/ Museum of London



THEME 5: REGENERATION OF THE ROYAL DOCKS

What happened to the Royal Docks at the end of the 20th century, what is happening today and what will happen in the future?

In this lesson, pupils will explore photographs and maps to find out about the closure of the Royal Docks and the regeneration of the area in the second half of the 20th century. They will explore the on-going regeneration of east London today and imagine what could happen in the future.

Learning outcomes

By the end of the lesson pupils will have:

- developed their knowledge and understanding of the geography of their local area
- an understanding of the main effects on the area of the closure of the Royal Docks in 1981, how the area has been regenerated since then and how this regeneration is ongoing today
- explored their ideas for the Royal Docks in the future and produced creative art and design work.

What you need to know

After World War II (1939-1945), storage facilities at the Royal Docks damaged during the Blitz were rebuilt and trade and industry in the area prospered again for a short period. However, modern technology, such as cranes and fork lift trucks, began to reduce the labour force needed at the docks. The break-up of the British Empire following the war led to a change in world trade patterns; London factories could no longer rely on cheap imports of raw materials from British colonies.

More importantly for the Royal Docks, and the rest of London's dock system, the development of new shipping technology and containerisation was revolutionising cargo handling. In the past, unloading and loading ships was done by manual labour. Cargoes were carefully packed by stevedores in the holds to ensure that a ship was balanced for its journey around the world, or unloaded by dockers and sorted into warehouses for storage. The advent of containerisation meant that cargoes were packed into huge metal containers at the factory where they were made, for example, and then the containers were lifted directly onto and off lorries and trains.

The closure of the Royal Docks



© PLA Collection/Museum of London

The Royals, as the largest of the up-river docks, were able to accommodate early container ships, reaching their peak in terms of volume of goods handled in the 1960s. However, the opening of vast new container berths, down-river at Tilbury in 1968, signalled the end for the rest of London's docks. The Royal Docks were the last to close in 1981.

The closure of the Royal Docks led to a spiral of decline in the area. Factories, small businesses and haulage companies which had been dependent on the docks closed down or moved away. The Tate & Lyle sugar refinery at Silvertown, and the Plaistow plant specialising in Golden Syrup, were two of the few survivors.

The resulting high unemployment rates meant that many people moved away from the area in search of other work. The docks, warehouses and other land and buildings lay empty and derelict. Public transport systems declined; social, retail and leisure facilities were poor or non-existent.

The London Docklands Development Corporation (LDDC)

In July 1981 the LDDC was created, charged with securing the lasting physical, economic and social regeneration of London's Docklands. Its specific brief was to bring land and buildings back into effective use, to encourage existing and new industry and commerce, to ensure that housing and social facilities were available to encourage people to live and work in the area and to create an attractive environment. Funded directly by central government, the LDDC was also expected to attract private investment.

Improved transport links

LDDC recognised that the construction of new transport links was essential to Docklands. In 1984, work began on the new Docklands Light Railway to link the Isle of Dogs with Tower Hill in the west; the following year, an additional line was built out to Stratford in the north east. In 1994, the 11-station eastern extension of the DLR from Poplar to Beckton via Canning Town opened, serving the Royal Docks with stations at Royal Victoria, Custom House, Prince Regent, Royal Albert, Beckton Park, Cyprus and Gallion's Reach.

In 1990 Parliament authorised the construction of the London Underground's Jubilee line extension from Green Park to Stratford with a station at Canning Town, to the north east of Royal Victoria Dock and Silvertown. Opened in 1999, this has become an important interchange between the Underground, DLR and local bus services.

The LDDC also built a series of new and improved roads through the Royal Docks linking the A13/A406 in the east and Aspen Way/Limehouse Link in the west. These include Royal Docks Road and the dual carriageway Royal Albert Way. A new four lane north-south road, the Connaught Crossing, was built between the docks incorporating a swing bridge to allow shipping to pass beneath.

London City Airport

In 1987 London City Airport (LCY) was opened on the quay space between the Royal Albert and King George V docks. Initially useable only by a few types of aircraft, the runway was extended in 1992 to accommodate a larger range of aircraft. In 2005, London City Airport station opened on a branch of the DLR, providing fast links to Canary Wharf and the City of London. Today London City Airport is used by over 3 million passengers a year, connecting east London to almost 50 destinations in Europe and to New York.



*London City Airport under construction, 1980s
© London City Airport*

The Royal Docks today

Because of their relative remoteness from central London, the redevelopment of the Royal Docks area has proceeded more slowly than in some other parts of Docklands. In addition to improving transport links, the LDDC promoted new residential and commercial developments. These included thousands of new homes at Beckton, just north of the Royal Docks, in the 1980s.

Britannia Village, built in the 1990s on the south side of the Royal Victoria Dock, is the largest single residential development in the whole of London's Docklands. It comprises a mix of private and social housing together with local facilities such as shops and a primary school. Incorporating historic cranes and a factory chimney, the development includes the Royal Victoria Dock Footbridge, which links the village with Custom House DLR station on the north side of the dock.



The Royal Docks today (continued)

More recently, other major projects have been proposed or implemented. Many residential complexes have been built including Eastern Quay on the south side of Royal Victoria Dock, Capital East on the north side of the dock and Gallion's Reach to the east of the Royal Docks. Another development has seen the construction of a new Docklands campus for the University of East London at the Royal Albert Dock. The ExCeL Exhibition Centre, which opened at the Royal Victoria Dock in 2000, is now one of Europe's leading exhibition and conference venues.

The Royal Victoria Dock is also home to the Siemens Crystal, one of the most sustainable buildings in the world which showcases an interactive exhibition around the future of sustainable cities.

The future

With 13 miles of river and dock frontage, the Royal Docks has been identified as having huge potential for waterfront development. The ambition is to create a new identity for the Royal Docks, transforming the area into a world-class business destination and a great place to live and visit. To help attract more businesses and investors, the Royal Docks were granted Enterprise Zone status by the government in 2011. Since then there has been unprecedented investment from both the public and private sectors, and several new projects are planned or already underway.

The Royal Docks will become more connected in the future, with the east to west Crossrail line currently under construction and a new station being built at Custom House. London City Airport hopes to improve its infrastructure so that it can accommodate a new range of larger, quieter and more fuel efficient aircraft. These developments would enable the airport to accommodate more passengers and 1,500 long term jobs would be created for local people.

At the Royal Albert Dock, the Chinese company ABP will be regenerating a 4.5 million square foot area of land into an Asian Business Port by 2023. This business park will attract predominantly Asian companies who are seeking an ideal location for their European headquarters, with its close proximity to London City Airport allowing fast links to continental suppliers and the EU market. This development will create 20,000 jobs in Newham and bring in a projected £6 billion to the London economy.

Further west the south side of the Royal Victoria Dock, opposite the ExCeL Centre, has been allocated to the Silvertown Partnership. Their plans will transform the 50 acre site into a commercial quarter, creating over 9,000 jobs, and a residential zone. Multiple 'brand pavilions' will attract top brands wishing to showcase their products and there will be a designated space for incubator and technology businesses. The continued growth of the ExCeL Centre, which currently employs 31,000 people, is projected to create an additional 12,000 jobs and contribute £5.5bn to the economy by 2017.

By 2023 the combined total financial contribution of London City Airport, the ExCeL Centre, the Silvertown Partnership and ABP to the economy is projected to reach £75 billion. All of these initiatives are designed to encourage the continued economic regeneration of east London and to make it an attractive and dynamic place in which to live and work.



1

Silvertown Tunnel

Proposed new river crossing.
Could be operational by 2021.

2

Tidal Basin

Construction is due to begin in
late 2014.

3

Floating Village

Proposed mixed-use development.

4

Silvertown Quays

A planning application is
due to be submitted in 2014.

5

Crossrail Custom House Station

Links to Woolwich & Canary Wharf.
2018 completion.

6

Minoco Wharf

Permission for mixed-use
development.

7

Barrier Park East

Mixed-use development.
Completion March 2016.

8

Asian Business Port

Planning application has
been submitted.

9

UEL and Sahara

No planning application has
been submitted yet so
construction work is unlikely
to begin in 2014.

10

Great Eastern Quays

Proposed residential units.

11

Crossrail Line

Currently under construction.
Completion due 2018.

12

Potential Crossrail Station

London City Airport station.

SUGGESTED ACTIVITIES

Starter activities

1. Give pupils three images of goods being loaded or unloaded at docks, from three different periods in history. For example:

Victorian: cargoes being unloaded by sailors or dockers

<http://shar.es/M4SoS>

Mid-20th century: cranes loading or unloading cargoes

<http://shar.es/M4TDj>

Present day: container handling <http://www.londondistributionpark.com/port-of-tilbury.php>

Working with a partner, ask pupils to put the images in order from oldest to newest. Ask them to talk about how the cargoes are packaged in the images and the different methods of loading or unloading them. What types of ships do they think would have been used to transport the different cargoes? Why wouldn't the Royal Docks be able to accommodate the very large container ships and the handling technology used today? (Answer: the entrance to the Royal Docks was not wide enough for the largest ships. The River Thames is also tidal so is subject to silting, so the channels that allow the ships to move up the river change over time to become shallower.)

2. Explain that in 1981 – over 30 years ago – the Royal Docks closed. Discuss with your pupils why they think this might have happened.

Ask pupils to help you make a list on the board of all the problems they think this created for people living in east London. For example:

- people who had worked at the docks had no jobs
- the factories who had relied on the docks for goods and materials closed down
- people who had worked in the factories had no jobs
- local people didn't have any money to spend so shops closed down
- the dock storage buildings and factories were empty and run-down
- people didn't want to come and live here so no new homes or leisure facilities were built
- new businesses didn't want to move here because the transport links were poor.



Cranes at Royal Docks, 1955
© PLA Collection/Museum of London

Ask pupils to imagine that they and their family lived in east London at this time. Which problem do they think would have mattered most to them? Why? Tell their partner.

3. Explain that since the Royal Docks closed the area has been regenerated. What do pupils think this means?

Ask pupils to draw and label 'before' and 'after' pictures of a regenerated area. The 'before' picture could include run-down buildings, boarded up shops and graffiti. How would pupils improve this area to make it a pleasant place for people to live in? Ask them to include their ideas in their 'after' picture.

Main activities

Explain that pupils are going to investigate what happened to the Royal Docks area after the docks closed and the changes that have taken place since then. They will also be imagining what the area might be like in the future.

1. Divide the class into small groups. Give each group copy of a plan of the Royal Docks in the mid-20th century. For example:

<http://moodemapcollector.blogspot.co.uk/2011/02/port-of-london-1964.html>

Also give the groups a copy of a modern map or plan, for example a Google map. Pupils could work with digital images of the plans/maps on PCs or tablets. If they have internet access, they can use the controls on the Google map to zoom in or out.

Explain that their task is to investigate what has changed and what has stayed the same since the docks closed. You might like to give pupils some enquiry questions to help them focus. For example:

- Look at the shapes of the docks. Have these changed at all or stayed the same? Why do you think the docks haven't been filled in?
- Can you find any changes to the roads? And the railways? Any new stations? Any new bridges?
- What has been built between the Royal Albert Dock and the King George V Dock?
- Can you find any evidence of the old warehouses at the Royal Victoria Docks? What do you think these are used for today?
- What is the name of the big exhibition centre on the north side of the Royal Victoria Dock?
- Can you find any homes, hotels, restaurants or shopping centres on the new map? Are there any parks or other leisure facilities?



*View of O2 Arena with Royal Docks in background, 2009
©Museum of London*

Extension activity: Ask pupils to work in pairs to select one of the businesses in the Royal Docks and create a short presentation on it, in a format of their choice (for example, PowerPoint, poster, information booklet etc).

2. Show pupils artists' or designers' ideas for the Royal Docks in the future (if you run a Google image search for 'future Royal Docks' a selection of impressions will appear.)

Explain that there are lots of new developments planned for the Royal Docks area. What would they like the area to be like 20 years from now?

Working in their groups, pupils can explore ideas for the Royal Docks in the future. Each member of the group could be responsible for a different aspect. For example: homes, offices, schools, transport, leisure and/or sports facilities, public spaces, wildlife habitats. As a group they can create a classroom display which could include plans, diagrams, models, drawings and written descriptions.



My Royal Docks: Fieldwork activities

The activity sheets in the pack are designed to be completed on a fieldwork trip to the Royal Victoria Dock. We recommend starting your trip at Custom House DLR station. You can either return to school via this station or walk westwards along the north side of the former dock after completing the activities. There is a paved area between the dock and the Crowne Plaza hotel with benches and trees which is a pleasant place for pupils to eat packed lunches. From there it is a short walk to Royal Victoria DLR station.

The activity sheets have been devised for pupils to work in groups with accompanying adults. We suggest a ratio of six pupils to one adult, but please check your LEA and school requirements. In addition to the activity sheets, we suggest that you take with you: clipboards, HB pencils, coloured pencils/crayons, cameras and/or tablets.

A pre-visit is essential in order to familiarise yourself with the area and to conduct your own risk assessment.

Note: the lifts at the Royal Victoria Bridge are not always working. If you have pupils with limited mobility you will need to check this before your visit.

Extend your visit

Visit the Crystal

<http://www.thecrystal.org/visit-us.html>

Situated at the western end of the Royal Victoria Dock, the Crystal houses the world's largest exhibition on the future of cities, dedicated to urban sustainability. The exhibition is divided into 10 different zones including 'Forces of change', 'Clean and green', 'Smart buildings' and 'Future life'.

School visits are free but advance bookings are encouraged. For further information or enquiries contact education@thecrystal.org or call 0207 055 6400.

Fly on the Emirates Air Line cable car

<http://www.emiratesairline.co.uk/>

The cable car connects the Royal Docks (from the terminal at the western end of the Royal Victoria Dock) with the Greenwich Peninsula (near to the O2 Arena). The ride has excellent views of east London, the Royal Docks and the River Thames and can be used to consolidate pupils' understanding of the geography of the area.

Pupils are charged only £1 for a single or return journey. Booking in advance is essential. For further information contact EALGroups@macemacro.com or call 020 3282 1030.



Visit the Museum of London Docklands

<http://www.museumoflondon.org.uk/docklands/>

Housed in a former sugar warehouse at West India Quay, the museum is close to the Westferry and West India Quay DLR stations. The museum tells the story of the port of London from Roman times to the present day, with a particular focus on east London, the docks and the local communities.

Teacher-led visits are free but school groups must book in advance. For further information visit:

<http://www.museumoflondon.org.uk/schools/how-book/>

Museum-led sessions are available which will support this scheme of work. For more information, please visit

<http://www.museumoflondon.org.uk/schools>.

You may be particularly interested in:

Poverty, work and life in the Victorian docks

Original tools, artefacts, commodities and historical photographs will provide you with topics for lively discussion, while role-play enables exploration of some of the issues. In the second part of the session, meet Maeve Dawson in 19th century Sailortown to hear stories of travel, work and life in the colourful and diverse Victorian east end.

Snapshot Docklands

Explore maps and images showing this progression in a classroom session, then use digital technology to share your discoveries.

Bella Feltwell: East End housewife

Travel back in time to Poplar during the Blitz to meet Bella Feltwell, local housewife. Find out about wartime life in the East End, rationing, evacuation and much more.

London Docklands at war

Through exploration of artefacts and first-hand accounts of children's wartime experiences, your pupils will develop an understanding of why London's docks were targeted during the Blitz and how this affected the local community.

Cornelius Long: London docker

Dock work was often a family business with several generations of men joining the labour force at one of the many docks in London, and Cornelius Long is no exception. Based on the actor's own family history and oral testimony, this session offers your pupils drama combined with real experience, giving them the opportunity to learn about life in the docks as the area began its decline after World War II.

The Thames: Connecting London

A chance to investigate the history and geography of Docklands through its transport and trade connections past and present.

Directions to the Museum of London Docklands



Visit London City Airport for an airside tour

Maximum of 25 pupils per group. Please visit the London City Airport CSR page to contact a member of the CSR team. (www.londoncityairport.com/aboutandcorporate/page/ourcommunity)

Explore <http://www.portsofcall.org.uk/>

A series of 'walks of art' around the Royal Docks.

Activity sheet 1: The Royal Docks in the past

1. Follow the signs for 'ExCeL' from the Custom House DLR station. When you reach the exhibition centre, stand on the large paved area outside the entrance and look down on the area below.

Put a tick in the box when you have found:

the dock ☐

old warehouses ☐

cranes ☐

2. Write a sentence explaining how these were used in the past.

The dock was used for

Warehouses were used

Cranes were used to

3. Walk down the steps to the old warehouses. What are the warehouses used for today? How can you tell what they were used for in the past?

Draw and label something in the box below that is evidence of how the warehouses were used in the past.



Activity sheet 2: Connecting London

1. Talk about the different jobs that the men are doing. What tools or equipment are they using to help them in their work?

Imagine that you are one of the men. Do you enjoy your work? Why or why not?
Write the title of the sculpture in the space below:

.....

2. Look closely at the sacks, barrels and crates.

What different places have they come from? Fill in the missing letters to complete the names of some of the places.

M _ _ B _ _ A
Z _ N _ _ _ A _
T _ _ _ I _ _ D
K _ _ _ A _ L _ M _ _ _

H _ _ _ K _ _ _
C _ _ C _ T _ _
D _ _ B _ _
N _ _

When you are back at school, find these places on a world map.

3. Suggest three different types of goods that the men could be unloading. Write the names of them in the spaces below.

.....
.....

The nearest DLR station is called Custom House. What do you think a custom house is?
(Clue: What is the tax called that people have to pay on imported goods?) Why do you think some of these old place names have been kept today?

4. People from all around the world have been coming to live and work in this area for hundreds of years. Talk about why you think this is.

Activity sheet 3: The Royal Docks today

1. Walk towards the Royal Victoria Dock Bridge and look at the information board. Find where you are on the plan. How is the Royal Victoria Dock connected to the River Thames? What else can you see on the plan?
2. Climb the stairs to the top of the bridge. Walk along the bridge and look at the views on either side.

Put a tick in the box when you can see:

London City Airport ☐

Canary Wharf ☐

the O2 Arena ☐

Spiller's flour mill ☐

Britannia Village (on the other side of the dock) ☐

Talk about which of these are old and which are new. How can you tell?

Pick two of these. What is their purpose?

3. Make a list of four different types of transport that you can see.

.....

.....

.....

.....

4. Draw and label two things that you can see. They could be examples of new and old buildings or different types of transport.

Activity sheet 4: The Royal Docks in the future

1. Go back across the bridge and down the steps. Walk along the wharf beside the dock. Find a place where you can sit or stand and look out over it. Talk about these questions with your group.

How has the area changed since the docks closed?

Has anything stayed the same?

What do you like about the area?

Is there anything that you don't like?

How do you think it could be improved?

2. What would you like this area to be like in the future? Write or draw your ideas under the different headings in the spaces below.

Homes

The environment

My Royal Docks

Transport

Leisure

Fieldwork activities: Adult support and answer sheets

Please give pupils the opportunity to look around and explore each area before completing the activity sheets. Encourage them to talk about what they see and find out. Give support and clues if necessary to help with the activity sheet questions but encourage pupils to work out the answers for themselves and to use their own ideas.

Activity sheet 1: The Royal Docks in the past

1. Follow the signs for the ExCeL Centre from the Custom House DLR station. When you reach the exhibition centre, stand on the large paved area outside the entrance and look down on the area below.

Put a tick in the box when you have found:

- | | | |
|----------------|--------------------------|--|
| the dock | <input type="checkbox"/> | the area of water in front of you |
| old warehouses | <input type="checkbox"/> | two rows of brick built buildings behind you |
| cranes | <input type="checkbox"/> | large grey cranes beside the dock |

2. Write a sentence explaining how these were used in the past.

The dock was used for ships to park in (berth/moor) while goods were unloaded or loaded.

Warehouses were used for storing goods.

Cranes were used to lift large items and containers on and off ships.

3. Walk down the steps to the old warehouses. What are the warehouses used for today? How can you tell what they were used for in the past?

- The warehouses house a variety of businesses today including restaurants, bars and offices; some have been converted into flats.
- Evidence of how they were used in the past include: the loading bays, the small cranes attached to the upper walls (jiggers); the small paned metal window frames (for security); the names of some buildings e.g. 'The Grain Store'.

Draw and label something in the box below that is evidence of how the warehouses were used in the past.

Pupils might choose to draw a loading bay, a jigger or a window.

Activity sheet 2: Connecting London

1. Find the sculpture of three men working.

Talk about the different jobs that the men are doing. What tools or equipment are they using to help them in their work?

The sculpture is of two dockers – men who worked unloading the ships - and a foreman (or 'ganger').

One docker is releasing chains from a platform which would have been attached to a crane used to unload cargoes. He has a dockers' hook in his belt, used for lifting goods.

The other docker is wheeling a trolley used to transport goods into the warehouses. The ganger is keeping records of the cargoes in a notebook.

Imagine that you are one of the men. Do you enjoy your work? Why or why not?

Write the title of the sculpture in the space below: 'Landed'

2. Look closely at the sacks, barrels and crates.

What different places have they come from? Fill in the missing letters to complete the names of some of the places.

MOMBASSA (a city and port in Kenya)

HONG KONG (a city on the South China Sea)

ZANZIBAR (an island near East Africa)

CALCUTTA (Kolkata, the capital of West Bengal)

TRINIDAD (an island in the Caribbean)

DURBAN (a city and port in South Africa)

KUALA LUMPUR (the capital of Malaysia)

N.S.W. (New South Wales, a state in Australia)

When you are back at school, find these places on a world map.

3. Suggest three different types of goods that the men could be unloading. Write the names of them in the spaces below.

Pupil suggestions might include: tea, coffee, rice, sugar, grain, spices, frozen meat, rum.

The nearest DLR station is called Custom House. What do you think a custom house is? (Clue: What is the tax called that people have to pay on imported goods?) Why do you think some of these old place names have been kept today?

The custom house was the office where custom duties were collected on the imported goods.

4. People from all around the world have been coming to live and work in this area for hundreds of years. Talk about why you think this is.

Activity sheet 3: The Royal Docks today

1. Walk towards the Royal Victoria Dock Bridge and look at the information board. Find where you are on the plan. How is the Royal Victoria Dock connected to the River Thames? What else can you see on the plan?

Features to find/point out on the plan include: The Royal Albert Dock; London City Airport; the Thames Barrier; the DLR track, the North London line, the Jubilee line and the different stations; the O2 Arena (labelled the Millenium Dome); the Isle of Dogs and Canary Wharf.

2. Climb the stairs to the top of the bridge. Walk along the bridge and look at the views on either side.

Put a tick in the box when you can see:

- London City Airport ☐ the runway can be seen in the distance on your left as you walk over the bridge.
- Canary Wharf ☐ Number 1 Canada Square and other tower blocks can be seen in the distance on your right.
- the O2 Arena ☐ the dome ahead and to your right
- Spiller's flour mill ☐ the disused building on the other side of the dock
- Britannia Village (on the other side of the dock) ☐ the low rise housing development

Talk about which of these are old and which are new. How can you tell?

Pupils might say they can tell, for example, that the flour mill is old because it is derelict with peeling paint and broken windows, whereas Canary Wharf is new because of the style of the high rise buildings made from expensive materials. They may say that Britannia Village, built in the 1990s, is 'old' because some of the shop units are empty and the style of the development is not as modern as the very new, luxury developments, on the opposite side of the dock.

This could lead to a discussion of when the docks closed down (1981), why they closed (because of new container ships) and what happened to the area when they did (it became run-down with problems including derelict buildings, poor transport links and high unemployment).

3. Make a list of four different types of transport that you can see.

Suggestions could include: planes (air), cars and buses (road), the DLR (rail), boats and yachts (river), pedestrian walkways and the cable car.

4. Draw and label two things that you can see. They could be examples of new and old buildings or different types of transport.

Activity sheet 4: The Royal Docks in the future

1. Go back across the bridge and down the steps. Walk along the wharf beside the dock. Find a place where you can sit or stand and look out over it. Talk about these questions with your group.

How has the area changed since the docks closed?

Has anything stayed the same?

What do you like about the area?

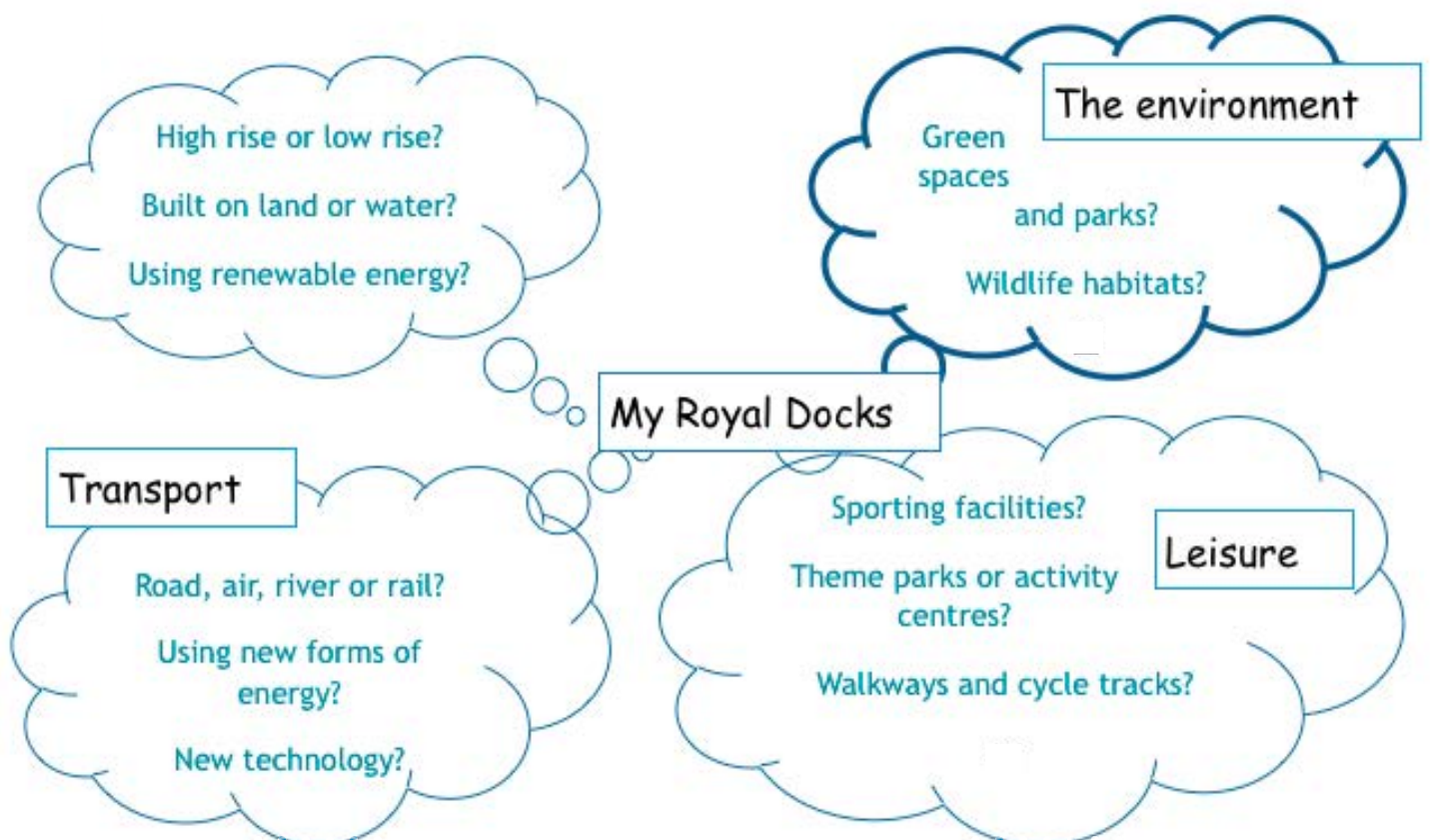
Is there anything that you don't like?

How do you think it could be improved?

Since the docks closed down many old industrial buildings have been abandoned or demolished. The regeneration of the area has included the construction of housing developments, hotels, entertainment and exhibition centres, office buildings, shops and banks. Some old buildings and features such as the warehouses, the docks themselves and the cranes have been preserved. Instead of working at the docks or in the factories, people in the area now work in jobs including ones in the retail, banking and hospitality sectors.

Encourage pupils to discuss the changes to the physical appearance of the area, and to the lives and work of people who live here, and to give their own views and opinions.

What would you like this area to be like in the future? Write or draw your ideas under the different headings in the spaces below.



Useful links

Crossrail
Docklands Light Railway (DLR)
DP World
ExCeL Centre
London City Airport
Port of London Authority (PLA)
Tate & Lyle
Tilbury Docks
Woolwich Ferry

www.crossrail.co.uk/
www.dlrlondon.co.uk/
www.londongateway.com/
www.excel-london.co.uk/
www.londoncityairport.com/
www.pla.co.uk
www.tasteandsmile.com/our-story
www.londoncontainerterminal.com/
www.tfl.gov.uk/modes/river/woolwich-free-ferry

*Produced in association with the Museum of London Docklands.
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