



**Docklands
Light Railway**

Teachers' Resource Pack

Section 3 – Teacher Resources

Useful websites

www.dlr.co.uk

The official DLR web site. Includes timetables, service information and a photo gallery of the different stations. Also great for finding lots of other things to do in the area.

www.portcities.org.uk

Includes the maritime history of London, told in words and pictures, from Roman times to the 21st century. Features interactive games and quizzes.

www.movinghere.org.uk

Database of photographs, maps, objects, documents and audio items recording 200 years of migration to England. Includes images of dockland life and work.

www.lddc-history.org.uk

Includes a summary of the aims and achievements of the LDDC from 1981-1998.

www.towerhamlets.gov.uk

Includes suggestions for places to visit in Tower Hamlets and information about obtaining leaflets and guides.

www.eastlondonhistory.com

Includes articles and stories on a range of historical topics and characters associated with the East End of London.

www.islandhistory.org.uk

Website of the Island History Trust, which is dedicated to recording and preserving the history of the Isle of Dogs. Includes stories and images.

Recommended books

John Pudney, *London's Docks*, Thames and Hudson, 1975

A comprehensive and readable history of the development of the docks, from the early 19th century to 20th century closures. ISBN 0 500 270 58 9

Professor S. K. Al Naib, *London Canary Wharf and Docklands: Social, Economic and Environmental*, Research Books, 2003

An illustrated account, summarising the history of the docks and detailing the regeneration of the area. ISBN 1 8745 36 98 8

Professor S. K. Al Naib, *London and Dockland Walks*, Research Books, 2000

Detailed suggestions for several walks, suitable for adults and older pupils, with maps and illustrations. ISBN 1 8745 36 25 2

Useful terms for KS3 & 4 pupils

Urban:	an area of land that is mainly covered in buildings.
Inner city:	areas in the centre of a town or city, often built over 100 years ago.
CBD:	central business district, where most shops and offices are found.

Redevelopment:	clearing or modernising of buildings or land, usually so that it can be used for a different purpose.
Regeneration:	bringing new life, jobs and prosperity to an area.

Settlement:	a place where people live.
Site:	the actual place where a town or village grew up.
Environment:	the natural or physical surroundings where people live.

Land use:	how land in the town or countryside is used.
Residential:	area occupied by houses and flats.
Commercial:	businesses trading for profit e.g. shops, banks.
Industrial:	usually describes manufacturing businesses, from shipbuilding (heavy) to small factories (light).

Goods:	materials and products e.g. food, clothes.
Services:	do not provide a product but are useful e.g. railway stations, churches, garages, roads.
Imports:	goods that are brought into a country.
Exports:	goods that are sent overseas.
Low order goods:	or convenience goods, usually cheap and often bought every day e.g. food, newspapers.
High order goods:	or comparison goods, usually more expensive and bought less often e.g. clothes, electrical items.

Fieldsketch:	a labelled sketch drawn outside the classroom.
Key:	a list of signs and symbols on a map with an explanation of what they represent.

KS2 Adult sheet:

Suggested questions for discussion with pupils

- How has this environment changed?
- How has this environment been damaged or improved?
- How is the land here used?
- How do people travel to, and around, here?
- What jobs do people do here?
- What shops and services are there here?
- What is this place like and why?
- What does it feel like to be here?
- How is this area still changing?

Useful vocabulary to use

evidence	clues	information	similar	different
modern	old	settlement	urban	city
office	shop	building	road	station
hotel	house	apartment	flat	warehouse
repair	damage	environment	landscape	community
transport	traffic	vehicles	route	pollution
facilities	leisure	entertainment	bank	restaurant
litter	recycling	conservation	development	

KS2 Pre-visit activities

Where are we going to?

Identify the Isle of Dogs on a range of maps of different scales e.g. a local OS map, a map of the Thames Valley, a map of Great Britain. Ask pupils to identify specific features on the OS map e.g. the docks, the DLR track and stations, particular roads.

How will we get there?

Give pupils a map of the DLR. Ask them to plan the route to the West India Quay from the DLR station nearest to school (or nearest to the main line/underground station you will be disembarking at).

What was the area like in the past?

Show pupils a photograph of the docks in the 19th century (see www.movinghere.org.uk or www.portcities.org.uk for examples). Ask them to identify how they are being used and to suggest what the working and living conditions of the dockers might have been like.

KS2 Post-visit activities

Class exhibition

Make a wall display of your trip, including maps, photographs and drawings.

My journey

Write a description of your journey on the DLR, illustrated with a simple map to show the route. This could be a group task, with each member of the group responsible for a different stage of the journey.

Recording information

Record some of the information collected on the field trip in the form of simple charts or graphs.

Poetry on the DLR!

Suggest that pupils write a poem about one of the locations visited. Encourage them to include their thoughts and feelings about it.

Poster competition

See who can design the best poster aimed at encouraging other people to visit the Isle of Dogs.

KS3 & 4 Pre-visit activities

Urban decay

Explain why the docks closed down. Show pupils a photograph of the Isle of Dogs in the 1970s (see www.islandhistory.org.uk) and ask them to suggest what problems the area faced.

Redevelopment and regeneration

Compare and contrast a recent map or plan of the Isle of Dogs, with one before the regeneration of the area. (A high resolution PLA plan from 1921 is available at www.londonancestor.com/maps/london-docks-west-th.htm) Ask pupils to list similarities and differences e.g. in the shape of the docks, the transport links.

Vox pop

Ask pupils to devise their own survey or questionnaire and interview members of the public. For instance, you might want pupils to devise a questionnaire to discover the sphere of influence of one of your destinations in terms of work, shopping and/or leisure and entertainment facilities.

Please note that the Canary Wharf Estate does not permit any such surveys or interviews on any part of its property including shopping malls, streets and parks.

KS3 & KS4 Post-visit activities

Land use comparison

Ask pupils to compare and contrast one of the localities in terms of land use. They should illustrate their work with field sketches and maps and offer explanations for similarities and differences.

Recording data

Record the results of surveys and questionnaires in the form of pie charts, bar graphs and spreadsheets.

Evaluation

Ask pupils to evaluate the successes and failures of the regeneration of the Isle of Dogs. They should support their points with specific data collected on the field trip.

Location, location!

Suggest that pupils design an Estate Agent's brochure for one of the luxury apartments seen on the trip. They should include details of the attractions and advantages of living in the particular location.

Travel and tourism

Divide pupils into groups. Imagine that the Mayor of London will offer a contract to the group who can come up with the best advertising campaign aimed at attracting more tourists to the Isle of Dogs. Each group should plan and then present their ideas to the class.