Key Stage 3
Visit Information For The Guide

Students should arrive having spent a lesson studying the changes in London Docklands, from being the world's largest port, to the docks' closure and the redevelopment in the 1980s and 1990s. This visit will be about enjoying the climb on this iconic landmark but also about seeing the changes from a bird's eye view; looking at the land use and economic activity in the area, and comparing this to what it was. The area is a good example of how deindustrialisation and reurbanisation have affected a city.

Note: Some students may arrive with no previous knowledge so may need more help and input.

Links to the National Curriculum:

Pupils should be taught to:

Human and Physical Geography

• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

  – Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

• Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems

Geographical skills and fieldwork

• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

In the Briefing Room:

• Briefly run through the history of the area, with the help of the students' input if possible (roughly cover the following points):

– London's success through history has always revolved around the Thames and the city's access to water. But it wasn't until the end of the 17th century, that Londoners really started to use the water access of the East End. The river got so busy, cargoes often remained trapped in the maritime traffic jams for weeks, sometimes months, at a time and were subject to robbery. To help alleviate this problem, and provide a safe place for ships to load and unload for longer than the tides would allow, a dock was built at Rotherhithe in the 1690s.

– But it was the Industrial Revolution of the 19th Century that resulted in the most rapid expansion of the docks. The West India Docks were opened in 1902 and contributed to what became the world's largest port. Previously, this land had been marshland/used for agriculture. Industries built up around the ports and by the 1930s 100,000 people were employed in the area.

– It was where the whole of the British Empire brought its goods to trade. The ports attracted workers from all over the country (and world) making the East End of London a very densely populated area. Ships imported raw materials from all over the world, largely the Canary Islands and West Indies (can the students think of what the docks might have been called?) including sugar, tobacco, spices, coffee timber and grain. A multitude of factories and warehouses were built along the banks of the river as manufacturing boomed and Britain became famous for making goods.

– But it was not a wealthy area and it suffered with problems of poverty and crime.

– The area was not very well connected to the rest of London and the people here lived almost in isolation. As a result these East Enders had a very strong community spirit, with their own slang (guide could wow the crowd with their own Cockney Rhyming Slang!)

– The docks suffered extensive bombing during World War II.

– Without having fully recovered, the docks were then hit with another problem over the next few decades: the narrow River Thames could not accept the large new container ships that had come to dominate international shipping.

Cranes and dock workers were not needed in such great numbers. And as it became cheaper for goods to be processed abroad, manufacturing in Britain began to decline. All of the docks began to close. With no work, many people moved out. For those that stayed there was high unemployment.

– Large areas were left derelict and abandoned – over 60% of what you can see today.

– In response to the resulting social, economic and environmental problems, and after years of negotiations, the London Docklands Development Corporation (LDDC) was set up in 1981.

– They encouraged businesses with enterprise zones (cheaper taxes and other incentives), they sold land for residential areas, which became luxury private housing, and ensured that the area had excellent transport links by setting up the Docklands Light Railway, as well as City Airport. No expense was spared at improving the roads around the once isolated Isle of Dogs. They also spent £10 million on improving council homes, built 22,000 new homes, renovated old warehouses, built new shopping centres, and spent £100 million on health education and job training. Construction started on Canary Wharf - once a cargo warehouse - in 1988.

– During the 1990s, rapid development of buildings and the extension of the Jubilee Line enabled the location of many businesses and corporations to the area. The area is now home to companies such as Citigroup, NatWest Bank plc, Barclays plc, Morgan Stanley, The Daily Telegraph, The Guardian, Reuters and many more.

– This all made it a much more attractive area for people to live and work; after surviving the recession, the area started to thrive as a business and financial centre, as well as a desirable place to live. Leisure attractions like the O2 soon set up business in the area.

• Ask the teacher to split the students into mixed ability groups of 4-5, ensuring there is a good reader in each group.

• Explain the challenges the students will be doing when they reach the top (see box below) – the aim is for them to work as a team and answer as many challenge cards as they can. Time will be limited so they will need to focus and work hard.

Half Way Up:

- If time allows, pause half way up and ask the following questions:

  – What river can you see running past the O2? Does anybody know what we call this winding curve or bend in a river? (a meander). The River Thames has over 100 meanders.

  – Can anyone guess how long the river is? (215 miles – the longest river entirely in England. Two-thirds of London's drinking water comes from the Thames – delicious!)

  – This is called the Greenwich Peninsula – does anyone know what a peninsula is/why it is called this? (area of land extending from mainland, that is surrounded by water on the majority of its border)

  – The area the O2 was built on was used as a gasworks from 1887 to the 1970s and after that it was left abandoned. The soil beneath us was found to be toxic and dangerous as a result (don't worry, it was dealt with when the O2 was built). Can anyone see any signs of industry on the peninsula now?

  – This area was flat and there were barely any buildings here at all 20 years ago – it is now constantly changing, with new buildings cropping up all the time. Can anyone see any land that has yet to be developed – what do you think might be built there in the future?

At The Top:

Useful resources to keep at the top would be:

- **Compass – to be attached to clipboards 2 and 19.**
- **Scoring board**

Give the students some time to enjoy the view then start the challenges!

Challenge Cards

• Give a member of each group a Challenge Card. They have to move to a space, work with their team and come up with an answer they are all happy with (ensure they are all participating) before returning to you, giving their response and swapping for a new card.

• If students need encouragement to get involved, give each team member a role within their group: reader (to read the card); scribe (if using recording sheet); speaker (to present answers to guide; facilitator (to guide discussions and ensure everyone is contributing) and if a 5th is needed; time-keeper (to keep pace).

• This is best run as a competition with the team answering the most cards being the winner (with either you, the teacher or the students keeping tally or using the record sheet if weather permits) or the number of cards answered by the whole group could be counted at the end and compared to the second group if the school is on two tours. A competition will add a buzz and excitement for the students.

• This challenge can last as long as needed: there are 24 cards. Ensure students are aware of how long they have to complete the challenge – give a warning when they have a few minutes left.

When the challenge is over and time has run out, give praise if they worked well together and encourage a few students to share anything new that they have learned today or anything interesting they spotted.

Half Way Up:

- If time allows, pause half way up and ask the following questions:

  – Can anyone tell me something new they learned today, that they hadn't known before?

  – The O2 tries its best to be environmentally friendly – for example, we collect the run-off rainwater from the roof – can anyone guess what we use it for? (toilet flushing). We also dry and burn toilet waste for electricity!

  – Can anyone see that small tower to the right of the bright yellow building – can anyone guess what it is? This is London's only lighthouse – built 1864-66 as a testing venue for new types of lamps and lighthouse technology – even Michael Faraday – one of the most influential scientists of all time – carried out experiments in that lighthouse.

  – Directly in front of us there is a strange red structure. Does anyone know what it is? Has anyone been on it?! It is now the world's longest tunnel-slide! As well as being Britain's largest piece of public art. It used to be called the Orbit and was part of the regeneration of the Stratford area, where the 2012 Olympics was held – built as a permanent lasting legacy of the Games.

  – Look to your right and you might just be able to see the Thames Barrier far in the distance – anyone know what this is and why it was built? It is a movable barrier system built in 1982 to prevent floods from exceptionally high tides or storm surges from the North Sea. It has closed over 180 times since it was built (50 times alone in 2013-14!) and survived over 15 boat collisions!