



Topic:	What difference has 500 years made to Docklands?	
Resources:	Thames Barrier visit, Docklands Museum: https://www.museumoflondon.org.uk/museum-london-docklands/ https://assets.ctfassets.net/ggj4kbqgcch2/41FuZI05WMCUqWqW2ao8U0/6e80852c2f23b1199ef09378dfadfbad /Royal-Docks-Teachers-and-Pupils-Workbook.pdf ; https://www.britannica.com/place/London-Docklands ; https://www.rgs.org/schools/teaching-resources/london-2012-olympic-park/canary-wharf/ https://thamesexplorer.org.uk/investigating-the-thames-ks2/ ; Empire	
Introduction:	Building on prior learning about location and uses of Thames and using prior learning about world trade and routes and of rivers and settlements (Year 3 summer) to give reasons for location and development of Docklands, in London presented on accurately drawn maps (including compass +grid referencing). Use a variety of sources and chronological knowledge of past and timeline events to explain why Docklands in London became central to trade in UK, and how and why it has changed to become a centre of commerce in the present day. Would include Victorians with reference to industrial revolution to identify and describe changes/developments in industry and transport (Underground) during the Victorian period and the impact on the landscape and lives in London, including via pollution, as development of Empire expansion as a concept.	
Vocabulary:		
Prior Learning:	Year 3, How did it get to my plate? To establish idea of world trade prior to later KS2 units. Build on knowledge of world map identifying where foods from, making links with climate, and recognising land use of Docklands/Thames for trade, including increased transport mileage and pollution over time. Food Year 6, Why were the Spanish at war with the Tudors? From Year 4 To reinforce learning about trade, transport (including Columbus Yr1) and empire when exploring reasons for Spanish Armada, including expanse of Spanish Conquistadors (previous unit) and QE1's response.	
Next Learning:	Year 6, WW2: Drawn accurate world maps to show/describe spread of German Empire, building on knowledge of transport development (Y1 and previous unit) to make comparisons with other expansions/invasions (e.g. Romans Y4, Vikings Y5). Locate accurately on own correctly scaled maps of local area (bombsites, shelters, ARW sites and using understanding of importance of Docklands (previous unit) to give reasons for these locations of bombing.	
Pupils will...		
Session 1	<p>Where are we learning about?</p> <ul style="list-style-type: none"> Revise from previous learning their knowledge of world map, climate zones biomes and habitat to identify origins of food (year 3) and journeys to UK via London Docklands. Having revised map of UK, use other sources to plot key landmarks, including Thames Barrier and Docklands on a map of London. <i>Can they describe where/how far away it is?</i> 	
Outcome/tasks		
	<ul style="list-style-type: none"> i. Draw own maps with accurate detail and correct scale ii. All features located and labelled correctly, using key iii. Locate variety of places on a map using accurate contextual framework (distancing, 8 point compass and grid referencing) 	<ul style="list-style-type: none"> i. Draw own maps with accurate detail and correct scale independently ii. All features independently located/labelled accurately, using key iii. Locate variety of places/features with fluent and accurate contextual framework (distancing, 8 point compass)
Session 2	<p>How would we describe the area of Docklands?</p> <ul style="list-style-type: none"> Use range of sources to describe land use/building type, transport in Docklands with detail. Categorise land use features (residential, export/import, financial) on maps. <i>Can they describe what it looks like/what is there/land use? How is the river used today (i.e. transport and leisure/recreation)? Is this what they expected? Does it look like the centre of imports now?</i> 	
Outcome/tasks		
	<ul style="list-style-type: none"> i. All features located and labelled correctly, using key ii. Locate variety of places on a map using accurate contextual framework (distancing, 8 point compass and grid referencing) 	<ul style="list-style-type: none"> i. All features independently located/labelled accurately, using key ii. Locate variety of places/features with fluent and accurate contextual framework (distancing, 8 point compass)
Session 3-4	<p>What was it like in Docklands before?</p> <ul style="list-style-type: none"> Recap when Victorian period would be on a timeline. Use range of sources to describe land use/building type, transport in Docklands in Victorian era Use other visual media to categorise land use features (residential, export/import, financial) and describe impact of these features/uses on area (e.g. noise, smell and air pollution) Suggest the consequences of these on health etc. for people at the time. Use knowledge of period to suggest further reasons for these (e.g. comparison of healthcare and technology). 	
Outcome/tasks		
	<ul style="list-style-type: none"> i. Describe features accurately and detailed within specific context/reference ii. Describe how events/actions/features and causes/consequence are interlinked to accurately describe processes/patterns/outcomes 	<ul style="list-style-type: none"> i. Describe multiple features with accurately and detail within specific context/reference ii. Explain how events/actions/features and causes/consequence are interlinked to accurately explain processes/patterns/outcomes
Session 5	<p>How different has Docklands looked in the past?</p> <ul style="list-style-type: none"> Use range of sources to describe land use/building type, transport in Docklands in different ages e.g. post WW2 and after renovation 1980+ (different groups could focus on a different period). Describing differences to other periods (including Victorian) and suggesting reasons for these differences, with reference to timeline/other events. 	
Outcome/tasks		
	<ul style="list-style-type: none"> Choose appropriate information from sources, and identify the strengths and weaknesses of the reliability of sources 	<ul style="list-style-type: none"> Choose appropriate information from suitable sources, explaining how well they support their idea/hypothesis/suggestion.

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Session 6	How has Docklands changed over time? <ul style="list-style-type: none"> Construct graphical data to show the increase/decrease over time in population, specific land use type and pollution. Make links with and attribute causes/consequences of these patterns with chronological events. <i>How and why has Docklands changed?</i> 		
Outcome/tasks			
Choose appropriate information from sources, and identify the strengths and weaknesses of the reliability of sources		Choose appropriate information from suitable sources, explaining how well they support their idea/hypothesis/suggestion.	
i. Describe differences/diversity within more specific location/period using correct terminology ii. Describe how events/actions/features and causes/consequence are interlinked to accurately describe processes/patterns/outcomes		i. Explain why there are differences/diversity within more specific location/period, using correct terminology, including conceptual references ii. Explain how events/actions/features and causes/consequence are interlinked to accurately explain processes/patterns/outcomes	

Pupils	
<ul style="list-style-type: none"> I can draw my own maps to scale with accurate detail I can find or describe exactly where places are using 8 pnt compass points, accurate distances and 6 grid references 	<ul style="list-style-type: none"> I can fluently draw maps from scratch to exact scale with keys and precise detail I can find or describe any place using 8 pnt compass points, accurate distances and 6 grid references and compared to other places
<ul style="list-style-type: none"> I can give several reasons for why a source is less or more reliable/useful than another for a specific purpose/idea I can independently find accurate and detailed information from a range of maps/sources which support an idea I can give a judgement about how well sources help support a specific purpose/idea 	<ul style="list-style-type: none"> I can explain my reasons for why a source is less or more reliable/useful than another for a specific purpose/idea I can independently find accurate information and describe this with detail, giving reasons for how my choices of maps/sources support a specific purpose/idea I can give a judgement about how well sources help support a specific purpose/idea of my own or be used/interpreted by other to support theirs
<ul style="list-style-type: none"> I can explain in accurate detail why features may affect people or places differently within the same period using the right vocabulary I can describe how changes or effects are linked as part of a process I can explain in detail why features may be different, or how they have changed/been affected, and suggest further impact/effects of these 	<ul style="list-style-type: none"> I can explain with accurate detail why and how people or places have been affected differently, even though they are part of the same/similar period I can explain in detail the reasons for differences in features, or how they have changed/been affected I can make a judgement about the further impact/effects or significance of these