

TEACHER NOTES

History - Aspects of British History

Transport: Nineteenth Century Growth

Contextual Summary

This is a pre- or post-visit history resource that links to students' travel experience with Red Funnel ferries.

It relates to the "a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066" part of the key stage 2 curriculum for students studying history. The resource enables students to explore the reasons for growth in the nineteenth century, and the effect this had on transport.

Task Implementation

Tasks are designed to be completed pre-visit or as a follow-up to the trip to the Isle of Wight. The resource includes materials that had experience of the railway, the canal, the steamship, the Isle of Wight Railway, etc.

Starter: This exercise is designed to make the pupils look at the pictures in detail. It encourages high level thinking skills – the pupils need to make connections of their own. They need to see the connections other pupils have made. It is good for speaking and listening opportunities. When you are with them and they have made a suggestion e.g. go on water – ask the others if there are any other pictures that could be included e.g. the canal barge. Which is the odd one out – space ship: not made by man, not on earth, in the future.

The remaining tasks offer opportunities for data analysis and research.

Key skills practised in this unit:

- ▶ Making connections and inferences from sources
- ▶ Evaluating /identifying causes and consequences
- ▶ Source mining
- ▶ Written skills / Research skills.

Ability Levels

There are four versions of this resource, for low-mid and mid-high ability students in both upper and lower key stage 2.

Relationship to Curriculum

Key stage 2 history curriculum: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; local area study (for Island or south coast schools).



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SUBJECT

History

UNIT

Aspects of History: Transport

OPPORTUNITIES FOR USE

- ✓ Pre-Visit
- ✗ On-Site Activity
- ✓ Post-Visit

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resources numbered:

1	0	7	5	5	1
1	0	7	5	5	2
1	0	7	5	5	3
1	0	7	5	5	4

Learning Opportunities

Pre-Visit/ Post-Visit

- ▶ Students in upper and lower key stage 2 can complete the History resource linked to this teacher note:

Resource ID: **107551** (KS2U low-mid ability)

107552 (KS2U mid-high ability)

107553 (KS2L low-mid ability)

107554 (KS2L mid-high ability)

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- ▶ Students are developing their skills whilst relating to transport they experience on their trip.
- ▶ Students are widening their knowledge of transport growth whilst focusing on a specific locale.

Learning Outcomes

- ✓ Students will describe and/or evaluate causes for the growth of transport in the nineteenth century.
- ✓ They will also consider the effects on different groups in society.
- ✓ They will demonstrate their understanding of sources of information, extracting information and explaining what is shown or can be inferred.
- ✓ They will use their own knowledge and also sources and research to draw conclusions.

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ANSWERS

TASK 1 - STARTER

There are no set answers, the possibilities are almost endless. Each picture can appear in many different groups.

Groups could include things that are

- Have wheels
- Old / new
- Go on water / fly
- Carry people / goods
- Have an engine

TASK 2

Use the graph

What was happening to the population of England in the Nineteenth Century?

Simple answer – it was going up

Middle answer – it was going up a lot

High answer – it was going in most quickly after 1850

What do you think would be the consequences of having more people alive? /What would have to change to support more people living in Britain?

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Study the pie charts above. How did where people live change?

Simple answer – more people lived in urban areas or fewer people in the country

Middle answer – as more people lived in the towns fewer lived in the country

High answer – in 80 years the proportions switched round it was 1/3 in the towns and 2/3 in the country.

What would be the consequences of having more people living in towns and cities?

- More towns
- Larger towns
- More pollution
- More shops
- More factories

How is life in the town different to living in the country?

In the country people can grow food in the town you buy it from shops

Towns large and noisy the country is quieter and smaller

Towns are exciting the country is boring

How were these things going to get to the town? What had to improve? Transport had to improve.

So if more and more people were living in towns how would the country have to change?

- More food would need to be grown
- Transport would have to be better

TASK 3 (higher KS2U only)

Who do you think got most out of these changes in the Nineteenth Century?

The rich got richer and the poor got poorer

What can you work out about people in the UK from this pie chart? Most were poor.

Which group of people do you think Red Funnel brought to the Isle of Wight back in the 19th Century? Explain your reasoning. More wealthy, rich.

Why do you think they were coming to the Isle of Wight? Business, tourism.

What were the key attractions on the Isle of Wight at that time, and why would it appeal?

Queen Victoria/Osborne; better weather; feels like going abroad.

