

Enquiry Question: How did the canal system and its proponents impact on transport and on London from the 1750s to the 1940s?

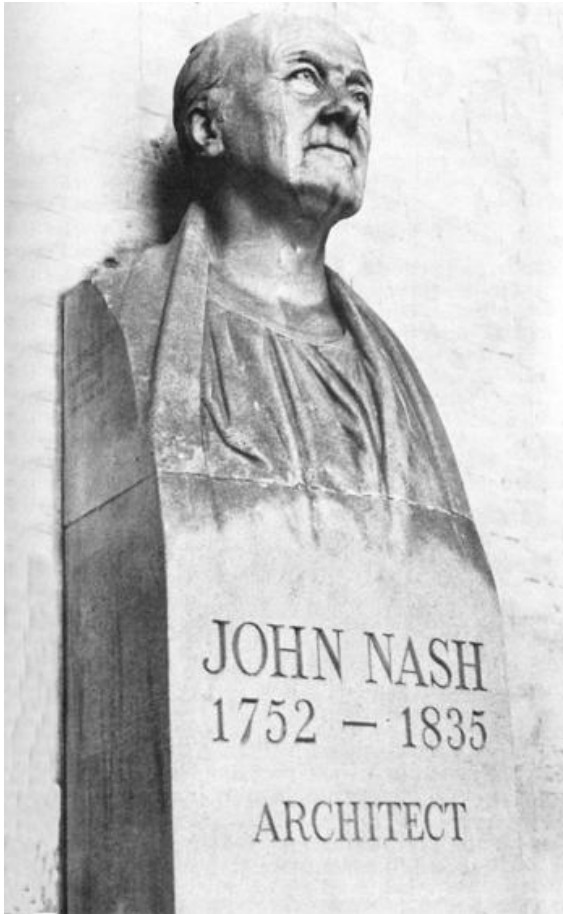
Constant task – Students are to create a timeline that measures significance of the canal system on the Y axis, whilst recording change in time over the X axis to measure how significance changed over time. With specific historical examples to explain turning points.

Lesson Question:	Key secondary concepts:	Lesson objectives	Lesson focus (golden nugget):	Lesson activities:
Why did London become an island?	Significance, change and chronology	To understand (to describe, explain, make a judgement etc.) the development of the canal system across England – from North down to London. To consider the significance of the canal system and its potential impact on economy and society.	Development of the canal routes through map work. Students will infer initial significance based on the growth of the canal system. Students will look at where vital resources in England are located and why they should be moved to London (Students must demonstrate knowledge of the importance of cities and urbanisation).	Map resources to be used – students can draw on industry and canal links. Colour-code map to coincide with dates Using canal museum website teachers can pick three different decades to show students a change over time. Targeted questioning with regards to what has stayed the same and what has changed. Why they think there has been a change, where is the change heading? General conjecture regarding the necessity of the canal system – why might it be important?
How and why should we remember John Nash?	Significance (individual and wider effect) and change	To understand (to describe, explain, make a judgement etc.) the significance of John Nash's contribution in changing the landscape of London (not just his link to the canal system). To consider his lasting impact and how memory is used to highlight his importance	Students explore history and memory and memorials as an insight into how significant we can consider the individual (how significance is attached to memory). Students will look at the changing landscape of London (Agar town) – making direct comparisons to Georgian England and architecture. Students will consider and make judgements about memorials and how significant Nash was.	John Nash memorial – slow reveal where students consider what can they learn and what questions do they want to ask. Students see quote to accompany memorial and consider how Nash is remembered Work through his contribution and background information – his relationship with the canal system Comparison with pictures of London (Georgian and Nash architecture) Memorial creation

Canals and railways OR Canals vs. railways	Significance, similarities and differences	To understand (to describe, explain, make a judgement etc.) how the canal and railway system worked in tandem and how this relationship developed over time. To consider the significance of the canal system in light of the development of the railway.	Students suggest significance through consideration of different viable forms of transport – positives vs. negatives. How one may impact another. Which is likely to have the biggest lasting impact? Students consider how and why the relationship between the canal and railway system changed over time	Odd-one-out across 4 modes of transport (Man – Horse drawn – Railway – Canal) + all potential advantages and disadvantages –and through giving the students a railway network map. (Fictional) Scenarios given to students about transporting different goods or services across the country – students infer the significance of canals/railways etc. – which is to have the biggest lasting impact Possible case study Monmouthshire and Brecon canal
Why did families live on boats?	Change and significance	To understand (to describe, explain, make a judgement etc.) why the railways monopolised the transport industry. To consider the impact that the growth of the railway had on individuals tied to both canals and railways	(Pickford's) Students to consider the effect of the dominance of railway on people reliant on the canal system – workers (families having to live on boats) How railway develops over the next 80-100 years (commercialism, transport, economical significance)	Students to work off the idea of Amazon and delivery systems as a familiar to strange - what methods must companies adopt to maximise profit etc. Impact on people who had to then live on boats – inference grid looking at the inside of the canal boat (what can you see/infer/questions to ask) – people living on canal boats as wages were cut Students look at a source of navvies and an account from Lieutenant Peter Lecount as a way in to finding out who the railway impacted Switch focus to railway mania and social and economic benefits
Why did the <i>Idle Women</i> go to Coventry?	Significance	To understand (to describe, explain, make a judgement etc.) who and why people began to use canals more frequently during wartime. To consider the rejuvenated importance of the canal system.	Students to consider the impact of war on the transport system – targeted bombings. Students focus on the 'rise' of canals and the conscription and work of <i>Idle Women</i> (mainly timber taken to Coventry and coal runs) – linking back to first lesson about industry split. Possible focus on <i>Emma Smith 'Maiden's trip'</i> & <i>Susan Woolfitt 'Idle Women'</i>	Inference grid on bombed Coventry to consider the impact on peoples lives and why it was bombed Students infer the impact this may have on the railway – would railway decline or become more important? Story of the women taking timber to Coventry – students to ask what questions does the story raise and state what they learn Focus on idle women and their roles in helping to run a 'rejuvenated canal system'

Resources:

*Augustus at Rome was for building renown'd,
For of marble he left what of brick he had found;
But is not our Nash, too, a very great master?
He finds us all brick and he leaves us all plaster!*



Primary Source accounts of Navvies



- In 1846, a Lieutenant Peter Lecount, resident engineer for Robert Stephenson on the London and Birmingham Railway, had this to say of navvies: "*they possess all the daring of a smuggler with none of his redeeming qualities, their ferocious behaviour can only be equalled by the brutality of their language. It can truly be said that their hand is against every man and... every man's hand is against them.*"



Inside a traditional back cabin





Coventry Blitz