

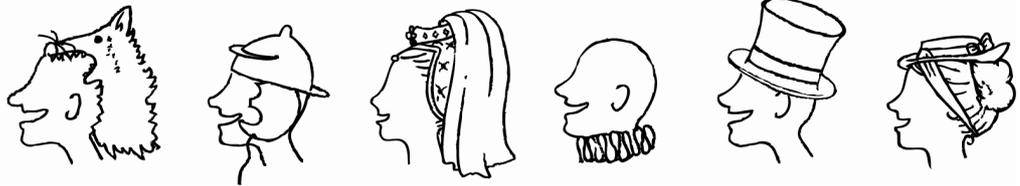
West India Quay

Self-guided tour

Key Stage 3



MUSEUM
IN DOCKLANDS



Introduction

This tour and the suggested activities have been designed to support **Key Stage 3** Geography teachers and pupils who are visiting the Museum in Docklands to study the regeneration of the area in the late 20th century. It is intended to be used in conjunction with a visit to the *New Port, New City* gallery.

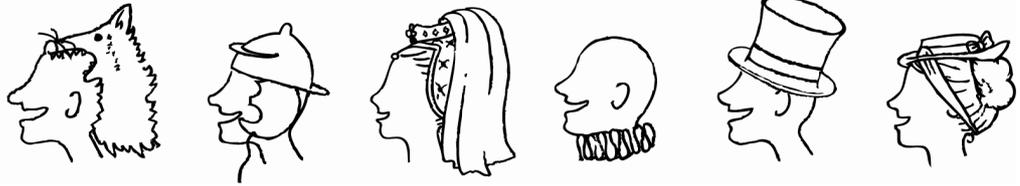
To book your visit to the *New Port, New City* gallery, please fill in the booking form at <http://www.museumdocklands.org.uk/English/Learning/Schools.htm>. Page 3 of this pack has useful information on making the most of your visit. A resource pack for the gallery is also available from the website.

West India Quay is an excellent site for field study as it clearly demonstrates both old and new land use. It is also a relatively quiet area and there is no need to cross a road unless you choose to extend your tour.

Whilst the tour primarily links to the Geography curriculum, there are also links to History and to Citizenship. Teachers in these subject areas may like to combine the tour with visits to the Museum's new *London Sugar and Slavery* gallery, or to the *First Port of Empire* gallery (covering the years 1840-1939).

The tour is designed to last 45 – 60 minutes, depending upon how many activities you wish pupils to complete. Pupils will need clipboards, pencils and plain paper for the activities. Should you wish to extend your tour to Canary Wharf, there are some suggestions for activities to complete here too.

If you would prefer a more formal learning experience, please see the Learning Programme for Schools, available from the Museum or from <http://www.museumdocklands.org.uk/English/Learning/Schools.htm>, which has full details of school sessions for all key stages.



Gallery time

Using the Museum galleries

The galleries in the Museum in Docklands are organised chronologically, beginning with the Roman period on the 3rd floor. If you are making a general visit, you are advised to split your class into small groups and to stagger your start times by about 5 minutes. This avoids congestion in the galleries. If you are making a visit to support a particular topic, please ensure that the Box Office is aware of this when you make your booking, so that the most relevant galleries to your studies can be timetabled for you.

Your booking will be confirmed in writing. This confirmation is your admission to the Museum and must be brought with you on the day of your visit. All bookings are subject to availability.

Planning your gallery time

Some worksheets and packs are available to focus your gallery visit. Please visit www.museumdocklands.org.uk/English/Learning/Schools.htm for downloadable PDF versions of these, or telephone 020 7001 9835 to discuss your visit with the Schools Officer.

If these gallery packs do not support your topic, you are invited to make a planning visit to the Museum to assist in developing your own resources. These pre-visits are free and do not need to be booked in advance. On arrival, make yourself known to the

Admissions Desk staff who will be pleased to direct you to the relevant galleries.

Please see the next page for gallery highlights.

Safety in the galleries

Teachers and other adults are required to remain with their groups at all times for health and safety reasons. Teachers are responsible for the behaviour of their students throughout their visit.

Public access

Although schools booking particular galleries are given priority use of the area during their allotted session, other schools and members of the public may pass through the galleries as part of their visits.

We ask that you make your students aware of this, and that they show consideration for other museum users.

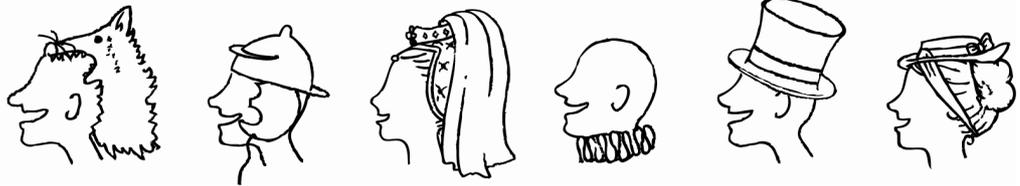
Staff to pupil ratios

Secondary and sixth form groups: A minimum of 1 adult per 10 students.

Key Stages 1 and 2: A minimum of 1 adult per 6 pupils.

Foundation Stage: As per school/LEA guidelines.

There is no limit to the number of adults who can accompany a group.



1. The docks in the past

Take pupils outside the front entrance of the museum. Ask them to stand with their backs to the dock, looking up at the warehouses.

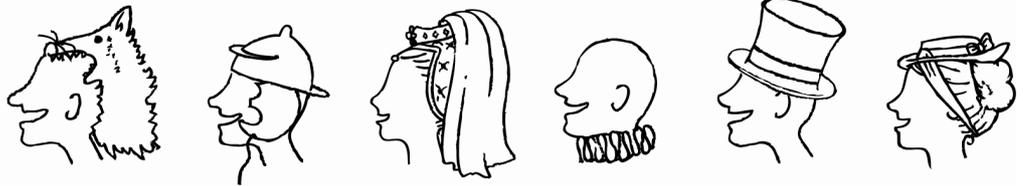
Teachers' notes

The West India Docks were built in the early 1800s due to overcrowding and theft at the riverside quays. At the time, it was the largest and most expensive commercial building project in the world, costing £1.2 million (£82 million in today's money).

The north, or Import Dock, (where pupils are standing) opened in 1802, followed by the parallel south, or Export dock, in 1806. The main commodity imported from the West Indies was sugar, which would have been stored in these warehouses. By 1827 the line of warehouses stretched for $\frac{3}{4}$ mile, surrounded by high walls. To the pupils' left is the Ledger Building (now a Wetherspoons' pub) where records were kept. The original gateway, with wooden gates topped with iron spikes, would have been just beyond this.

Manual workers at the docks were employed on a casual basis; they would queue at the dock gates for the 'call-on' when the lucky ones would be picked to work. They were often half-starved and desperate for work. If they were picked, the work was back breaking. In addition, the abrasive sugar leaking from the sacks rubbed their necks, shoulders and hands raw; hence, in the past, the quayside here was known as Blood Alley.

The docks were very heavily bombed during the Blitz when most of the warehouses were destroyed. After the Second World War these were replaced by modern storage sheds; these no longer exist but pupils can still see cranes (near the DLR station) used in the 1960s. Dock closures began in the 1970s, mainly due to containerisation. The London up-river docks were not large enough to cope with the new ships and transportation methods; as there was no land available for expansion, Tilbury docks (down-river in Essex) were developed.



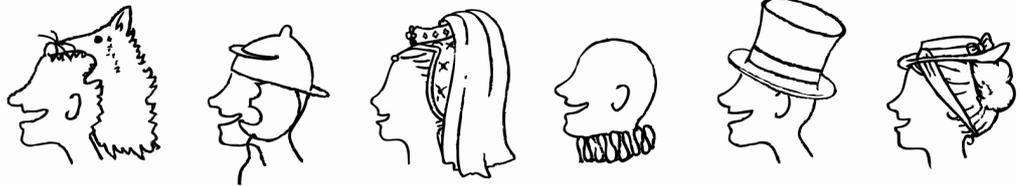
Suggested questions

- What is the name of these docks?
- Which part of the world would this dock company be trading with?
- What types of ships would they have used?
- What would be the main commodity they brought back?
- Where would it have been stored?
- What evidence is there that security was extremely important?
- What other evidence is there of the use of the docks in the past?
- Why do you think this evidence has been preserved?

- What happened between 1939 and 1945 which led to the destruction of most of the warehouses?
- What evidence is there that the docks were still in use after the war?
- When did the docks close down? Why?
- What are the warehouses used for today?

Suggested activity

Draw something that is evidence of the use of the docks in the past.
For example: the bars on the windows of the warehouses; the jiggers (small cranes) above the upper warehouse doors; the 20th century cranes.



2. The first phase of the regeneration

Walk towards the Ledger Building but turn left at the end of the dock before you reach it. Walk past the 3 storey red brick building on your right and through the replica of the original dock gateway. Stop just after this by the railings, looking out along the length of the dock.

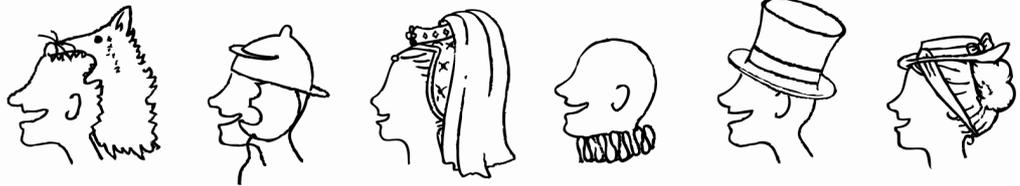
Teachers' notes

By 1981 all the up-river docks had closed, leading to the closure of factories, haulage companies and other businesses that had developed around the docks. This, in turn, led to spiralling decline in the area.

In 1981 the LDDC (London Docklands Development Corporation) was created. Its aim was to bring about the lasting physical, economic and social regeneration of the area, which was a designated UDA (Urban Development Area). The LDDC was funded directly by the government but was also expected to attract private investment. In 1982, 482 acres of land on the Isle of Dogs, mainly around the old docks, were designated an Enterprise Zone, offering various incentives to developers and businesses.

The red brick building pupils have just walked past is a good example of the first phase of the regeneration in the early 1980s. At this stage the LDDC's plans were fairly low key; attracting small businesses and investors which led to the building of several low rise developments. The red brick building was formerly a Barclays Bank and training centre and was very prestigious when it first opened; planning permission has now been granted for demolition and for a 63 storey building to be built instead. This in turn has been delayed by the latest phase in the regeneration process: the Crossrail project, which is due to start in 2010.

One of the major problems the LDDC initially faced was the poor transport links to the area. It was essential to improve these in order to attract businesses. Road links were improved but, given the vast areas of water, these were insufficient. The government initially rejected extending the underground because of the expense; the solution was to build the DLR. Here pupils can see one of the three steel and concrete structures that were built to span the three parallel docks in this area. They may well also see an aircraft going overhead; the DLR now links up to London City Airport.

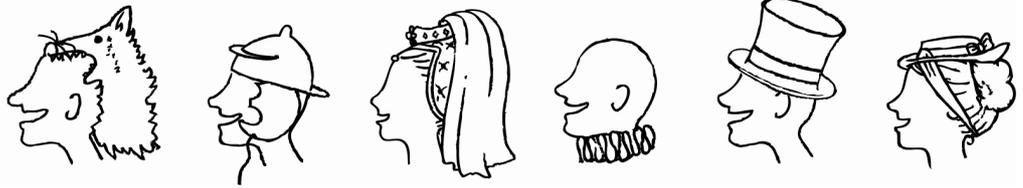


Suggested questions

- What effect would the closure of the docks have had on local residents, industries and businesses?
- What would this area have looked like in the early 1980s, before the regeneration began?
- What do the letters LDDC stand for?
- What were the aims of the LDDC?
- How is the red brick building to your left different to the ones on your right? Which do you think was built first?
- What does this tell you about the first phase of the regeneration of this area?
- What can you see spanning the docks ahead of us?
- Why was this built, rather than a traditional railway?
- Why do you think it was important to improve the transport links to this area?
- What other examples can you see (or hear!) of this?

Suggested activity

Look out along the dock. Draw and label a field sketch showing what you can see ahead of you. (Remind pupils that a field sketch is not a 3-dimensional drawing.)



3. The second phase

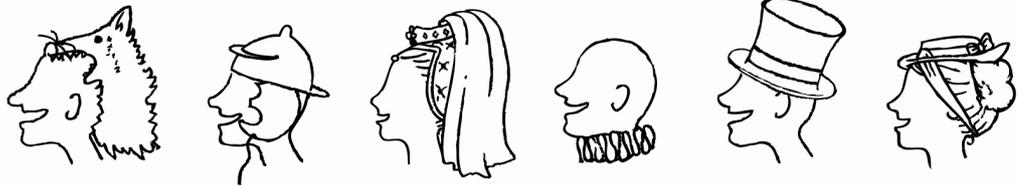
Walk to the end of the dock and then turn left again. Continue along the quay until you reach the pontoon bridge. If you want to take pupils across to Canary Wharf, turn right here (see page xx). If not, ask pupils to stand with their backs to the railings, looking up at the new developments and across to Canary Wharf.

Teachers' notes

In the mid-1980s various changes in the financial industry led to a second phase of regeneration. The LDDC planned to develop Canary Wharf as a business district to rival the City of London. They knew that if they were to attract large financial institutions to the area they would need to build vast, high quality office buildings and provide top-class surroundings for their highly paid employees. In 1987 they brought in a team of Canadian developers, Olympia and York, who had experience of regenerating sites in North America. Work began on the £3 billion Canary Wharf development in May 1988.

The developers had to sink steel piles, up to 25 metres in depth, into the old dock in order to build over it. All the high rise buildings (both on the Canary Wharf estate and along this side of the West India Quay) are constructed out of steel and concrete and then faced with expensive materials such as stainless steel, marble, limestone and granite. The landmark tower pupils can see - One Canada Square, usually referred to as the Canary Wharf Tower - was completed in 1990 and for many years was the tallest office building in Europe.

Great attention was paid to making the environment pleasant for workers. There are open squares and landscaped gardens with trees (imported fully grown at great expense), public art, fountains, lights and flowers. Pupils can see several bars and restaurants, many with outside seating areas, which also cater for the workers. This second phase of the regeneration attracted a lot of criticism from local residents who argued that no new jobs were being created for local people; those who already had jobs were simply relocating to the area or commuting in each day.



Suggested questions

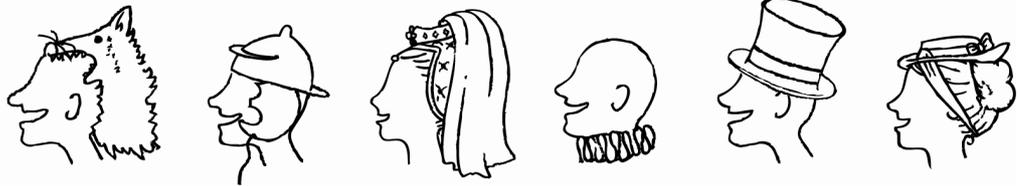
- How are the office blocks ahead of you different to the old warehouses?
- What materials are they constructed out of?
- What types of jobs might the people who work in them do?

- What is the name of the tall building with the pyramid shaped roof?
- Why does it have a flashing light on the top?
- Do you recognise the names of any of the companies on the other buildings?
- Do you know what type of businesses any of them are?

- How has the area been made pleasant for the people who work here?
- Would you like to work here? Why/why not?
- What criticisms do you think local people might have of this development?

Suggested activity

Ask pupils to brainstorm a list of criteria in order to rate the environment at West India Quay (e.g. quality of office buildings, public spaces, leisure facilities, cleanliness etc.) When pupils have agreed their list they can individually rate each one on a scale of 1 – 10.



4. Conclusion

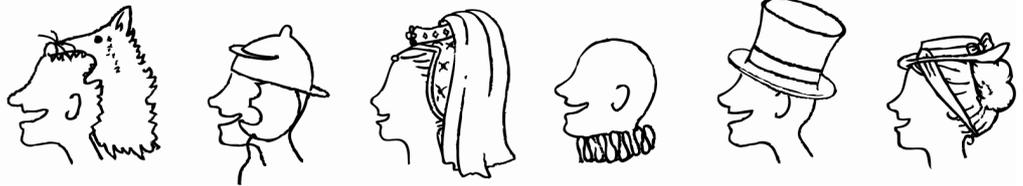
Walk across the pontoon bridge back to the north side of the quay. Turn right and walk in the direction of the DLR station. Find an open space where you can stand with your backs to the station, the Marriot hotel on your right and Canary Wharf on your left. Afterwards you can complete your tour by walking back to the museum.

Teachers' notes

The economic recession of the early 1990s nearly led to the collapse of the Canary Wharf scheme in 1992. Because of the amount of public and private money that had already been put into the scheme this could not be allowed to happen. A consortium of banks took the project into administration until a rescue package was put together and a new company took over the assets.

In 1993 construction of the extension to the Jubilee Line began, which further restored the confidence of investors. (The DLR had been unable to cope with the number of commuters the new development had generated.) Commercial development continued throughout the 1990s – including the HSBC and Citibank buildings in 1997 - and is still ongoing even though the LDDC project ended in March 1998. In 2004 the Jubilee Place shopping mall opened, in addition to the existing malls at Cabot Place and Canada Square. These new developments have to some extent allayed the criticisms of local residents regarding job opportunities; many now work in the retail, hospitality and transport industries, for instance.

Pupils can see on their right the Marriot Hotel, the newest development on West India Quay. The hotel is situated on the lower floors; the upper floors are luxury apartments. Residents can make use of all the hotel's services, including cleaning, laundry, fresh flowers and room service – at a price! There are further luxury apartments on the upper floors of the converted warehouses; there is no residential building on Canary Wharf.

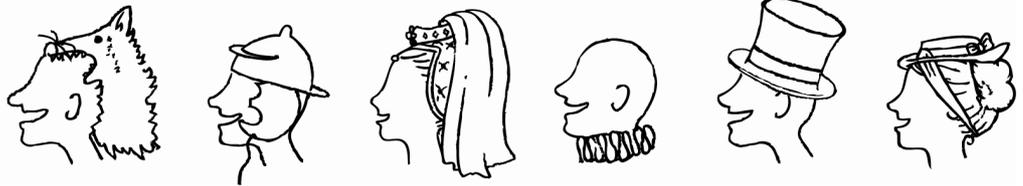


Suggested questions

- Why do you think the DLR was unable to cope with the scale of the Canary Wharf development?
- Have you ever travelled on the Jubilee line?
- How are the new stations different to older underground stations?
- If you didn't work in an office block, what other jobs are available in this area?
- Would you like to do any of them? If so, which ones?
- Who do you think might stay in the Marriot hotel?
- What sorts of people could afford to buy one of the luxury apartments?
- What criticisms might local people have of this?

Suggested activity

Ask pupils to divide a piece of paper into two vertical columns headed 'Successes' and 'Failures'. In the one column they should write a list of all the ways in which they think the LDDC succeeded in regenerating the area; in the other any criticisms that could be made of the project.



Canary Wharf tour extension

When you reach the pontoon bridge, turn right and walk up the steps to Wren Landing with its square of horse chestnut trees. Cross the road at the pedestrian lights and climb the steps to Cabot Square with the fountain in the middle. To go into the shopping mall, turn left in the centre of the Square then walk down the steps and across the road to the entrance.

Cabot Square

There are plenty of raised areas where pupils can sit. You might like to point out the anemometer on top of one of the lampposts which measures the wind speed and adjusts the height of the fountain accordingly! Pupils could write a description of the Square explaining how it has been made attractive for workers and shoppers.

Cabot Place shopping mall

Pupils could conduct a shopping survey within the mall. For instance, they could make a list of six different shops and what they are selling, find out the price of one item in each shop and/or count how many customers go in over a period of 5 minutes. They could also estimate the ratio of shops selling high order goods to those selling low order, and try to account for this.

Canary Wharf DLR station

Situated within the Cabot Place shopping mall, this is the flagship of the DLR system. Pupils could draw and label a sketch of the station to include information such as: the design of the station; the number of platforms; the frequency of the trains; access for people with impaired mobility; security, lighting and passenger information.

Jubilee Line underground station

Designed by Norman Foster and opened in 1999, this is one of five new stations that were constructed for the Jubilee Line extension. Pupils can take an escalator down into the station foyer but can obviously not go down to the platforms unless you have tickets. They could compare and contrast this station with the DLR station.