

## Emirates Air Line: Geography - Key Stage 4

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### Urban Regeneration: The Docklands

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#### National Curriculum Links:

- Develop geographical skills and learn how to use appropriate technologies.
- Understand the significance of values and attitudes to the development and resolution of issues.
- Develop and apply learning to the real world through fieldwork and other learning outside the classroom.
- Have opportunities to develop as effective and independent learners and as critical thinkers with enquiring minds.

#### Cross-curricular links:

**ICT:** Digital cameras can be used to collect and record evidence. The Internet can also be used as a tool for investigation.

**History:** Further study of London and the Docklands can also be undertaken in relation to the Second World War.

#### Resources:

LDDC: <http://www.lddc-history.org.uk>

Old Ordnance Survey Maps: <http://www.british-history.ac.uk/map.aspx>

London Museum of Docklands:

<http://www.museumoflondon.org.uk/Docklands/>

## Activity:

Using an old Ordnance Survey map of the area (circa 1950s) and current maps of the London Docklands (both available online), students are asked to compare the landscape in the area throughout the years. Investigations for this activity can also be conducted on the Internet.

Students need to be split into different groups and collect evidence on the day:

- **Group A: London Docklands pre-1960s and the River Thames**

London used to be the largest port in the world but between 1960 and 1980, all of London docks were closed leaving around 8 square miles of derelict land in East London.

- Students to look around and to collect evidence of the pre-1960 era (derelict buildings, Tate & Lyle factory, Beckton Gas Works holder structure – all visible from the Emirates Air Line)
- Students to propose several explanations for the closure of the docks.
- Students to research and collect evidence for past trade in the area.
- Students to discuss the impact that this trading might have had on the migration of people to and from the London Docklands.
- Students to observe the River Thames in its current form and to compare this with what it might have looked like in the pre-1960s.

- **Group B: Regeneration in East London**

In 1981, a physical, environmental regeneration project took place in the London Docklands. The London Docklands Development Corporation (LDDC) was set up to promote development of the inner city by encouraging private-sector investment.

- Students to look around and to collect evidence of private-sector investment (Canary Wharf, O2 Arena, The Crystal – all visible from the Emirate Air Line).
- Students to consider which sectors are represented in the Docklands.
- Students to assess the impact that the regeneration had on local businesses and residents in the 1980s.
- Students to discuss the legacy of the London 2012 Olympics and to collect evidence to support their findings.

- **Group C: Transport Infrastructure**

One of the main tasks of the LDDC was to connect the Docklands to the rest of London. New roads were built to provide these connections (Limehouse Link and Poplar Link), along with the DLR (Docklands Light Railway), London City Airport and the Jubilee Line extension. More recently, Thames Clippers and Emirates Air Line are offering new ways of crossing the river.

- Students to look around and to collect evidence of different modes of transport in the Docklands area.
- Students to evaluate these transport connections with Central London and the rest of the world.
- Students to assess the impact (positive and negative) that the transport infrastructure has on local businesses and residents.

Back at school, students could gather findings and compare the London Docklands pre-1960s to the present day in relation to transport, landscape and people. It could then be included in a multimedia presentation and delivered to the class as a project.