



## ***Chapter Two***

### ***Crossing the Mersey***



## CROSSING THE MERSEY

### Background Information

Nobody knows when the first people were ferried across the Mersey but it is thought that a group of Benedictine Monks who established a priory at Birkenhead in about 1150 were the first to start a regular service. The monks used to offer food and shelter to travellers making their way across the Mersey. As this practice caused the monks some expense they petitioned King Edward III for the royal approval to run the ferry service and to charge reasonable tolls. Most of the passengers came from Chester and were either taking the quickest route to southwest Lancashire or travelling to the weekly Saturday market in the fishing village of 'Liverpool'. At this time much of the Wirral and south Lancashire was forest, inhabited by wolves, bears, wild boar and eagles. For 200 years the monks ran the ferry until the dissolution of the monasteries by Henry VIII. The right of ferry passage change hands several times over the next 300 years. A number of different services began, none of them reliable.

During the middle ages and up until the 1800s, overloading of boats was common and some ferrymen were reckless and dishonest. They could, often did, charge anything they liked. The local advice was not to pay the ferrymen until the return journey. The introduction of steam ferries on the Mersey vastly improved the service because they were no longer dependent on the wind, and so could even run to a timetable. In 1817 'The Etna' was the first Mersey steam ferry to cross, rather unsteadily, from Tranmere to Liverpool. Many more were to follow and by 1840 the ten ferry services between Liverpool and the Wirral were all using steam. At first the steam ferries were operated by paddles but coal burning twin screw engines were introduced in 1850 to increase the efficiency of the service even more. The Wirral, once home to fishermen and farmers was now a desirable residence for the wealthy. Birkenhead was the 'city of the future' developing a great shipbuilding industry and docks system. Meanwhile the Liverpool dockside welcomed exotic cargoes and exported goods across the world.

The port and ferries went from strength to strength. However, progress brought competition and new ways to cross the Mersey. In 1886 one of the first underground and underwater railways in the world opened – the Mersey Railway Tunnel. As a journey through the tunnel was free from fog, gales and tides, but polluted by the smoke from the steam engines, the ferries challenged this competition by promoting 'The Healthy Way' - stressing the fresh air of a river crossing. Demand was so great that both routes, under and over, did well. In 1919 the Seacombe ferries alone carried 2.2 million passengers.

The second challenge in 1934 came from what was then the largest underwater tunnel in the world – the Queensway Road Tunnel. Now vehicles could cross the Mersey without the need to queue for the luggage boats. The ferry service suffered – Woodside's luggage service closed in 1941 and Seacombe's in 1947. In 1967 a

second Mersey road tunnel was opened. As a result passenger numbers on the ferries declined. The ferries' darkest hour came in 1977 when a bill was presented in the Houses of Parliament to close ferry services altogether. The ferries survived this attempt by responding to the modern world. Now the boats are renovated as new and the ferries look towards the 21<sup>st</sup> century with a new tourist led role.

## Curriculum Tasks

1. Discuss with the children why people cross the River Mersey. Ask them why they crossed the river and compare this with why people crossed the Mersey in the past.

Compile a list among the class to be used later, e.g.

to get to the market to sell produce  
to get to work  
to travel further north  
to go to school  
to go on a pleasure trip  
to find out more about the history of ferries

2. Discuss the methods of transport used to cross the river and how they have changed over the last 200 years. Discuss with pupils how the design of the ferry might change over the next 100 years. What types of fuel might it consume. Pupils could design their own environmentally friendly ferry after discussing the environmental impact of the current ferries. Research alternative sources of energy.

Discuss other ways in which people can cross-rivers e.g. bridge, pole vault, fly, raft on a pulley etc. Using the list of reasons the children made earlier, ask them to think of the most appropriate way of crossing the river depending on what they want to achieve by their journey, e.g. if you need to travel further north it may be more appropriate to fly over the river or if you wanted a pleasure trip the best way to see the Mersey might be from a hot air balloon. This should lead to a discussion about speed, cost and time.

3. Science: pupils can investigate the effect of forces on objects in water. The table overleaf shows key dates in the history of the ferries (figure 1). Use the dates to construct a time line and discuss the influence of historic events e.g. the opening of the rail and road tunnels – closures of Rock Ferry, Egremont Ferry and New Brighton Ferry.

Once the basic information has been inserted on the time line the children should then try and insert the reasons for travelling and the methods of transport on the time line.

## **Figure 1**

- c.1150**    **Monks establish a priory at Birkenhead**
- 1330**     **King Edward III granted the Royal Charter giving the monks the ferry rights forever.**
- 1536**     **Henry VIII dissolved the monasteries.**
- 1817**     **The “Etna” was the first steam ferry service to cross the river.**
- 1886**     **Mersey Railway Tunnel opened.**
- 1934**     **Queensway Road Tunnel opened.**
- 1939**     **Rock Ferry closed.**
- 1940**     **Egremont Ferry closed.**
- 1947**     **Bill to parliament to close all ferries was defeated.**
- 1967**     **Second road tunnel opens.**
- 1969**     **Merseyside Transport Executive take over the running of the ferries.**
- 1977**     **The bill presented to parliament to close the ferries is defeated.**
- 1990**     **Ferries take on a tourism role and establish a circular pleasure cruise.**

4. Overleaf the two lists which show the variety of items that incurred a tariff on a ferry journey from Woodside. (Figure2)
  - a. Use the lists to compile profiles of people's diet – had it improved by 1900? Discuss the relationship between food items and the fact that Liverpool was a port – would ferry workers, for example, have eaten oranges daily or were they cargoes that were transported elsewhere. Discuss the origins of cargoes such as oranges and molasses.
  - b. Ask the children to make a note of the tariffs on the ferry during their visit and compare it to the above lists. discuss the reasons why many of the items above are not carried on the ferry today. Children could make their own schedule of tariffs for items that people do carry today e.g. pushchair, briefcase, box of chocolates, newspaper.
  - c. Ask the children to set prices for the items – what criteria would they use e.g. size, weight, perishable objects etc. This could develop further into Maths exercises relating to money and change. Children could use role-play to act as passengers or ticket collectors.
5. If possible take a camera and a tape recorder on the ferry trip and ask the children to make a record of the sequence of events. Compare the class record with these accounts in figure 3.

The merit of these passages could be discussed with regard to accuracy and their value as historical sources.

6. The figures in figure 4 show how developments in transport across the Mersey affected passenger numbers on the Mersey Ferry.

Discuss the reasons why the numbers of ferry passengers has decreased so dramatically. Ask the children to think of ways in which more people could be encouraged to use the ferries. The figures could also be used to construct graphs or bar charts. It may also be useful to refer to the population figures in the section on people, which would mean children could calculate the number of trips each person made each year

**Figure 2**

1842	1900	
Bacon per side	Ale, vinegar, mineral waters	Ice
Butter	Apples	Laths
Candles, per box	Bacon, hams	Milk per can
Calves, pigs and sheet	Beds	Molasses
Cement, per barrel	Baskets or boxes	Nails
Cheese, each	Bedsteads	Oakum
Coffee	Beef per quarter	Oil
Cow	Bicycle	Oranges
Earthenware	Bread	Paint
Furniture, per package	Bricks, flags, slates	Paper
Geese	Butter per tub	Parcels
Glass, per box	Calf	Pianoforte
Hamper	Candles	Packet of hops
Horse	Cargo boats	Poultry
Oil or treacle	Casks	Salt
Sacks of salt, flour	Cattle per head	Sacks of four
Wheat barley oats	Cement	Wheat, barley, oats
Potatoes or beans	Chairs per dozen	Caln, rice, brans
Spirits or wine	Cheese, each	Sheet, pigs, goats
Sugar	Chest of tea	Skins
White lead, per cask	Chips of wood, per bag	Soap
	Cockles or mussels	Sugar, bran
	Coffee	Potatoes
	Corpse	Tallow
	Coffin, empty	Turpentine
	Earthenware	Vitrol
	Eggs, per	Wheelbarrow
	Fire grates	White lead per cask
	Fish per box	Wool
	Flour, per barrel	Yeast
	Furniture, per package	
	Glass per box	
	Hamper	
	Hay or straw	

Tariff
Needs to include anything which does incur a tariff

## **Crossing the River Fig.2b**

Compare and discuss the differences in prices below.

### **1357**

For a foot passenger on a market day  $\frac{1}{4}$  d

For a foot passenger on other days  $\frac{1}{2}$  d.

for a footman with a pack 1d.

For a man and an unladen horse 1d.

For a man and a laden horse 2d.

### **1900**

For a foot passenger 3d.

Reduced due to public outcry to 2d.

and then reduced further to 1d.

### **2001**

Adult £1.90

Children £1.05

### Figure 3

“At very low tide when there was not sufficient water for the ferry boats to land at the running out stage, passengers were transferred to a large open boat after the model of a canal flat, the crew of which are two old ferry hands armed with long poles to punt her ashore. Occasionally these poles got stuck in the mud, the landing boat was then adrift and had to wait for a friendly push from a passing ferry boat. On reaching shore a plank was landed and quite often this was too short to reach dry land, so the ladies had to be carried ashore where the collector was waiting to collect the fares”.

Mr A Baker, an employee on the ferry services for 67 years.  
He died in 1925.

“The early ferries were small rowing or one-masted boats, about as big as the lifeboats on a modern ferry. In calm weather the ferries could land close to shore and passengers were conveyed from boat to shore by planks supported on trestles. In rough weather women and children were carried on the shoulders of the boatman, the men had to wade ashore. Cattle were driven overboard and forced to swim ashore”.

John Nettleton, History of the Mersey Ferries (1989)

## Figure 4

### Passenger Numbers in Millions

Year	Seacombe Ferry	Woodside Ferry	Rail	Road (tunnel)
1910	Not stated	7.3	10	
1920	22	13.6	10.5	
1930	20.7	13.6	10	
1940	15.7	11.4	9	4
1950	16.2	11.1	9.5	9
1960	9.2	7	10	13.5
1970		4	9.5	14.5
1980		1.5	9.5	13.75
1990		1	9.5	13

1. Why has the number of ferry passengers decreased so dramatically?
2. Construct a graph showing the Woodside Ferry passenger numbers compared with the road (tunnel) users.

Is there a link between the two graphs?

7. The ferries have been threatened with closure on a number of occasions.

Read the extract below.

“I remember when the ferry toll was 3d, and the reduction to 2d was strenuously opposed. However, shortly after the 2d fare was adopted our receipts were doubled, and when, after a hard and most determined fight, we carried the penny fare and were almost hooted out of office, takings for passengers began to increase and very soon amounted to almost incredible monthly additions. Houses and shops increased in value and our most virulent opponents admitted their error, and congratulated us on our success. Year by year the ferry prospered and receipts constantly increased”.

Extract from, Henry Aspinall, “Birkenhead and its surroundings”, 1903

Find out how much the current fares are. Do you think the ferry toll should be:

- a) increased
- b) reduced
- c) kept at the same level?

Why?

List all the reasons for your answer and prepare to debate them with people who have different views.

8. During the ferry visit children could make a casual record of the weather and the river by taking photographs. This could form the starting point of a weather diary to measure temperature and rainfall etc. Back in the classroom discuss how the weather might affect the ferries crossing the river. Discuss what might happen during a storm and encourage children to talk about their own experiences of storms, their feelings at the time and if they were frightened or not.

Figure 5 describes a storm on the Mersey in the 19<sup>th</sup> century.

This information could be used to promote role play situations among the class, for example, one child is a journalist standing at the edge of the river reporting live on the state of events. The journalist then interviews another child who has survived the ordeal and describes how they were saved.

The passage could also introduce themes such as safety and rescue. It is unlikely that someone would have to 'cling to the rigging' for forty hours today. The children should be encouraged to notice objects of life saving value on the ferry such as lifeboats, lifebuoys and promenade deck seats designed to double up as life rafts.

9. Figure 6 is a poem by Lord Byron, highlighting the potential of 'storms' as a theme for developing pupils' creative writing.
10. The passage from Helen Forrester in figure 7, can be used to stimulate narrative writing from a variety of perspectives and genres about a ferry crossing. A variety of settings could be offered such as an accident, storm or celebration.

The passage also refers to other types of transport that connected the docks, such as the overhead railway and the trams. It is hard to imagine today the huge tram terminus at Pier Head and there are many photographs which could bring this to life in children's minds. Many children will have grandparents who travelled on and remember the trams and other forms of transport. There are valuable opportunities for oral history role play and creative writing. The passage, figure 8, describes a tram journey through the eyes of a little boy.

## Figure 5

“The terrific storm of the 6<sup>th</sup> and 7<sup>th</sup> January 1839 will long be remembered for the fearful havoc made of life and property, both on the land and water. There was scarcely a part of the town in which some fatal accident did not occur, and the loss of life among the shipping was fearful. The light ship was driven from her moorings and brought into port. Two New York packets, with valuable cargoes, and the Lockwoods, an emigrant ship, with 108 souls on board were lost on the north bank. A vessel from Bombay was wrecked near the middle patch opposite Formby and 14 of the crew were drowned in attempting to reach the shore on a raft. Another vessel was lost on mad wharf, some of the hands clinging to the rigging for forty hours. Many other wrecks happened and the crews and passengers were drowned. The scene was such as to appal the most stout-hearted.”

Extract from H Gawthrop, “The Mersey and the Ferries”, 1853.

**Figure 6**

Then rose from the sea, the wild farewell  
Then shrieked the timid – and stood still the brave;  
Then some leaped overboard, with dreadful yell!  
And down she suck'd with her the whirling wave;  
Like one who grapples with his enemy,  
And strives to strangle him before he die.

And first, one universal shriek there rushed  
Louder than the loud ocean – like a crash  
Of echoing thunder – and then all was hushed  
Save the wild wind, and the remorseless dash  
Of foaming billows – but, at intervals there gushed  
Accompanied with a convulsive splash!  
A solitary shriek – the bubbulous cry!  
Of some strong swimmer in his agony.

Written by Lord Byron

## Figure 7

“I knew this part of town, because I had been shopping in it on many occasions with my grandmother. I pushed the Chariot purposefully up Lord Street to the top of the hill, where Queen Victoria in pigeon-dropped grey stone presided, down the hill, through a district of shipping offices with noble names upon their doors: Cunard, White Star, Union Castle, Pacific and Orient, the fine strands which tied Liverpool to the whole world. Past the end of the Goree Piazzas, an arcade of tiny shops and offices, where out of work sailors lounged and spat tobacco and called hopefully after me, under the overhead railway which served to take the dockers to work, and a last wild run across the Pier Head, dodging trams and taxis to the entrance to the floating dock. At last I had found it! The river scintillated in the sunshine; a tow of ships was coming in on the tide; a ferry-boat and a pilot-boat tethered to the landing stage rocked rhythmically; screeching gulls circled overhead and swooped occasionally to snatch food from the river. A cold wind from the sea tore at my cardigan, jostling and buffeting my skinny frame. The shore hands were casting off the ferry boat, and I looked wistfully out across the water at the empty Cammell-Laird shipyards in Birkenhead”.

Helen Forrester, "Twopence to cross the Mersey". 1974

## Figure 8

“My tram was all iron, wood and blue sparks. It came clanking down the hill from the park. The driver wrestled with the shiny brass handle with one hand and waved to me with other as he stopped for my mother and me. Such a marvellous man was the driver. He wore an overcoat weighing more than I do – or so he told me – and huge glasses. If I was lucky I could watch him through the red glass of his door, as he pulled on the power handle to make us charge faster and faster through the streets.

Sometimes, a foolish horse or human got in the way and the driver swung the power handle backwards. All the standing passengers fell in the laps of those on the slatted seats and baskets rolled and everybody laughed, except for the driver who shouted and shook his fist at whoever had dared to impede him.

On the long climb back up the hill, he left the tram to drive its own slow way to the park. From an enamel jug he poured tea into the lid and drank great gulps, making sucking and lip smacking noises. This proved his supreme importance, for although my mother took me to task for these noises she uttered not a word to him”.

James Rothewell, “Why I’m sorry for my grandson”.  
Liverpool Echo, June 18, 1966.



## CROSSING THE MERSEY

### Additional Information

#### Site Visits

During the ferry visit teachers should take time to visit the historic ferry terminals at Seacombe and Woodside and compare these to the modern ferry terminal at Pier Head.

Guided tours of St George's dock building and the tunnel shafts are available for older children by written request. Information packs are also available on written request. Interested parties should contact:

Mersey Tunnels  
St George's dock building  
Pier Head  
Liverpool  
L3 1DD

Birkenhead Priory welcomes educational visits. This was the ancient home of the monks who established the first ferry service. A comprehensive teacher's pack is available.

Birkenhead Priory  
Priory Street  
Birkenhead  
CH41 5JN  
Tel: 0151 666 1249

The Williamson Art Gallery has ferry models and a collection of watercolours featuring the river.  
Admission is free.

Williamson Art Gallery  
Slatey Road  
Birkenhead  
Wirral.

The Merseyside Maritime Museum welcomes educational visits and features excellent displays relating to the river, docks and shipping.

Maritime Museum  
Albert dock  
Liverpool L3 4AA  
Tel: 0151 207 0001



## *CROSSING THE MERSEY*

The port of Liverpool provides a comprehensive information pack relating to Liverpool Freeport and the Seaforth container. Available free from:

Port of Liverpool Building  
Pier Head  
Liverpool  
L3 1B2

Tel: 0151 200 2020

Publications:

Richard Danielson "The Mighty Mersey and Its Ferries", Ferry Publications.

David Charles "Ferries Forever" Merseyside County Council 1984

John Nettleton History of the Ferries (unpublished manuscripts)

Fritz Speigl (Editor) "Liverpool packet – Transport  
A Pictorial Collection of Local History Material."  
Scouse Press

Mersey Tunnel Joint Committee  
"The Mersey Tunnels"

Michael Stammers "Sail on the Mersey"

Helen Forrester "Twopence to cross the Mersey"  
Bodley Head 1974

## Model Medium Term Planning Sheet

<b>Focus:</b> Crossing the Mersey	<b>Unit of work:</b> Mersey Ferries	<b>Year:</b> 5	<b>Time Allocation:</b> 12 – 14 hrs	
<b>In planning and teaching teachers will provide effective learning opportunities for all pupils by:</b> (i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils				
Learning Objectives Key Questions	Focus N.C.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>Why did people want / need to cross the River Mersey?</p> <p>How have reasons for crossing the river changed?</p>	2 a,c 4b 5c 7 8	<p>Discuss with the children their reasons for crossing the river today. Then go on to discuss why people in the past might have needed to cross the river.</p> <p>Children to read (OHP or handout). Background information sheet to find reasons.</p> <p>Children to compile 2 lists            a. Reasons for modern river crossing            b. Reasons for river crossing in the past            Children to report back their lists.</p> <p>Discuss changes, reasons for changes and any similarities.</p>	<p>The children will be able to identify modern reasons for crossing the river and those from past times.</p> <p>They would be able to say how river crossing has altered.</p>	<p>Use of languages appropriate historical terminology.</p>
<b>Resources:</b> Handout / OHP transparency for Background Information				

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Learning Objectives Key Questions	Focus N.C.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>How did people cross the river?</p> <p>How do they today?</p> <p>How the method of transport across the river has changed?</p>	<p>2a 4a, b 5a, c</p>	<p>Discuss how children might have crossed the river on a ferry boat – talk the journey through. Focus on ease of use for the passenger.</p> <p>Read text by John Nettleton (History of Mersey Ferries 1989) and by A Baker 1925 Study pictures of 'old' ferries (pre-1800)</p> <p>Discuss information read in past texts and focus on comparison / similarities / differences.</p> <p>Children to write up the comparison.</p>	<p>The children will be able to describe the similarities and differences of methods of crossing the river and how it has changed.</p>	<p>Use of historical language. Observation skills</p>
<b>Resources:</b> Fig 3 text on OHP acetate. Picture of old ferries (pre-1800)				

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(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs (iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils			
<b>Learning Objectives Key Questions</b>	<b>Focus N.C.ref</b>	<b>Suggested teaching strategies</b>	<b>Learning Outcomes</b>
What are the key dates and events in the history of Mersey Ferries.  What was their effect on the Ferries	1a 2c 4a 5c	Read and discuss the background to the events on the timeline. Discuss the possible significance of these events on the ferries.  Children to work in pairs / small groups for this discussion.  Some children could take each event and suggest how it affected the ferries.  Other children could have a mixed up timeline to be arranged in chronological order.  Children in first group to report back on their suggestions.	The children will be able to identify the key dates in the history of the ferries.  Some children will be able to suggest how events affected the ferries.  Use of numerical skills.  Use of historical skills.
<b>Resources:</b> Background information, Timeline – complete, Timeline – mixed up.			

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<b>Learning Objectives Key Questions</b>	<b>Focus N.C.ref</b>	<b>Suggested teaching strategies</b>	<b>Learning Outcomes</b>
When was the Royal Charter granted to Birkenhead Priory monks?  What was it granted for?  What items were ferried across the river?  How is this different from today?	1a 2c 5a, c	Recall what the Royal Charter was from the background information.  Discuss what people might take on the ferry with them today.  Ask the children what things the people of 1840 might have taken with them.  Show the children the 1842 and 1900 lists.  Ask the children to consider reasons why the 1900 list is more extensive, how the variety of cargo has changed and the origin of the cargo.  Children to describe cargo in lists (animal, vegetable, mineral)	Children will know why the Royal Charter was granted.  They will be able to describe the type of cargo ferried across the river in past and present times.
<b>Resources:</b> Cargo lists from 1842 and 1900			<b>Links &amp; Notes</b>  Historical language.  Science activity (classifying cargo)

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<b>Learning Objectives Key Questions</b>	<b>Focus N.C.ref</b>	<b>Suggested teaching strategies</b>	<b>Learning Outcomes</b>
How have the ferry tariffs changed since 1330?	2d 4a, b 5c	<p>Look at a recent Mersey Ferries booking information leaflet for current tariffs. Discuss the tariffs in terms of e.g. most economical journey, cost for a family of four (with children aged 9, 4).</p> <p>Discuss peak / off peak tariffs.</p> <p>Study tariffs from 1375 / 1900. Compare with current tariff. Children could produce costings for a similar family of four based on 1357 / 1900 prices.</p> <p>Also look at maths activities pack – Activity 7. As an alternative to the costings exercise. Children could use the extract from 1903 to report on their view of the effect of reducing the toll. By dividing the children into two groups (pros – against) the class could debate the text.</p>	<p>The children will know the difference between tariffs charged at different times (peak, off-peak).</p> <p>To work in financial denominations from a previous time.</p>
<b>Resources:</b> A number of Mersey Ferries pamphlets.			

## Model Medium Term Planning Sheet

<b>Focus:</b>	<b>Unit of work:</b>	<b>Year:</b>	<b>Time Allocation:</b>
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**In planning and teaching teachers will provide effective learning opportunities for all pupils by:**

(i) setting suitable learning challenges (ii) responding to pupils' diverse learning needs  
(iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils

Learning Objectives Key Questions	Focus N.C.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What safety equipment is carried on board the ferries?</p> <p>How has the safety equipment changed since 1330?</p>	<p>2d 4a 5c</p>	<p>Children to study pictures of safety equipment on modern ferries and ferries past.</p> <p>Children to note on a plan where the equipment is stored. Children to consider how the equipment is stored.</p> <p>Ask children to consider the hazards of crossing the river in a small rowing boat.</p> <p>What might the hazards of crossing the river be today?</p>	<p>The children will be aware of the range of safety equipment carried on board a ferry boat.</p> <p>Children to be aware of the perils of crossing the river in a ferry in modern times and in the past.</p>	<p>Language.</p> <p>Observation skills.</p>

**Resources:** A list of safety equipment, pictures of safety equipment on ferries over time. Main deck plan of a ferry boat.

## Model Medium Term Planning Sheet

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<b>In planning and teaching teachers will provide effective learning opportunities for all pupils by:</b>				
(i) setting suitable learning challenges		(ii) responding to pupils' diverse learning needs		
(iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils				
Learning Objectives Key Questions	Focus N.C.ref	Suggested teaching strategies	Learning Outcomes	Links & Notes
<p>What was the volume of passengers using the ferries in 1910?</p> <p>How much did this increase in 1930?</p> <p>What happened to the volume in 1960 and 1980?</p> <p>What was the reason for the decline in ferry passengers from 1960?</p>	<p>2d 4a, b 5c</p>	<p>Children to study the table of passengers.</p> <p>Discuss the figures and reasons for the fluctuation in numbers (refer to timeline of events).</p> <p>Construct a graph showing the Woodside ferry passenger numbers compared with road (tunnel) users from 1910 – 1990.</p> <p>Children to consider if there is a link between the two graphs.</p>	<p>The children will be able to interpret the data.</p> <p>They will be analysing the data.</p> <p>They will be describing possible cause / effect links between the data.</p>	<p>ICT links (graph on computer)</p> <p>Maths – interpret / analyse data</p> <p>Language</p>
<b>Resources:</b>				