



Thames Sailing Barge Trust  
Pudge Project  
Key Stage 2 Geography



Thames Sailing Barges Cargo and Passages

**Objectives:**

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to interpret and communicate a range of sources of geographical information including maps.

**Subject Content:**

- Locational knowledge Name and locate counties and cities of the United Kingdom, identifying key topographical features, key physical and human characteristics and understand how some of these aspects have changed over time.
- Human and physical geography describe and understand key aspects of human geography, including trade links, and the distribution of natural resources including food and minerals.
- Geographical skills and fieldwork use maps to locate countries and describe features studied.
- A local history study: Maldon and its Historic Quay and the role that Sailing Barges played in Maldon's History

**Curriculum Links:**

**English** Spoken Language – develop pupils' confidence and competence in spoken language and listening skills.

**Teaching Aids:**

- A map of the coasts of East Anglia needs to be printed ideally on A3 size paper. This will be required to chart the routes taken by sailing barges to various parts of East Anglia.
- A pdf which contains a set of cargo cards can be printed. The layout allows the second page to be printed on the reverse of the first page and the fourth page on the reverse of the third page. Ideally these cards should be printed in colour as each route to be followed is colour differently.
- A set of pens which have the colours displayed on the route markings.
- This work can be done in pairs or larger groups.

**ACTIVITY**

Follow the slides on the PPT, locating Essex, Chelmsford then Maldon and open discussion to identify key topographical features, key physical and human characteristics and how they may have changed over time. (Slides 2-4)

Can you tell me what the sailing barge was designed for? (follows on from the KS2 History Lesson) (Slide 5)

**Answer - to carry cargo mostly from London to places in East Anglia and Kent**

What kind of cargoes did the barges carry? (Slides 6-8)

**Answers - Cattle cake, Bricks, Wheat, Barley, Cement, Coal, Sand, Timber, Flour, Stones, Tar, Hay, Manure and Rubbish**

How do we know what they carried? (Slide 9)

**Answer – Official Records were kept logging the journey and the skipper would record the cargo he was carrying.** Many of these cargoes went to London and travelled vast distances, sometimes from abroad, such as Timber, Wheat and Barley. But much of it was carried from places in England to ports around the coast.

What cargoes do the barges carry these days? (Slide 10)

**Answer – People – we're now much more leisure focussed.**

How does the cargo the barges used to take get delivered now? (Slide 11)

**Lorries on the road.**

The sailing barge would take many days to deliver some of its cargo and the time taken would depend on what? (Slide 12)

**Answer – Tide and the wind – an example of a tide table is shown.**

If a cargo was coming out of London, the barge would sail when the tide was going out (ebb tide) i.e., the water in the river Thames was going out to sea. If the barge was going into London, then it would wait for the tide to be coming in, i.e., the water is rising in the river Thames. This would make the barges journey easier and quicker.

The wind was important as many of the barges would only have sails and it's the sails that make the barge move. What would happen if there was no wind?

**Answer – Barge would not be able to move**

If there was a very strong wind, then the barge may also not move as they would want to make sure that the barge did not get swamped with water. Today we are going to plot the journey of the sailing barge Pudge, a barge based at Maldon which traded between 1922 and 1968.

Pudge is now moored at Maldon (Slide 13)

When she sailed with cargo from 1922 to 1968, she was based in Rochester in Kent. Can you find this on your map? (Print off A3 copies of the map)

The time a barge could take to deliver a cargo also depended on the rivers that they sailed up as these would have been shallow at certain times of the day when the tide was out and may not have been able to sail up it.

**Activity** Each child/pair is to have a map (A3) and a set of Cargo Cards (print them back-to-back). Use the colour on the Cargo Cards to draw a line to show the route/passage the barges will have taken – remember to follow the rivers and not over the land!!!

**NOTES:** When you do the COAL, Keadby is not on the map, but in the top left-hand corner of the map is a picture of a barge loading COAL at Keadby. This is to help understand the vast distances that the barges travelled and COAL was an important cargo in the 18 and 19 centuries.

**GUANO** – May need to explain that this is of course bird droppings and used as fertiliser on fields – it's the ultimate in recycling: manure and guano from London was used to fertilise the fields in Suffolk and Essex to grow the crops.

The cards tell you how long it took a barge to get to the various destinations, with favourable tides and winds.

London to Rochester was a day

Keadby to Maidstone probably a week

London to Beccles about 4 days

Faversham to London about 2 days

Colchester to Hoo about 1 day

London to Ipswich 2 days

Harwich to Southend a day

London to Maldon 2 days

London to Great Yarmouth 3 Days

Battlesbridge to Rochester 2 days

Ipswich to London 2 days

London to Colchester 2 days

Kings Lynn to London 4 days

**Class Teachers:** We want these resources to work for you – please do give us any feedback on the lessons: were they pitched at the right level? Did some parts drag? Could we have spent more time on other parts? Any suggestions are really appreciated. Contact Jenny Baines at [education@bargetrust.org](mailto:education@bargetrust.org)

These sessions have been written in line with the new national curriculum (published in 2014)

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