



Thames Sailing Barge Trust
Pudge Project
Key Stage 1 English



Thames Sailing Barges Ships Log

Objectives:

- **Spoken Language** – ask relevant questions to extend their knowledge and understanding
 - give well structured descriptions, explanations and narratives for different purposes, including expressing feelings
 - participate in discussions and role play.
- **Writing – Composition** – to write in full sentences, discuss what they have written, read aloud their writing.
 - Develop positive attitudes towards and stamina for writing, writing about real events.

Curriculum Links: **History** a local history event: changes within living memory.

Geography – Geographical Skills and fieldwork.

Follow the slides on the PPT, locating Essex, Tiptree then Heybridge Basin, Bradwell, St Lawrence Bay and the River Blackwater (Slides 2-4) Shown by the orange stars on the map on Slide 4.

Has anyone been to Heybridge Basin? What did you do and see there? (Slide 5) This is Heybridge Basin today where the barge trip we will be reading about today set off from. It was reported in the *Chelmsford Chronicle* on Friday 10th August 1900. How long ago was that?

What is this type of boat called? A *Thames Sailing Barge*. A trip set off from Heybridge Basin over 100 years ago with workers and their families from Tiptree Jam Factory (Then known as *The Britannia Fruit Preserving company*). This would have been a very special treat for them to go on. How do you think the men, women and children would have felt about going? (Slide 6)

What do you notice these people are wearing? What would you wear if you were going on a trip on a barge? What does the word 'constitutional' mean? (Slide 7) Read the article following the link on the PPT or print from the resources.

Activity 1 If you can, then act out the recount of the barge trip. (Slide 8) Think about how you would feel at each stage of the trip and what you would do. If you had to send a message to someone ashore, who would you send it to?

Activity 2 Write up a diary entry about what it would have been like if you'd been on that trip. Remember to write about what happened and how you felt about it. You could include a message you would like to send to someone on shore. (Discuss why people had to row ashore to send the messages.) Ask the children to read their diary entries to their partner, a group or the class.

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. Please email: education@bargetrust.org

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

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