

Faraday School  
Old Gate House  
7 Trinity Buoy Wharf  
London  
E14 0FH

Mr James Wild  
C/o Institute of Chartered Shipbrokers  
85 Gracechurch Street  
London  
EC3V 0AT

Tuesday 5<sup>th</sup> June 2018

Dear Mr Wild,

My name is [redacted] and I am in class year 4 at Faraday School. I am excited to hear from you and find out some more about how it is like to work on a ship.

First I would like to tell you a little bit about myself. I really enjoy drawings, basketballs, playing the piano and playing the ukulele. I've been to: England, Spain, Bosnia, Turkey, UAE and Greece.

Now I want to know a little about you and your job. What was the best moment you had on the ship? How long have you been working in the ship? Why did you choose to work on a ship? Are you always busy? What does it feel like to work on a ship to you? What was your favourite journey?

When I finish school I would like to be a baker, but I also would like to run my own business.

I look forward to receiving a letter back from you and to hear which port you are in now.

Yours sincerely,  
[redacted]

#### How can you help us?

Spread the word – do you have links to a local school?

Promote our regional teaching – could you help us roll out in your region/ port?

Provide resources – can you supply materials or other support for these boxes?

Contact us at [schools@ics.org.uk](mailto:schools@ics.org.uk) 020 7357 9722

#### The Programme

The 'Why Shipping Matters: An Introduction for Schools' programme was created to provide an insight into shipping for primary school aged children, specifically those in Key Stage 2. The programme has been designed with a dual purpose: firstly to begin to build an interest in our shipping industry at an early age and to grow their understanding of its impact on the UK, and the region these young people live in.

The programme has been carefully developed in consultation with classroom teachers to ensure that it provides real world learning experiences directly linked to the National Curriculum in English, Science, History, Maths, Art, PE and Geography. There are 6 lessons that make up the core of the programme, with a further 4 lessons as an extension to the programme, culminating in an optional trip to one of the recommended locations. Each lesson lasts approximately 60 minutes and they are designed to be taught in sequence over one full school day or as one lesson per week across a term. A number of topics are covered by each lesson including:

- Trade and commodities;
- Import and Export: Global Trade;
- Vessels and their cargoes they carry;
- Navigation and technology;
- Letter to a Ship and other creative writing; and
- London as a Maritime Port/ The history of maritime Sussex/ etc based on region

Pupils have the opportunity to participate in activities and experiments which will teach them about imports and exports, how vessels float, different forms of navigation, life on board a ship and the unique maritime history of their local region or port. As part of their English lesson, they write a letter to a captain, and every pupil receives a personal postcard back from "Captain James".

#### A different approach

The team behind this programme examined why take up of other school targeted initiatives can be challenging, and developed this programme to have a different approach. We took existing curriculum topics that will already be scheduled into a teacher's lesson schedule (for example, learning about magnets), and 'marinises' that lesson so the lesson on magnets now includes the construction of a compass, and explicit teaching about how compasses allow vessels to navigate around the world. A PE lesson uses a semaphore game, a maths lesson looks at the values of commodities, an art lesson has pupils creating a collage of a vessel or seascape, and so on.

The other significant change in approach is that all the materials are provided, including worksheets, PowerPoint, lesson plans and teaching materials to support teachers in the delivery of the content, so it is easy for them to incorporate this into their teaching schedule without any pre-briefings or training.

#### Regional element

The history element of the programme highlights local history through a maritime lens. For London schools, the lesson has six figures from different stages of history talk about how they lived and worked alongside the River Thames, from the roman soldier to the modern shipbroker. This month the Port of Shoreham are providing the location for the filming of the Sussex version, which includes a 13<sup>th</sup> century ship builder, a Celtic sailor, a smuggler, a soldier, fisherwoman, and modern day fork lift truck driver. The programme roll out will extend to Liverpool, Humber and the North East over the coming months.

Regionalising an element within the programme for our coastal communities increases the engagement with pupils and their local schools, and also builds links between those participating schools and their local ports, maritime museums, etc. In the Port of Shoreham for example, they will invite all participating schools to visit the port and meet the harbourmaster as part of the programme.

*Julie Lithgow, Director, Institute of Chartered Shipbrokers*

*Susan Oatway, Chair of Trustees, Institute of Chartered Shipbrokers Educational Fund*

Huge thanks to people who inspired us, came up with ideas for lesson plans, tested our experiments, shared honest stories of previous projects, gave cups of tea and especially those words of encouragement, including Jim Fitzpatrick MP, Nusrat Ghani MP, Ana de Miguel (DfT), Robin Mortimer (POL), Ewan MacDonald (Seavision), Nick Harvey (Seafarers UK), WISTA UK, ICS Educational Trust Fund, the Port of Shoreham and the teachers and pupils of St Peter's School in Wapping, Faraday School in Trinity Buoy Wharf, Olveston Primary in Gloucester.

08 OCT 2018

Dear Jim

Thank you for your letter of 10 September requesting my support on the, may I say, wonderful shipping programme developed by the Institute of Chartered Shipbrokers.

This initiative has certainly got my attention. I believe this is an excellent teaching aid to sit alongside existing core curriculum subjects and it could really bring to life maritime skills in schools. If we want the UK Maritime sector to continue to thrive we need to make it accessible to children from early ages and help them realise the full breadth of career opportunities available to them. The shipping programme you helpfully brought to my attention in your letter does precisely that and making it available online for schools to download for free would be formidable.

It is great news that the programme will be subject of discussion at the next APPG for Maritime and Ports. Officials have already had some preliminary discussions with Julie Lithgow regarding the programme and best ways to use it and promote it more widely across Government and industry. I have asked them to include it in the agenda for the next Maritime Ministerial Working group as well as to continue working with Julie to identify other opportunities during the coming months. I will be asking for regular updates from them to ensure Julie is getting the support she needs.

I look forward to hearing how the deployment of the programme across schools and beyond develops in the near future and stand ready to support it further.

Yours Sincerely



NUSRAT GHANI



Wednesday, 12 September 2018

Dear Julie

Re: Shipping Matters Curriculum Partnership with St Peter's London Docks

Thank you for introducing us to the 'Shipping Matters' project. We feel this is a great way to teach geography, as the project made the subject relevant to the pupils and introduced a real context for many of the skills and knowledge in the National Curriculum.

The 'Maritime Box' was a very useful resource that made the whole project easy to teach. Each class teacher used the box as the starting point for the project and each lesson. We thought it was a helpful and inspiring touch, rather than simply having electronic versions of resources. Most of our teachers found having physical resources to pour over helped them prepare the lessons and their own knowledge better.

Some of the things that impressed us about the box were:

- The detail of the planning made it easy to follow and teach from;
- The planning was referenced to the National Curriculum and the resources needed (Appendices);
- The planning was clear and activities could be easily differentiated to meet the needs of a range of pupils;
- All the resources we needed were already printed out in high-quality colour (this saved us time!);
- Special/specific resources, such as the corks, compasses, that would have taken time and money to source were included;

We would also like to mention the high-quality PowerPoints with embedded videos and images. It helped make the information 'real' and more engaging for our pupils.

In essence, the 'Maritime Box' reduced teacher workload and costs, helping us teach a more engaging geography unit for our pupils than what might otherwise have been possible. The resources, such as the videos and receiving letters back, made the shipping world real to our pupils and broadened their knowledge and understanding not only of the world but also of their place in it.

Thank you for your support and encouragement and we look forward to expanding 'Why Shipping Matters' into a whole scheme across KS2 and into other schools. Hopefully the grant to pilot curriculum programmes will enable us to partner together to broaden and build upon the excellent work already started in the 'Why Shipping Matters' project.

Kind regards,

Elizabeth Dickson  
(Headteacher)