

Thursday 14<sup>th</sup> May

## History

### Task 1 – About the canal

1. What can you remember about canals from last week? Who is James Brindley?
2. Derby used to have a canal. Why do you think it may have been abandoned? What may have changed over time?
3. Read the paragraphs below which are all about the beginning of the canal.

### The Beginning

In 1792 a committee of businessmen commissioned Benjamin Outram to survey and estimate for a broad canal to run from Swarkestone to Denby in the Bottle Brook Valley north of Derby, with a branch to Sandiacre on the Erewash Canal. A branch to the Trent at Swarkestone was also included. In the event the high cost of crossing the Derwent in Derby and the steeply graded Denby line resulted in a tramroad being built from Little Eaton to the Denby collieries. It was, at the time, proposed to build a canal parallel with the Trent but this was dropped as Jessop, who had been consulted by Outram, believed the Trent adequate and few boats would use the canal.

The Derby Canal was first advocated by James Brindley in 1771 as the transport system in the town was poor, the roads were inadequate and the river Derwent was prone to flooding; downstream traffic was also slowed by delays on the Trent. Coal in particular was expensive in Derby despite the proximity of mines in the nearby Bottle Brook Valley, which were un-developed and unprofitable due to a lack of suitable transport.

It was first proposed to link the Trent & Mersey and Chesterfield canals via Derby but vested interests scuppered this until 1791 when proposals were made for a Swarkestone to Nottingham canal with a branch to Derby from either Swarkestone or Shardlow.

Jessop's recommendations were accepted by Outram and the proprietors except for the location of the junction at Swarkestone. His recommendation to site the junction below rather than above Swarkestone lock on the Trent & Mersey, due to geological conditions, was ignored by Outram and the stretch to Cuttle Brook is sited on a gravel bed which moves due to the gravel acting as a liquid. We will solve this when we rebuild the canal with a junction below Swarkestone lock.

The canal was to be built as a broad canal, capable of taking trent barges, the locks being 90ft long and 15ft wide and the depth was 5ft. To reduce costs, the canal was to cross the Derwent in Derby on the level rather than an aqueduct; the level being maintained by a weir and a wooden bridge would be provided for the horses.

4. Go on to google maps and find all of the places that are mentioned above.
5. Watch some of this video: <https://www.youtube.com/watch?v=zPONTGzkk0c>
  - a. What has been built over/near some of the old canal?

6. Read the paragraphs below about the decline of the canal.

### **The Decline**

Because of disuse and neglect the Derby Canal was not nationalised. The IWA lead a protest cruise in 1961 to maintain the right to navigate but the canal company felled two trees across the lock, resulting in the last protest that the IWA lost.

The last attempt to navigate commercially was in 1946 when the motor and butty Atlas & Vela were prevented from doing so by the Canal Company, who locked the gates at Sandiacre Junction lock (both boats have survived and guess which boats will lead the parade when the canal re-opens!).

The Department of Roads (sorry, Transport) then did a deal with the canal company whereby they gave a Warrant of Abandonment in return for a strip of canal bed at Breaston upon which they built the M1. Needless to say, they had already started to build this and had told Derby City Council to demolish the city centre line to build yet another road.

The land for the M1 was sold for the grand sum of 1/- (5p).

7. Some additional information about the canal can be found here
  - a. <https://www.derbycanal.org.uk/the-canal-its-history/>
  - b. [https://en.wikipedia.org/wiki/Derby\\_Canal](https://en.wikipedia.org/wiki/Derby_Canal)

### **Task 2**

1. Write a persuasive letter about the closure of Derby canal. Your letter can either be convincing them to reopen it or persuading someone that it is no longer needed and that roads are better! Look at the following pages to help you plan your letter and remember year 5/6 writing expectations.

## Persuasive Letter Planning Sheet




Features	Notes for my letter
Sender's Address	
Dear _____,	
Introductory paragraph	
Argument 1 and evidence	
Argument 2 and evidence	
Conclusion	
Yours sincerely,  _____	

# Persuasive Letter Features








## Purpose:

To argue the case for a point of view. To attempt to convince the reader.

## Structure:

-  Introduction – What is the writing about and what is your opinion.
-  Arguments to support your opinion
-  Conclusion – repeat your point of view

## Language Features:

-  Usually written in present tense.
-  Includes logical connectives to link ideas (therefore, however)
-  Use emotive language (powerful verbs and strong adjectives)
-  Ask rhetorical questions
-  Dare the reader to disagree
-  Counter arguments from the other point of view.
-  Try and use some facts as well as opinions.



X  
X  
X

### Persuasive Letter checklist

*Features of a letter: address on left, date underneath, greeting*

*An opening sentence that hooks the reader and explains why you are writing.*

*Has an introduction, at least 2 paragraphs and a conclusion.*

*Each paragraph has a different point.*

*Each point has facts and evidence to support it.*

*The letter only shows one point of view.*

*It includes connectives such as: however, therefore, furthermore.*

*The letter includes powerful adjectives.*

*Includes rhetorical questions to make the reader think.*

*The conclusion summarises the main points and gives an opinion.*

# Persuasive Letter Example

Spring Primary School  
Spring rd.  
London  
L2 3JK

Dear Mr Smith,

Having been a pupil at Spring Primary for the last seven years, I feel it is now my duty to relate to you the feelings of your students towards wearing a school uniform. It has long been felt by myself, and my peers, that wearing a school uniform is an outdated and impractical notion, which we no longer feel is necessary. By writing this letter, I hope to convince you that this is the case, and begin negotiations on changing this rule.

My reasons for not wearing uniform are as follows:

To begin with, a recent survey conducted by the school council identified that an overwhelming majority of 79% of pupils would prefer to wear their own clothes to school. As a Head Teacher, it is your duty to listen to and consider any opinions of your students and to negotiate with them. As the school council are an elected body of students from all the classes in the school, it is important that you take heed of any information they discover about the wants and needs of the pupils.

Secondly, myself and my peers feel more comfortable and at ease in our own clothes. This is important as the more comfortable we feel, the better we are able to concentrate on the work we are doing. If we are constantly fiddling with stiff collars, itchy trousers and uncomfortable shoes, this distracts us from the task in hand. Moreover, this distracts us from learning. Therefore, wearing our own clothes would improve and lengthen our learning time and ultimately impact and improve our achievement in school. (The school's position on the league tables would rocket – and OFSTED would see that the Leaders and Teachers in school are working hard and getting results)!

Finally, our parents would also benefit from the move to not wearing school uniform. Gone will be the excuses of not wearing uniform as our parents did not get it washed in time! Wearing our own clothes would mean there would be no lack of options. Parents would no longer have the mad Sunday rush of getting our uniforms washed and ironed in time for Monday. It would also reduce the amount that our parents have to pay towards clothing us. Good quality school uniform that lasts does not come cheap! Indeed – the money saved could be put towards school fund to buy new books, or stationary resources for our home, so we are able to effectively complete our homework.

As you can see, there are compelling arguments as to why the children of Spring Primary school should be able to abandon their uniforms in favour of more cost effective, practical and achievement boosting home clothes.

Please consider the points I have raised in this letter carefully. My fellow students and I look forward to hearing your response

Yours sincerely

# Writing Expectations

write for a range of purposes	
using paragraphs to organise ideas	
in narratives, describing settings and characters	
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
using mostly correctly:	capital letters
	full stops
	question marks
	commas for lists
	apostrophes for contraction
spelling most words correctly* (year 3 and 4)	
spelling some words correctly* (year 5 and 6)	
write legibly <sup>1</sup>	

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

in narratives, describe settings, characters and atmosphere
integrate dialogue in narratives to convey character and advance the action
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
use verb tenses consistently and correctly throughout their writing
use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
maintain legibility in joined handwriting when writing at speed. <sup>2</sup>

# Spellings

## Year 3 and 4 Spelling List



accident(ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion(ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight/eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though/although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman/women

## New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	