



# British Shipping

Slide Notes  
(for presenter)

Junior School  
7-11 year olds



# Contents

The pack consists of:

- CD-ROM containing presentation slides in pdf format
- Slide notes
- Activity sheets to be photocopied for use in class

The accompanying slide notes provide advice, information and guidance on each slide and each activity. They are intended primarily for non-teachers.

*Information for teachers is provided in italics at the bottom of each page*

All material in this pack may be freely reproduced, and can also be downloaded, together with the presentation slides, from [www.marine-society.org/prespri](http://www.marine-society.org/prespri). OHP acetates are available from The Marine Society if preferred.

Please insert Compact Disk supplied and follow the instructions on the menu bar displayed on your computer screen.

## Acknowledgments

The School of Maritime Operations at Blackpool and The Fylde College has produced this pack with support from the Marine Society and the Merchant Navy Training Board. The College is indebted to many organisations and individuals who have contributed towards its development – including Sun Cruises, Manchester, the pupils and staff of Carter's Charity School, Preesall, and the National Museum, Greenwich.

# Introduction

This pack has been produced to:

- raise awareness amongst junior school children of the role and importance of the British Shipping Industry
- provide a teaching resource for use in junior schools, linked to the National Curriculum and QCA Schemes of Work at Key Stage 2
- be used by teachers independently or by guest speakers from the shipping industry. NB – for further details about the possibility of arranging a guest speaker with seafaring background to deliver the pack, contact the MNTB, the Marine Society or your Local Careers Group at the address on the back of this pack

## Coverage of the Pack

The pack looks at the importance of shipping as a form of transport. It introduces different types of ships and their role in importing and exporting goods, and it looks at the types of jobs that are carried out on ships.

The CD-ROM presentation begins by asking the children to consider their previous meal and to list the food it contained, using the activity sheet. It requires the children to identify where they think the food might have come from, and to locate the countries on the accompanying world map. The slides look at different forms of transport that could have brought the food to their homes, introducing the terms 'imports and exports', with an activity to locate major UK ports on the attached map. The slides lead on to help the children identify that all forms of transport need oil to make them run, which is brought to this country in oil tankers. Other ship types are shown, along with interesting facts about each of them, and the term 'Merchant Navy' is introduced, and the Red Ensign flag. From this, jobs on board ships are discussed, with a final consolidation activity and details of web-sites which will provide further information as required.

## Career Opportunities

It is not the intention of this Junior School presentation to discuss career opportunities. However, a separate pack for use in Secondary schools has been produced which promotes seagoing careers as a main objective. If you want more information on this, or any other aspects, please contact us at the addresses on the back cover.



# Background Facts

As an island nation we depend on sea transport extensively.

- British Shipping is the fifth largest business sector contributing £2.6bn p.a. to the country's economy
- 96% of the UK's imports and exports are carried by sea
- The Merchant Navy employs 25,000 people at sea, and 17,000 jobs ashore (for instance, in shipping companies, ports, harbours, maritime education, maritime law, insurance and commerce) are traditionally filled by former seafarers
- The Merchant Navy is vital in times of national crisis and forms the 'fourth arm of defence'
- There are over 1600 ships in the British Merchant Navy

## National Curriculum

We suggest that this pack can be used as a resource within the National Curriculum and QCA Schemes of Work at Key Stage 2 as listed below:

Geography:	2A, 2C – Geographical enquiry and skills 3a, 3b, 3c, 3g – Knowledge and understanding of places 6a, 6b, 7b – Breadth of study Unit 7 – Weather around the world Unit 18 – Connecting ourselves to the world
History:	2b – Knowledge and understanding of events, people and changes in the past 4a, 4b – Historical enquiry 8a – British history 11b – Britain since 1930 Unit 9 – What was it like for children in the Second World War? Unit 13 – How has life in Britain changed since 1948?
Science:	2b – Life processes and living things Unit 5A – Keeping healthy
ICT:	1a – Knowledge, skills and understanding – Finding things out 5a, 5b – Breadth of study Unit 6D – Using the internet to search large databases and to interpret information

### Comments

We are keen to receive feedback on all aspects of this pack. Please send your comments to:

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These notes are intended primarily for non-teachers who may be invited to deliver this presentation. Information for teachers is provided in italics at the bottom of each page.

Informality is probably the key to these children. Your prime objective is simply to **awaken an interest**. Any facts must be simple and capable of being related to their (limited) experience. They are unlikely to retain the detail of the information you tell them so don't bother giving it. You are aiming to deliver an overall entertaining and noteworthy experience.

Engage the children in the learning experience. If you get stuck, ask a question and stand by to be overwhelmed with enthusiasm and eagerness to respond.

You must remain **positive and optimistic** throughout. They will sense any negativity in your voice or body-language.

Vocabulary must be chosen with care to avoid jargon. The exception to this may be if you play a game trying to guess what shipboard terms mean - port, starboard, deck etc.

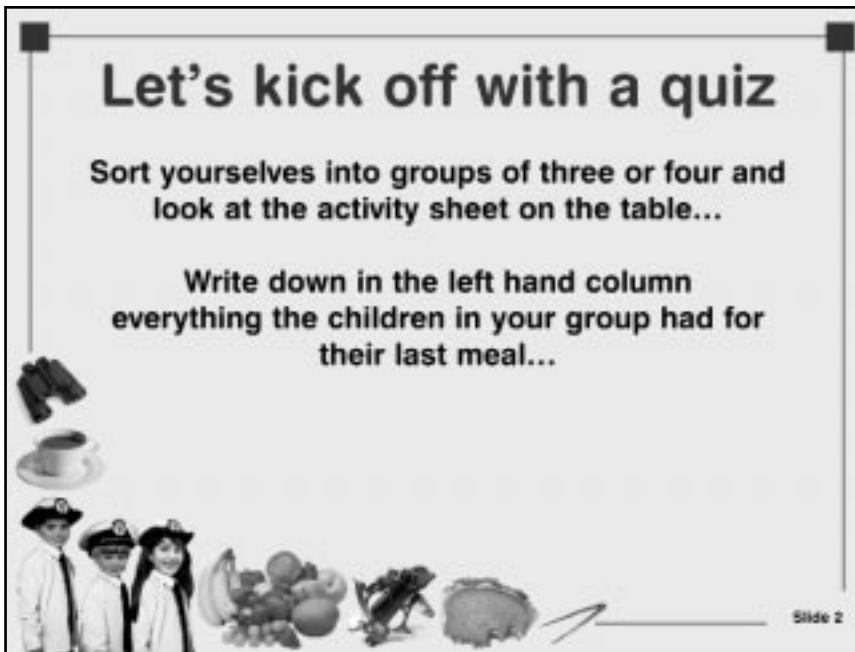
One or two salty sea-dog stories may work, but choose them with care and be brief. You're trying to **engage their imagination**, not just telling them what it used to be like. Also, there's a possibility that our experiences are so remote from today's reality that this strategy could be negative.

Attention span is unlikely to exceed **35 minutes**. There may be more material here than you will need. It is imperative that you don't over-run your allotted time so be prepared to leave some material for the teacher to complete at a later date.

After your personal introduction, **set out your stall quickly** (this is boring to a lot of people) and get on to the first activity as soon as possible. Make sure the children are divided into their groups and have pencils. Get the teacher to do this.



## Slide 2



**Let's kick off with a quiz**

**Sort yourselves into groups of three or four and look at the activity sheet on the table...**

**Write down in the left hand column everything the children in your group had for their last meal...**

Slide 2

The slide features a list of food items and a bowl of cereal. The items are: Pizza, Cereal, Milk, Tea, Rice, Toast, Chips, Fish Fingers, Sweets???, and I don't think so... The bowl of cereal is on the right side of the slide. The text is in a bold, sans-serif font. There are small icons of a pair of pants, a cup of tea, and three children in the bottom left corner. A pencil is at the bottom right.

Have more than sufficient copies of all the worksheets ready.

Introduce the first quiz and distribute to the groups.

Allow them to buzz but maintain control.

Move between the groups and speak with them.

Make an effort to find out their names.

Find out who's top of the charts this week and know a couple of song titles. It will do amazing things for your street cred.

## Slide 3



**Did you have any of these?**

- Pizza
- Cereal
- Milk
- Tea
- Rice
- Toast
- Chips
- Fish Fingers
- Sweets???
- I don't think so...

Slide 3

The slide features a list of food items and a bowl of cereal. The items are: Pizza, Cereal, Milk, Tea, Rice, Toast, Chips, Fish Fingers, Sweets???, and I don't think so... The bowl of cereal is on the right side of the slide. The text is in a bold, sans-serif font. There are small icons of a pair of pants, a cup of tea, and three children in the bottom left corner. A pencil is at the bottom right.

Let the children produce the list.

Try and spot the quiet ones and involve them while maintaining friendly control over the noisy ones.

Humour is a great vehicle for learning but don't overdo it.

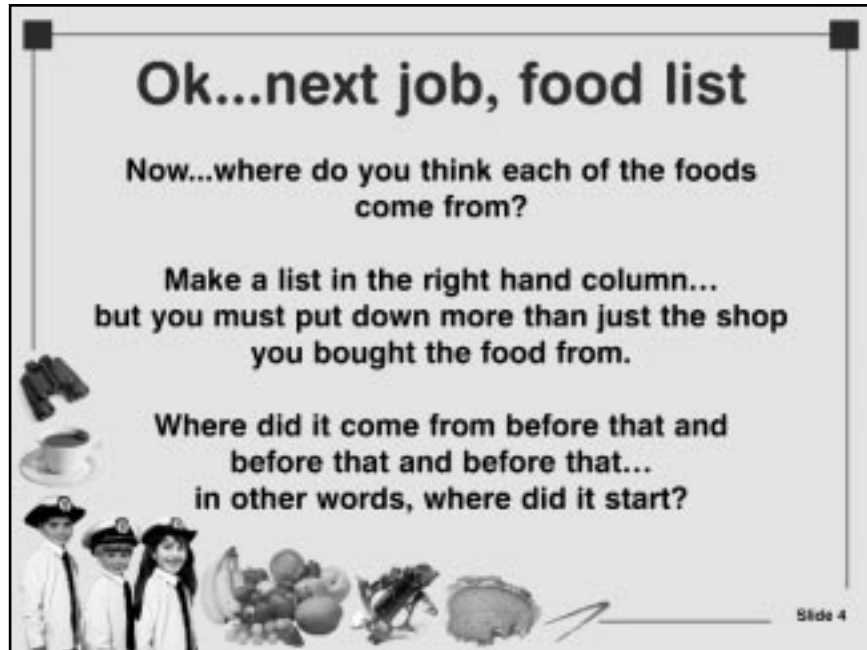
*The slides are self explanatory and begin with Activity 1 - left hand column (see attached Activity Sheets to make photocopies).*

# Slide 4

Next task..

Activity 1 - right hand column

You may need to differentiate between processed foods and natural foods.



**Ok...next job, food list**

**Now...where do you think each of the foods come from?**

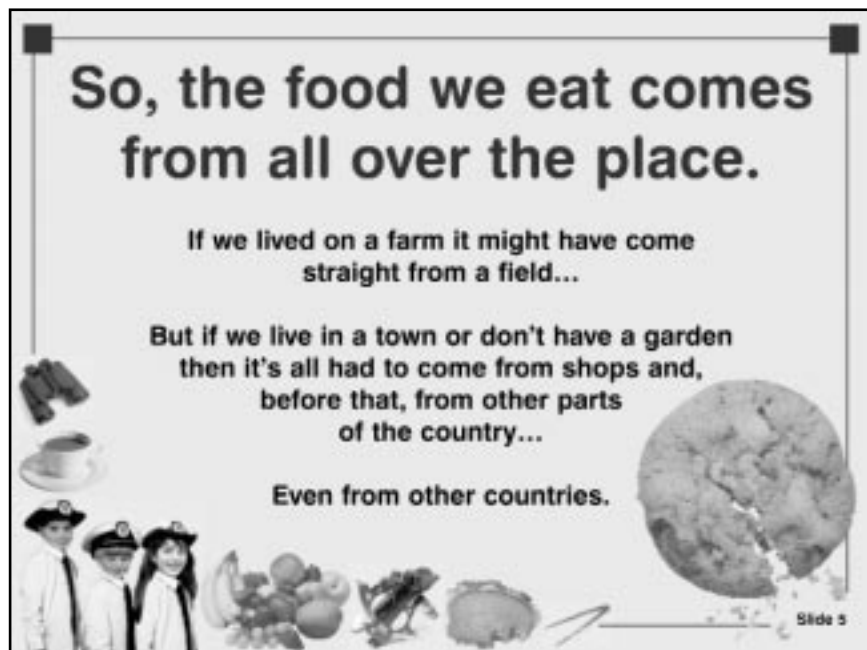
**Make a list in the right hand column...  
but you must put down more than just the shop  
you bought the food from.**

**Where did it come from before that and  
before that and before that...  
in other words, where did it start?**

Slide 4

# Slide 5

This might lead to a lively discussion on food and its origins. The children may have studied 'harvest' as a topic and may be familiar with it. Use the familiarity to build on.



**So, the food we eat comes  
from all over the place.**

**If we lived on a farm it might have come  
straight from a field...**

**But if we live in a town or don't have a garden  
then it's all had to come from shops and,  
before that, from other parts  
of the country...**

**Even from other countries.**

Slide 5

Slide 4 completes Activity Sheet 1. Slide 5 is self-explanatory.

## Slide 6



Next task..

Activity 2 Place Names

It may help if there's a world map in the classroom and you lead the task, depending on the age of the children.

## Slide 7



Answers to last task

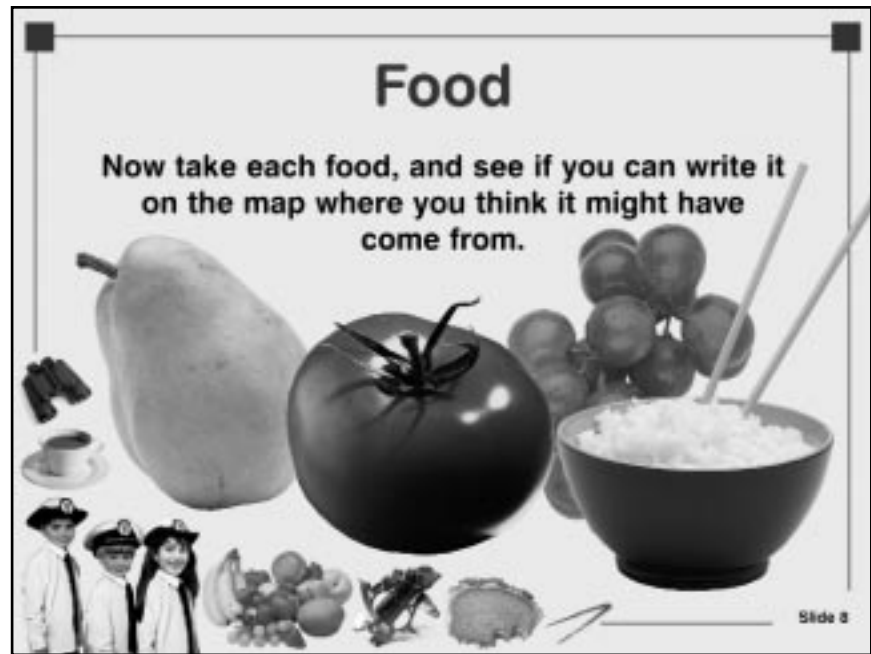
*Slides 6 and 7 provide a map of the world for Activity 2 and the answers. Use these slides appropriately depending on the age and geographical knowledge of the children and any research or extension activity you might want this to lead to.*



# Slide 8

Activity 2 continued.

Even if foods are grown in the UK, try to encourage the children to think of other parts of the world where they might be grown as well.



# Slide 9



*Slide 8 extends Activity 2, and Slide 9 enables further or extended discussion of different foods and where they are produced/grown.*

# Slide 10

**How did it get to us in the UK?**

So how did the food get from other countries to this country?  
How did it get to the shop?  
How did it get from the shop to your home?

Slide 10

This slide features a central title 'How did it get to us in the UK?' and three sub-questions. It includes several images: a tomato, a tractor in a field, a hand pointing, a person at a shop counter, and a shopping cart. At the bottom, there are icons for a pair of shoes, a cup of coffee, three people in uniforms, and various fruits and vegetables.

Start leading the discussion towards transport.

Food often travels by the same means as people, so start the ball rolling by asking 'Where have people been on holiday?' How did you get there?

You could list the answers on the board.

# Slide 11

**Transport**

List all the types of transport you can think of that bring food from where it is produced to our tables

Slide 11

This slide has a title 'Transport' and a task instruction. It features the same set of icons as Slide 10: a pair of shoes, a cup of coffee, three people in uniforms, and various fruits and vegetables.

Activity 3

Ask what overall name could be given to these – they are all types of transport

## Slide 12

### Activity 4

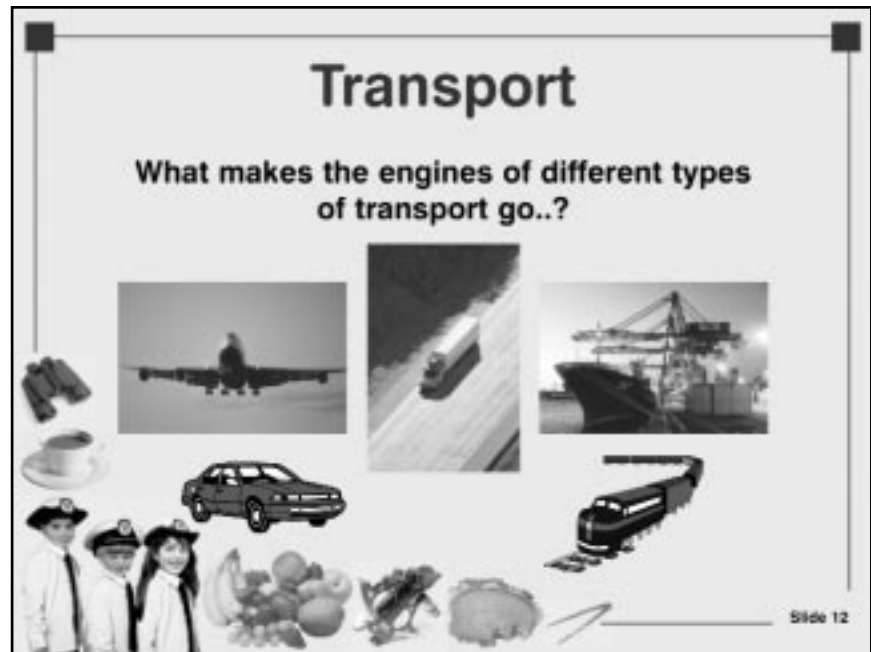
With Slide 12, you may wish to explain that all the types of transport shown have engines to make them go (to propel them).

Be prepared for a range of answers. Never criticise a wrong comment, rather compliment them for original suggestions and steer towards the desired responses.

Avoid at all costs the possibility of belittling children in front of their peers (public praise may also be unacceptable - you'll have to weigh that up from the atmosphere in the classroom).

Avoid patronising the children and don't talk down to them - they're not used to it!

The aim of the slide is to lead the conclusion to 'oil'.

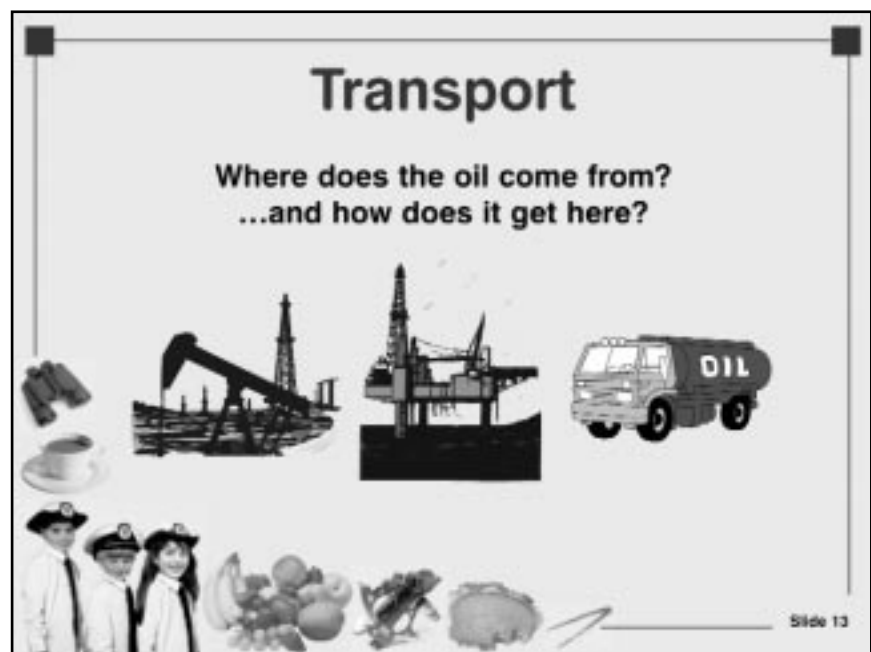


## Slide 13

With Slide 13, the children may provide different types of answers, such as – the ground, the sea, oil wells, petrol stations/garages etc, but also:

- Middle East
- Venezuela
- West Africa
- Gulf of Mexico/Texas
- North Sea
- Eastern Europe
- UK

or may suggest it gets here by ships, pipelines, tankers, lorries etc.



*Slides 12 and 13 make the link between transport, engines and oil, Slide 13 talks about where oil comes from and asks the children to consider how it gets here, linking with Activity Sheet 4.*

## Slide 14

**Ships**

**Ships are needed to carry nearly ALL the goods & produce which come into or go out of our country (about 96%!!!)**

**These are called  
IMPORTS and EXPORTS**

Slide 14

Could have a useful discussion on imports here. Plenty of examples within their everyday experiences from cars to hi-fis and mobile phones.

Steer the discussion towards where ships load and unload cargoes.

## Slide 15

**Map of the British Isles**

**Try to write  
the port  
names in the  
boxes on the  
map of the  
British Isles  
on your  
activity  
sheets**

Slide 15

Next task

Activity 5 Identifying UK ports

*Slide 14 illustrates the importance of ships in transporting the majority of goods in and out of the UK, and introduces the term 'imports and exports'.*

*Slide 15 introduces the map of the UK. Activity 5 requires the children to locate a list of ports on the map.*



## Slide 16

Answers to UK Ports activity.

Get the children to mark the map with their home town.

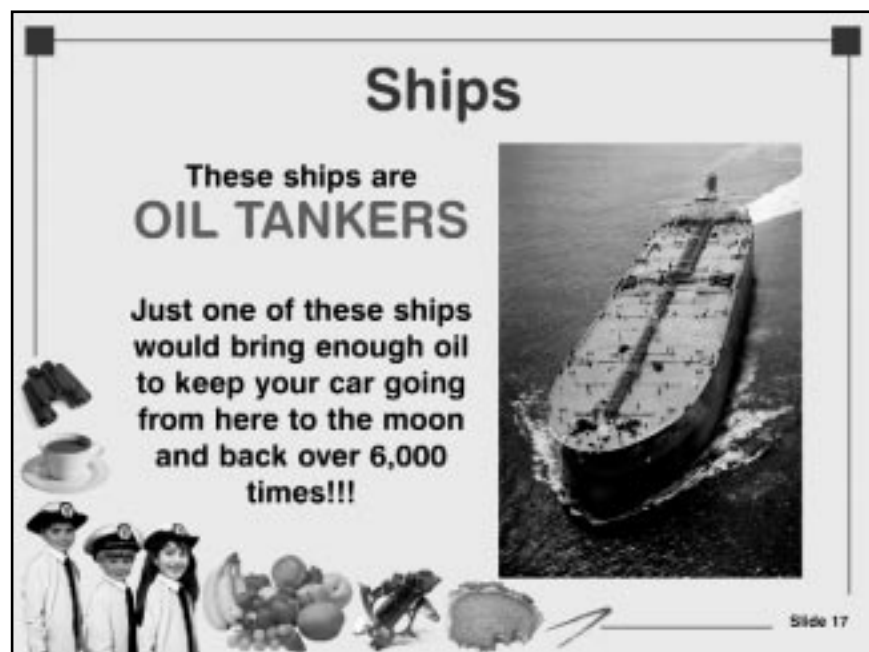
Point out that these are examples - there are many more.



## Slide 17

Encourage discussion about different types of ships.

Super tankers up to 250,000 tonnes are relatively common. The largest tankers (Ultra Large Crude Carriers) can lift half a million tonnes of oil.



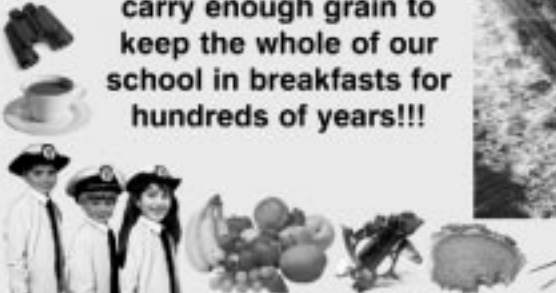

*Slide 16 provides the answers to the port locations. Slide 17 returns to the discussion about oil, ships and oil tankers specifically, with interesting information to help illustrate capacity and volume.*

# Slide 18

**Ships**

**This is a BULK CARRIER and might have brought the wheat for your Weetabix or Shredded Wheat!**

**One ship like this could carry enough grain to keep the whole of our school in breakfasts for hundreds of years!!!**





Slide 18

You could take a Shredded Wheat biscuit in with you and tell them how many could be made with one cargo. Try and relate it to the size of something they know (Blackpool Tower or some other local landmark!) Make sure you know the answer. Bulk Carriers may carry more than 100,000 tonnes of cargo. They can be 300m in length and 30m wide.

# Slide 19

**Ships**

**This is a PASSENGER SHIP which people go on for their holidays. These ships make their own electricity, enough to keep all the houses in a village supplied!!**



Slide 19

*Slides 18 and 19 illustrate different ship types and interesting facts about them.*

## Slide 20

You could ask if anyone has heard the term 'Merchant Navy'. Be prepared for some interesting and diverse answers!



## Slide 21

Useful to have an ensign to show





*Slides 20 and 21 introduce the term 'Merchant Navy' and the Red Ensign flag, flown by all UK registered merchant ships.*

## Slide 22

**What do you think it would be like to work on a ship?**

Think of the different jobs that would have to be done on a ship and write them down...



Slide 22

### Activity 6

Be prepared for the range of things the children might suggest. The list should include all the usual things in language relevant to the age of children, eg:



- Making engines go
- Steering
- Cooking
- Anchoring
- Navigating
- Cleaning
- Maintenance
- Docking

## Slide 23

**Jobs on ships**

What is the name of the instrument these young people are learning to use?

What does it do?



Slide 23

There are no signposts at sea, but you can work out your position by measuring where the sun or stars are in the sky with a sextant.

Useful to take in a sextant and hand-held global positioning system (GPS) receiver.

*Slides 22 and 23 look at the different types of jobs carried out aboard ship.*



## Slide 24

Useful to have a chart. Make it relevant to the school if on the coast.

**Jobs on ships**

These young people are learning **CHARTWORK.**

What are Charts and what do people on land normally call them?

Slide 24

## Slide 25

This shows people working aboard ships learning to use survival equipment such as lifebelts and life rafts in case of emergency.

Most children respond to the exciting aspects of training such as firefighting and survival.

**Jobs on ships**

It's not very likely that people have to get their feet wet! But if there is an accident you have to be trained how to deal with it.

What's happening in these pictures?

Slide 25

*Slides 24 and 25 complete the information about jobs on ships, with navigation, using charts (maps) and health and safety aspects.*

## Slide 26



**If you want to know more  
about ships,  
visit these websites**

[www.marine-society.org/careers.htm](http://www.marine-society.org/careers.htm)  
[www.mntb.org.uk](http://www.mntb.org.uk)

Slide 26

The slide features a decorative border with small icons of a pair of trousers, a teacup, three sailors in white uniforms, a basket of fruit, a crab, and a pencil.

Try and go on-line straightaway if facilities are available in the classroom.

A video to support this presentation may be obtained from the Merchant Navy Training Board.

Show it only if the children are still 'on-task'. Otherwise leave it.

### Activity 7

If time allows, do activity 7 which summarises some of the key points in the presentation.

## Slide 27



**Thanks for being such an ace audience!!  
I hope you have learnt some useful and interesting  
information and facts about transport  
and the shipping industry.**

**Goodbye!**

Slide 27

The slide features a decorative border with small icons of a pair of trousers, a teacup, three sailors in white uniforms, a basket of fruit, a crab, and a pencil. At the top center is a stylized crescent moon with a face.

The End





Not to be used for Navigation

**FLEETWOOD**  
Magnetic Variation 2° 22' N 1728 (17 28)  
SCALE 1:10 000

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