

Mansfield and Pinxton Railway

What were the arguments for the creation of the Mansfield and Pinxton Railway?



Pupils will learn in some depth about the arguments for the creation of the Mansfield and Pinxton Railway. They will discover how it supported local industry by enabling their goods, especially from the local quarries to be transported further afield. They will learn about the key people who persuaded government to approve the railway scheme and the reasons they wanted it to be built. They will also learn about the downsides for the main investor, John Coke.

They will contrast the many benefits of the railway to local businesses, against the numerous accidents and injuries that were sustained on the early railway, by reviewing historic newspaper reports.

WHAT YOU WILL NEED

- M&P_L2TS** What were the arguments for the creation of the Mansfield and Pinxton Railway?
- M&P_L2TN** What were the arguments for the creation of the Mansfield and Pinxton Railway?
- M&P_L2HO1** The three key people who made the railway happen
- M&P_L2HO2** The arguments for the railway proposal, and the downsides for John Coke
- M&P_L2HO3** Accidents and injury on the Railway
- M&P_L2HO4** Handout newspaper reports of the official opening ceremony from 1819

LEARNING ACTIVITIES

1. Class discussion about the contents of the Teacher's Slides, for example the connection between wealth and power, and how the railway was an improvement on the existing road and canal transport (10-15 minutes).
2. Pupils work in small teams to create a presentation arguing the case for a statue at Mill Waters commemorating one of the key figures behind the railway whom they have learnt about (2 hours).
3. Pupils are asked to imagine that they are a local business affected by the proposal to build the railway. They are tasked with writing a letter to the Duke of Portland either explaining why they are in favour or in opposition of the scheme (30 minutes).
4. A reading, comprehension and writing task involving writing a newspaper article about the official opening informed by an authentic newspaper report of the opening of the Railway (30 minutes).

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LINKS TO THE CURRICULUM

HISTORY

Key Stage 1 and 2

- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- A significant turning point in British history, for example, the first railways.

ENGLISH (COMPREHENSION, WRITING AND SPOKEN LANGUAGE)

Key Stage 1

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Key Stage 2

Retrieve and record information from non-fiction; how to use contents pages and indexes.

Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

HUMAN AND PHYSICAL GEOGRAPHY

Key Stage 2

Human geography, including land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.