

**Environmental Transport Association :: teaching sustainable travel through the National Curriculum**  
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<b>Subject/ Title/ Summary/ Objectives/ Timings</b>	<b>Intro</b>	<b>Main teaching</b>	<b>Plenary/ Extension</b>	<b>Resources</b>
<p><b>Unit 10: GEOGRAPHY/ PE</b> <b>“Walking the walk”</b> <b>Trying out a walk to school route, mapping it and identifying ways in which it can be made safer and more attractive</b></p> <p><b>Geography</b> 1a. ask geographical questions 1d. identify and explain different views that people, including themselves, hold about topical geographical issues 2a. use appropriate geographical vocabulary 2b. use appropriate fieldwork techniques 2g. decision-making skills 3a. identify and describe what places are like 3d. explain why places are like they are 5a. recognise how people can improve the environment and how decisions about places... affect the the future quality of people's lives</p> <p><b>PE</b> 4a. how exercise affects the body in the short term 4c. why physical activity is good for their health and well being</p> <p><b>PSHE</b> 3e. recognise..., different risks... decide how to behave responsibly</p> <p>1 hour</p>	<p>Tell the children that they are going to do a timed walk. They will identify any hazards on the route to and from school and then make suggestions as to how the route could be improved to encourage walking to school.</p> <p>Give each child a copy of the street plan and ask them to draw on the route you are planning to take.</p> <p>Tell the children what they will be doing and why.</p>	<p>With the correct ratio of adult helpers, walk to the street that has been chosen. As you go, stop the children to identify hazards and other factors which discourage children from walking. Bear in mind that you are walking at a different time of day to the usual “school run” time. The children can make brief sketches or plans of where they think the hazards are.</p> <p>On the return journey you will time how long it takes to walk at a reasonable pace, stopping only to negotiate hazards safely.</p> <p><b><u>Back in the classroom</u></b></p> <p>List the hazards identified and record these on the children's maps and/or the big classroom map.</p> <p>Suggest ways in which these hazards could be dealt with. Can we get rid of all hazards? How can we be safe despite hazards?</p> <p>Remind children of the distance travelled and how long it took to work out an average speed. How long would it take to travel twice the distance. Does anyone live twice the distance from school?</p> <p>Discuss the effect on the body of walking to school – both at that particular time and in the longer term impact. Do the same with travelling by car.</p>	<p>Discuss the problem of lack of exercise on health. Ask the children which they think are the pros and cons of building exercise into the day through things like walking to school, or doing “extra” activities such as visiting the gym instead. Include environmental and travel impacts too i.e walking to school has a positive impact but driving to the leisure centre a negative one.</p> <p>Children annotate a map with hazards and recommendations for improving the walk to school.</p>	<p>Check the walking route beforehand and undertake a risk assessment according to your LEA / School policy</p> <p><b>Ensure your walk meets your school policy for external visits and that the correct risk assessments and visit documentation have been filled in correctly</b></p> <p><b>Whilst the exercise is to look for and be aware of potential hazards it is important to avoid them! This is one of those occasions when the teacher must already have all the answers!</b></p> <p>Sketch or notepads</p>