

Environmental Transport Association :: teaching sustainable travel through the National Curriculum
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Subject/ Title/ Summary/ Objectives/ Timings	Intro	Main teaching	Plenary/ Extension	Resources
<p>Unit 2: MATHS/ GEOGRAPHY/ ICT "Traffic in the UK" Analysing UK traffic data; drawing graphs; drawing conclusions</p> <p>Maths 7: Handling data Y5/6 answer a set of related questions by... selecting and organising relevant data, draw conclusions, use ICT to present features, identify further questions to ask construct graphs to represent... change over time</p> <p>PSHE 2j. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>GEOGRAPHY 1c. Analyse evidence and draw conclusions 2d. Use secondary sources of information 2f. to use ICT to help in geographical investigations</p> <p>ICT 5d Introduction to spreadsheets 1c. to interpret information</p> <p>2+ hours</p>	<p>Acting in role as the Council Chair, ask the "Council" to look at RS4: Traffic data fact sheet. Discuss what some of the results mean.</p> <p>Ask questions such as: Why do more households now have more than one car? What fraction of households do not have a car in 2005? Does this surprise you and if so why? Why might more men drive than women? Why do men tend to travel further than women? Why might the number of young (17 – 20) drivers have fallen? How many full 24 hours days a year does the average UK person spend travelling? Why do you think people are travelling more? Why are journeys getting longer? Why do fewer people walk? Why do less children walk to school? Can you summarise what this sheet tells us in one sentence?</p> <p>Discuss what a "trend" is. Can the children define any trends using this information? List these on the whiteboard.</p>	<p>The task is to create relevant charts and graphs to enable easier interpretation of the data.</p> <p>Decide how to organise this. You could split up the information and divide it between groups, pairs or individuals, or simply allow children to choose what they will do.</p> <p>Use a spreadsheet package to tabulate some of the information and create graphs. These can be saved and used to illustrate a fact sheet about travel trends in a Word document.</p> <p>Children should annotate each graph with a statement about what they think it shows.</p>	<p>Children can present their work and state what they think each graph shows.</p> <p>As a class, discuss and list the possible implications from the statements that have been made. This might include implications for them personally, for their families, the local community or the global or local environment.</p>	<p>RS5: National traffic trends</p> <p>Spreadsheet package. If a spreadsheet package is not available on your computer you can download a free and fully featured office suite from www.openoffice.org. This is entirely compatible with MS Office files. Do check first with your ICT co-ordinator!</p>