

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 5: MATHS/ GEOGRAPHY “Collecting data” Collecting and recording traffic data outside school</p> <p>Maths 7: Handling data Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time</p> <p>Block C: Handling data and measures</p> <p>Geography 1a. Ask geographical questions 1b. collect and record evidence</p> <p>Whole day in small groups or pairs Prediction exercise – 30 mins</p>	<p>Your first data collection team will need to start work as early as possible. This will clearly depend on the adult support you can muster, but ideally would include the build up to rush hour to allow the children to see the contrasts during the day.</p>	<p>At the beginning of the school day, ask the children to predict what they think the results might be and then record this in a free hand line chart covering the whole day. This could be extended by children predicting the results for each mode of travel on the same graph. You could use RS8: Prediction of results – line chart.</p> <p>Ask the children to state why they have made their predictions about traffic and encourage them to back up their predictions with valid reasons.</p>	<p>It would be interesting to have a couple of updates on findings during the day, perhaps after morning break and after lunch. The final result clearly will be available the following morning.</p>	<p>RS7: Prediction of results – line chart</p> <p>Chairs, warm coats, hats and gloves, an enthusiastic and CRB checked adult if not the child's own parents.</p>