

**Environmental Transport Association :: teaching sustainable travel through the National Curriculum**  
all resources and plans available free of charge for educational use from [www.eta-schools.co.uk](http://www.eta-schools.co.uk)

<b>Subject/ Title/ Summary/ Objectives/ Timings</b>	<b>Intro</b>	<b>Main teaching</b>	<b>Plenary/ Extension</b>	<b>Resources</b>
<p><b>Unit 7: GEOGRAPHY</b> <b>"My journey to school"</b> <b>Plotting journeys to school, working out distances and possible problems</b></p> <p><b>Geography</b> 1a. ask geographical questions 1b. collect and record evidence 1c. analyse evidence and draw conclusions 2c. use... maps and plans 2d. use secondary sources of information 3c. to describe where places are 3g. to recognise how places fit within a wider geographical context and are interdependent 7a. local scale study</p>	<p>Using a completely blank sheet of paper, ask the children to record their journey to school, including the mode of travel.</p> <p>Ask them to include where they start from, all the things they can remember on the way, and the school at the end of the journey. Do not prompt them because you are trying to find out how much they notice. Their maps do not have to be geographically accurate at this stage – they may be "mind" maps.</p> <p>Ask them to include a key on the map.</p>	<p>Making sure all the sheets are named, ask the children to put them all on a central table in modal groups (car, walk, bike, bus etc) so that everyone can look at them. Is there a difference in the amount of detail included? If so, why? Discuss the implications of more and more children going by car on how much they know and understand about their own local area. Ask them if they think this matters.</p> <p>Ask all the children to draw a picture of themselves in the small paper square and pin it to the large map on the wall to show where they think they live. They should also label their own maps with their own homes and perhaps some of their friends.</p> <p>Using the actual map, ask the children to draw what they think is their route to school. Some may need to go home and ask parents overnight!</p> <p>Together, using a map on the whiteboard, estimate the distances travelled for a few pupils.</p> <p>An aerial photograph of the school and surrounding area would be very useful, or you could use Google Earth to give children a clearer spatial concept - <a href="http://earth.google.com/">http://earth.google.com/</a></p>	<p>Prepare for Unit 10 activity by choosing a pupil who lives within reasonable walking distance from school – ideally a group of pupils who live on the same street. Plot their route on the whiteboard map. Ask them to talk about their route to school. Identify any hazards and problems with the route.</p> <p><i>You are advised not to identify a specific address. Ideally you should choose a street in which several pupils live.</i></p>	<p>Copies of a map showing where most children live in relation to school. For urban schools this is likely to be a street plan whilst in rural areas where children come further it might be an OS map.</p> <p>Streetmap.co.uk and Google Earth will be useful resources</p> <p>Smaller copies of the map for the children to use at their desks.</p> <p>Small (4cm X 3cm) sheets of paper</p> <p>Letter to parents about walking activity, depending on your school policy (see Unit 10)</p>