

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 8: LITERACY/ GEOGRAPHY “Local impacts of congestion” How does congestion affect us economically, socially, environmentally and personally</p> <p>Literacy 2: Listening and responding Literacy 9: Creating and shaping texts</p> <p>Y5 Unit 2: Recounts Y5 Unit 3: Argument</p> <p>Geography 1a. ask geographical questions 1d. identify and explain different views that people... hold about topical geographical issues</p> <p>PSHE/Citizenship 2a. ...research, discuss and debate topical issues, problems and events 4a. ...actions affect themselves and others... to try to see things from [a different point of view] 5e. meet and talk with people</p> <p>1 hour + 1 hour (separated by some home based research)</p>	<p>Start by redistributing the role cards (RS2) – and/or add some new local roles and characters - and hot-seating them. Ask characters to explain the effects of congestion on them and their lives.</p> <p>Explain the following four categories and then record the effects on the whiteboard under the relevant categories:</p> <p>economic social environmental personal</p>	<p>Look at RS9: Local effects of congestion – example, and discuss the bank manager’s responses.</p> <p>Draft questions to ask parents or family friends about congestion. Ask how congestion affects them in the same four categories. They could use RS10: Local effects of congestion – blank, as a recording sheet for notes and a prompt.</p> <p>The next day</p> <p>Children should draft a short summary about one of the people they interviewed and share this with their group or the class.</p> <p>Collate information into a class display about the local effects of congestion in the four categories with each character saying how congestion affects them.</p>	<p>Draft a letter to the local newspaper from any of the imaginary characters explaining how traffic congestion affects them. Use paragraphs to develop each point. One paragraph could relate to each of the categories.</p>	<p>RS2: Role cards, plus any additional role or characters that were created earlier in the project</p> <p>RS9: Local effects of congestion – example</p> <p>RS10: Local effects of congestion - blank</p>