

**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 9: MATHS/ GEOGRAPHY</b> <b>“What is the traffic like outside our school?”</b> <b>Collection, recording and analysis of traffic data from outside the school</b></p> <p><b>Maths 7:</b> 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><b>Geography</b> 1b. collect and record evidence 1c. analyse evidence and draw conclusions 1e. Communicate in ways appropriate to the task and audience</p> <p>2 hours</p>	<p>Together, so that you can show the process involved, add up all the results for each time period and create a table showing traffic outside the school over yesterday.</p> <p>Ask questions to assess comprehension. Can any trends be seen from the table itself? What else do the children notice?</p>	<p>Take one mode of transport and demonstrate plotting this across the graph of the day.</p> <p>Ask the children to do the same on their own graph.</p> <p>Ask the children to plot the other modes of transport. Some children will need help but most should manage this independently.</p> <p>When completed, ask the children what the advantages are of being able to see different modes on the same chart. Are there any disadvantages? When might having one single line be of use?</p>	<p>In groups or pairs, ask the children to record statements that they think the results might show. List these statements in two columns: actual facts proved by the results, and statements which could be true but are not necessarily proved</p> <p>Share these and emphasise the need for evidence rather than guesswork.</p>	<p>RS8: Results sheet for traffic outside school</p> <p>Graph paper of different types</p>