

The Journey

Post-Show Lesson 2

‘To be able to use a map to plot a journey’
‘Compare time distances using different methods of transport’

Curriculum for Excellence experiences and outcomes covered.

<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p>
<p>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. SOC 2-09a</p>
<p>I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. MNU 2-01a</p>
<p>I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. MNU 2-10a</p>
<p>Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c</p>

Organisation of Pupils: Whole class, pairs, individuals.

Learning Intentions	Success Criteria
<ul style="list-style-type: none"> • To be able to use a map to plot a journey. • Compare time distances using different methods of transport. 	<ul style="list-style-type: none"> • Estimate and round, make time calculations, explore how the ways we travel can affect the environment.
<p>Key Learning and Teaching Points:</p> <ul style="list-style-type: none"> • Maps use keys and scale • Distance can be estimated according to the scale of the map • Estimating can give us an idea of how long the journey will take • How we choose to travel and how it can affect the environment 	

LESSON PROCEDURE - Interactions and Communications

Introduction: C. 5-10 mins

Teacher to introduce the learning intention and success criteria. Additionally to recap on previous activity and refer back to the performance as a prompt for discussion.

Teacher shows a generic map on IWB and highlights on the map the key and the scale.

On IWB using Google maps teacher will introduce a map of the local area and ask one or two pupils to locate their own home and the school.

Teacher to talk about how we get from home to school how long it takes and how the mode of transport affects time, route taken and impact on the environment.

Development: C. 20-40 mins

Teacher will give pupils a paper copy of a map showing the local area and including the high school and (if possible) ask the children to plot their route from home to high school.

In trios or pairs the pupils will then use a trundle wheel/surveyors tape to help calculate how far they can walk in five minutes. (This can also be easily be measured by marking a predefined distance in the playground and asking pupil to walk multiple legs between the 2 markers). They will then estimate and round how long it would take to walk or cycle to high school and how this would impact the environment.

Teacher will then provide the pupils with a local bus/train timetable which shows estimated journey times on IWB and ask the pupils to estimate how much time would be saved by using these forms of transport. Factoring in getting to bus stops and train stations and their schedules. Then discussing how travelling in such a way impacts on the environment.

Finally, the class will discuss the pros and cons of using a car for transport everyday.

Pupils will then feedback on which method of transport they think would be best for them and suggest ways they could improve their journey to help reduce impact on the environment. E.g. car sharing, only using the car once a week or cycling in good weather.

Extension Activity:

For more able, higher attaining students and fast finishers and as a useful on-going reference point it would be helpful to utilise, where appropriate, online resource These include: Streetsense2, JRSO and Streetwise Guys. These sites are aimed at upper primary school children). In particular, there is a focus on children in the transition period from primary to secondary, when they are most at risk. The websites use interactive games to educate young people about road safety in a fun way. They can be used in the classroom, whilst teaching road safety.

www.streetsense2.com

www.jrso.com

www.streetwiseguys.co.uk

Plenary C. 5-10 mins

HOTS Questions:

- What can you remember about what we were learning today?
- How would you explain what we were learning today?
- Why do you think we were learning about it?
- Can you give me an example of how you met your success criteria?
- What conclusions could you make about what we were doing today?
- Where could you use what we have learned today elsewhere?

Significant Resources:

- Google Maps/Paper copy of local map
- Trundle wheel or surveyors tape to measure distance
- Local bus/train timetables from internet
- www.streetsense2.com
- www.jrso.com
- www.streetwiseguys.co.uk