

Key Stage 2 Geography, literacy and numeracy resource: sustainable transport to school

Activity summary	Global learning opportunities	National Curriculum links: geography	
		Skills	Range
<p>This unit uses resources from Sustrans, a charity that promotes sustainable transport. The resources and activities are focused on developing literacy and numeracy, and are also relevant to geography investigations into local-global links.</p> <p>The Sustrans Literacy and Numeracy Resource is linked to active travel for Years 5 and 6. It includes activities, resource sheets and teachers' notes:</p> <ul style="list-style-type: none"> • 15 Literacy activities including 6 lesson plans • 13 Literacy activities including 4 lesson plans. <p>The resource is available to order for £50, or free with feedback to the project.</p> <p>Aspects relating to global learning include investigating local/global aspects of sustainability, and simple comparisons with travel to schools in other countries:</p> <ul style="list-style-type: none"> • Literacy activity D: Why is active and sustainable travel important? • Numeracy lesson 8: What is the carbon footprint of your journey to school? • Literacy activity G: Travel to school around the world: with short information sheets about travel to school in Kenya and Bangladesh 	<p>GLP-W themes and outcomes</p> <ul style="list-style-type: none"> • Sustainability. <p>ESDGC themes</p> <ul style="list-style-type: none"> • Health • Climate change. <p>Global Goals:</p> <ul style="list-style-type: none"> • SDG 11 (Sustainable cities and communities). 	<p>Locating places, environments and patterns</p> <ul style="list-style-type: none"> • identify and locate places and environments using globes, atlases, and maps, • follow directions, estimate and calculate distances • use maps, imagery and ICT to find and present locational information. <p>Understanding places, patterns and processes</p> <ul style="list-style-type: none"> • Describe the causes and consequences of how places change. <p>Communicating</p> <ul style="list-style-type: none"> • Express their own opinions, be aware people have different points of view • Communicate findings. 	<p>Study: Places, environments and issues:</p> <ul style="list-style-type: none"> • Living in Wales: the local area • Tomorrow's citizens: the importance of being a global citizen. <p>Carry out:</p> <ul style="list-style-type: none"> • Investigate topical events in the wider world.

Development You could:

- develop further work in **geography**, including by:
 - developing geographical enquiry and using skills, including [Google Earth™](#) or online mapping applications like [Arc GIS](#) to investigate and present information about pupils' routes to school in more depth, for example by building up maps with data such as traffic flows, hazards, safety features
 - investigate the environment in the school locality in more detail, perhaps developing work in **PSE** by using the [Sustrans Big Street survey](#), which suggests ways of involving local decision-makers
 - learning more about the **geography of Wales** by investigating the [National Cycle Network](#), including the places and landscapes it goes through.
 - work with the student council or environmental group planning a local event, for example: family treasure hunt, orienteering course, fitness circuit, cycle, run or walk- considering route/s, refreshments, corporate sponsorship etc
- Developing further activities in other subjects including **science** using additional [Sustrans resources](#)
- Developing work on the **journey to school** in more depth using this [GA site](#), or through the [Global Dimension site](#) and/or search in the 'theme' section of the CAFOD homepage for resources: [Going to School](#)
- Develop this work with a whole-school focus, for example through Sustrans' [Schools Mark](#) or [Bike to School week](#).

Literacy opportunities (focused on the identified lessons)

Oracy

Element: Developing and presenting information and ideas

Aspects :

- Speaking.

Reading

Element: Locating, selecting and using information

Aspect:

- Reading strategies.

Element: Responding to what has been said

Aspects:

- Comprehension; Response and analysis.

Numeracy opportunities (focused on the identified lesson)

Strand: Using number skills

Element:

- Calculate using mental and written methods.

With **Google™ Earth:**

- use online measuring tools to estimate distance.

With real [data from Welsh Government on travel to work and school](#)

- interpret data in a variety of text and graphic forms
- compare national data with the results of school surveys.

Critical thinking opportunities

- ask and respond to a range of questions
- reason and think about evidence
- express a point of view, understand that people have different points of view, and be able to change point of view, e.g. through discussion.