

# Key Stage 3

## School Travel

### Competition Resources



[curriculum links](#)

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The competition and school travel issues in general provide lots of opportunities for cross-curricular activities.

## Curriculum Links

### English

**EN1 Speaking and Listening** The competition could encompass preliminary and additional classroom activities involving group discussion, and adapting newspaper articles into other mediums such as a short story or TV or radio interview

**EN2 Reading** The activity links with

5 Media and moving image texts

6 Language structure and variation.

In terms of Breadth of Study the activity links with 9.

Non-fiction and non-literary texts, particularly:

b Print and ICT-based information and reference texts

c Media and moving image texts

### EN3 Writing

Covers all aspects of Knowledge, skills and understanding. Lots of scope to cover Breadth of study including exploration of ideas; writing to inform, explain and persuade; reviewing; writing for the wider community and imagined readers; writing reports, explanations, opinions and commentaries.

### Geography

Examining the school journey links fully in Geography. Pupils have the opportunity to find out about local sustainability issues and solutions and require the use of geographical enquiry and skills to do the necessary investigation. There is also the opportunity to study travel behaviours across different countries and make linkages between attitudes, choices and environmental consequences.

1a-1f Geographic enquiry

2a-2g Developing geographic skills

3c, 3d Knowledge and understanding of places

4a, 4b Knowledge and understanding of patterns and processes

5a, 5b Knowledge and understanding of environmental change and sustainable development

### PSHE and Citizenship

Pupils can explore issues around their own journey matters and take into consideration how that will impact on others. Personal health and well being is a key factor and pupils have the opportunity to develop their awareness of the benefits of regular exercise and be able to advocate responsible travel choices and behaviour.

## Activity Ideas

Below are some activities that could be used to accompany or extend the competition task.

### Travel survey

Links: Maths, Geography, English, ICT, ESD

Travel surveys and traffic analysis provides key opportunities for pupils to process and represent data in a real life situation. Some of the things that could be looked at are:

- How pupils, parents and staff travel to school
- Devise a survey to monitor traffic near the school
  
- Present travel survey results for a meeting

### Mapping the route to school

Links: Geography, Citizenship and English

Using large maps of the area ask pupils to plot their route to school. Using local cycle and bus maps ask them to plot these on the map, as well as discuss



with their peers any particular dangerous points or helpful features such as pedestrian crossings. After building up a picture of the local area ask them to discuss if there are any features that could be put in place to make the journey easier or safer such as cycle paths, extra lighting or pedestrian crossings. Pupils could incorporate these road safety issues into their competition entries as well as create other materials to inform and persuade such as posters and leaflets.

### Travel behaviour and attitudes

Links: Geography, English, Maths, Art & Design, ICT  
Get pupils to look at how car use is changing people's attitude to travel and the effects that it is having on the environment. Use a wide range of documents such as newspaper articles, documents from NGOs, local council etc. to investigate what some of the solutions are. Get pupils to create a display for the school to encourage others to choose sustainable transport.

### Useful Facts

- During the morning rush hour 1 in 5 cars are doing the 'school run'
- In 2008 40% of 11-16 years walked to school, 21% were taken by car and only 2% travelled by bicycle
- The average length of journeys to school has increased. The average journey to school for 11 to 16 year old is 3.4 miles compared to 2.3 in 1985/86
- The proportion of secondary age children travelling to school alone has gone down from 46% in 1985/86 to 36% in 2008.

Source: DfT (2009) National Travel Survey 2008

### Local travel issues

Links: English, Citizenship, Geography

In groups ask pupils to create interview questions to find out how local people travel, how they would like to travel, what problems they have come across in the local area, how they travelled to school when they were children, and how they would like to travel. Using audio and visual equipment get pupils to interview a range of people such as teachers, elderly individuals, local businesses, the police etc. and create a radio or TV news report to show to the rest of the class.

### Where to find out more

Useful websites:

[www.sustrans.org.uk](http://www.sustrans.org.uk)

[www.bikeability.org.uk](http://www.bikeability.org.uk)

[www.livingstreets.org.uk](http://www.livingstreets.org.uk)

[www.walktoschool.org.uk](http://www.walktoschool.org.uk)

[www.bettertransport.org.uk](http://www.bettertransport.org.uk)

[www.everyjourneymatters.co.uk](http://www.everyjourneymatters.co.uk)

[www.transportdirect.info](http://www.transportdirect.info)

For more details about how school travel issues can be used as a topic to deliver the Secondary National Curriculum visit

[www.sustrans.org.uk/what-we-do/safe-routes-to-schools/resources/curriculum](http://www.sustrans.org.uk/what-we-do/safe-routes-to-schools/resources/curriculum)

Our information sheets also contain lots of information to assist you. These can be downloaded via our website [www.sustrans.org.uk/schooltravel](http://www.sustrans.org.uk/schooltravel) or contact the free Sustrans School Travel information service on **0117 915 0100** or [schools@sustrans.org.uk](mailto:schools@sustrans.org.uk) to request hard copies or for further advice and support.



## Lesson Plan: “Write all about it” School Travel competition

### Objectives

- To reinforce pupils’ understanding of the health and environmental benefits of an active school journey
- Get pupils to think about their own school journey and the barriers to walking and cycling
- Provide an opportunity for pupils to write to persuade and inform on a real-life issue and to explore non-fiction and media resources
- Give a voice for the views and ideas of children through Sustrans’ project and policy work

### Equipment

- Examples of newspaper editorials
- [Sustrans School Travel Information Sheet FS19 Facts and Figures to support School Travel Initiatives](#)
- Hard copies of the pupil entry template (or electronic - IT suite would be needed)

### Curriculum links

English (Geography, Citizenship, ICT)

### Introduce School Travel issues

1. Do a hands-up survey of how pupils travelled to school today. Ask pupils why it is better for people to walk or cycle to school if they can. In groups get them to discuss with their peers either why they have been brought to school by car or what problems they encounter while walking or cycling to school. Get them to feedback and draw up a list on the board.
2. Give each group one of the problems/barriers and ask them to brainstorm some ideas about how it could be solved. Get them to feedback and draw up another list on the board.

### Introduce the competition and newspaper articles

1. Explain they are going to write a newspaper editorial piece intended for an incoming government to persuade them to make sure they make it easier for more children to walk and cycle to school. Explain their pieces will be part of a nationwide competition.
2. Hand out examples of newspaper editorials, ideally relating to health and environmental issues. Ask them to highlight/underline in different colours the facts and the opinions.

### Finding facts

1. Hand out copies of the FS18 Information Sheet and get each group or table to read either the “Travelling to school”, “Pollution and climate change”, “Road casualties” or “Health” sections.
2. Get the groups to report back to the rest of the class which facts that stood out to them.

### Planning and composing

[Could be completed as part of homework or in another lesson if necessary]

1. Get pupils to plan their pieces by creating a list of what problems they are going to cover, the ideas they will include and what facts they will use.
2. Ask pupils to begin writing or typing up their newspaper editorials. If necessary use an opening prompt such as “The new government should...”.

### Plenary

1. Ask the class to feedback some of the suggestions they have come up with.
2. Discuss what other things they could produce to persuade and influence - letters, posters, flyers, blogs etc.