

## Year 1, Term 2

How can we make the streets around our school	
safer?	
Children investigate a local issue common to most schools – parking. It involves children in observational fieldwork, which leads to a simple decision-making exercise about improving the quality of their immediate environment.	Vocabulary Children are likely to use: • traffic, survey, busy, quiet, street, parking, yellow lines, pedestrian crossing, council offices They may also use:
Learning Intentions	cycleway, pavement, frequency  Activities
Children should learn:	
About the nature of the school road - Is it busy?	Discuss with the children what makes a busy or quiet
To ask geographical questions     Geographical terms	<ul> <li>Arrange for the children to complete a simple traffic survey on the road outside the school.</li> <li>With the children's help, label a wall display of photographs of the road outside the school to show aspects related to traffic, e.g. road signs, road markings.</li> <li>Ask the children to think about their own road at home and decide whether it is quieter or noisier than the school road.</li> <li>Encourage the children to think up their own questions about traffic around the school.</li> </ul>
To carry out a small-scale investigation about parking in the local area	<ul> <li>Discuss with the children what makes a' fair' test in a survey e.g. times, frequency, and place.</li> <li>With the children's help, design and carry out a survey of the numbers of cars parked in the street. Ask the children to present the results as a graph, using simple graphing software, and analyse them.</li> <li>Ask the children to consider questions like: Are the parked cars there all day? Where do people go when they park their cars?</li> </ul>
<ul> <li>To observe, recognise and describe the main ways in which parking is controlled.</li> <li>To undertake simple mapping tasks</li> </ul>	<ul> <li>Discuss with the children the ways in which parking is controlled e.g. yellow lines, pedestrian crossings, 'lollipop' men or ladies, clearways.</li> <li>Visit the road outside the school and ask the children either: to record on a map the various ways used to control traffic; or to observe the parking controls and then on return to the classroom draw a map from memory to show the observations.</li> <li>Discuss with the class the accuracy of the two methods</li> </ul>
To express views about making an area safer     To recognise ways of changing the environment	<ul> <li>Ask the children to identify methods of making an area safe, e.g. cycle ways, pavements, fencing, no parking zones, road signs, pedestrian crossings, and to think about how the school grounds and other streets they know are made safe.</li> <li>Ask the children to make use of all the evidence they have collected to write a letter to the transport department at the local council to ask about the possibility of a safety feature, e.g. a pedestrian crossing, being constructed.</li> </ul>