

Transport and Journeys



Overview

The 'Transport and Journeys' project allows students to share information about modes of transport that are known to them. The students will share information about transport systems and journeys that are familiar to them. The students will research and share information about a famous journey. The weekly submission of text, images and data will enable students to analyse and compare results.

The project activities are designed to integrate ICT into other curriculum areas and to develop and extend ICT skills.

The project runs for four consecutive weeks. By following this project guide all participants will be able to share and compare the same results.

During the registration period schools should update their group welcome message.

Week 1 Transport We Know

- Discuss the different forms of transport used to travel to school
- Conduct group surveys of the modes of transport to school
- Discuss why the modes of transport are used
- Write a collaborative analysis of the collected transport to school survey
- Publish the work to the project web site

Week 2 Traffic Problems

- Review Week 1 published work on the project web site
- Identify the traffic problems in the near locality of the school
- Write a collaborative analysis of the traffic problems
- Are there any solutions to the traffic problems?
- Write a collaborative analysis of the solutions to the traffic problems

Week 3 Famous Journeys

- Review Week 2 published work on the project web site
- Select and research a famous journey
- Write a collaborative text about the researched journey
- Publish the work to the project web site

Week 4 What Have We Learnt?

- Use work published on the project web site to make comparisons
- Write a collaborative text account of the knowledge that has been acquired through the project
- Write a farewell collaborative text
- Publish the work to the project web site

The purpose of this week is for each group of students to identify the modes of transport they use to travel to school.

Students conduct a transport to school survey. The students collect, record and analyse numerical data. The students write a collaborative review of the results of the transport survey. These activities give the students the opportunity to write in a style that demonstrates an awareness of the intended audience.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data.
English	<ul style="list-style-type: none"> • To be able to read a variety of texts. • To be able to read for information. • To be able to write for a wide audience. • To be able to share written accounts.

Curriculum focus	Learning Objectives
Personal, Social and Health Education	<ul style="list-style-type: none"> • To know the basic road safety rules.
Geography	<ul style="list-style-type: none"> • To be able to identify modes of transport to school. • To be able to represent the various modes of travel on a graph.

The main focus of this week is for students to collect and use data to find out about the modes of transport used to travel to school.

Step	Title	Notes
1	What is Transport?	Establish the different forms of transport known to the students.
2	Transport to School Survey	Whole class data collection.
3	How We Come to School	Collaborative text account.
4	How I Come to School	Individual text account.
5	Publish Our Work	Upload and publish the data collection results and text overview to project web site.

Resources
<p>Data collection sheets</p> <ul style="list-style-type: none"> Transport to School Survey <p>Support sheets</p> <ul style="list-style-type: none"> How We Come to School writing sheet How I Come to School writing sheet <p>Optional</p> <ul style="list-style-type: none"> Digital camera

Keywords																												
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publish	audience	collaborate																										

Expectations for this week
<p>Most students will be able to</p> <ul style="list-style-type: none"> use a tally chart to collect information interpret data using a tally chart recognise that different modes of transport are used to travel to school <p>Some students will be able to</p> <ul style="list-style-type: none"> record data in different graphical forms interpret data from a variety of graphs solve problems using information displayed in graphical form suggest reasons for the use of the modes of transport

Objectives	Lesson Activities	Outcomes	Notes
<p>Students will know that the Internet can be used to share information.</p>	<ul style="list-style-type: none"> • Introduce the topic to the students. • Tell the students that, by using the Internet, they will be sharing the information they collect with schools around the world. • Outline the activities the students will be involved in. 	<p>The students are able to identify the location of other groups of participating students. Students know that the information they collect will be shared by others through the use of the Internet.</p>	<p>Show students examples of the introductions from other participating groups of students by logging onto learning-lincs.com Class activity using interactive white board or computer based activity.</p>
<p>Students learn to identify modes of transport.</p> <p>Students learn to collect and record evidence.</p> <p>Students learn analyse evidence and draw conclusion.</p>	<ul style="list-style-type: none"> • Ask the students to name modes of transport that are known to them. • Give the students examples of modes of transport to identify. • Choose specific modes of transport for the students to describe. • Sort the modes of transport into land, sea, air. <p>Younger Students</p> <ul style="list-style-type: none"> • Record pictorially as sets, with suitable labels. <p>Older Students</p> <ul style="list-style-type: none"> • Write an informative text about one mode of transport. 	<p>Students are able to describe a specific mode of transport.</p>	<p>Resources needed are illustrations of modes of transport.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to collect data using set criteria.</p> <p>Students learn to record collected data.</p>	<ul style="list-style-type: none"> • Ask the students to name their mode of transport to school. • List the different modes of transport. • Show the students the enlarged Transport to School survey sheet. • Younger students • Give the students an individual copy of the Transport to School survey sheet. • Teacher model tallying results on enlarged Transport to School survey sheet. • Students enter tally results on to their own Transport to School survey sheet. <p>Older Students</p> <ul style="list-style-type: none"> • Students work independently on collating the results. • Students use Transport to School data collection sheet results to independently make bar chart. 	<p>Students are able to identify modes of transport to school.</p> <p>Students are able to match information against a given criteria.</p> <p>Students are able to make sets using given criteria.</p> <p>Students are able to use collected information to construct a tally chart.</p>	<p>Use photocopier to enlarge Transport to School data collection sheet.</p>
<p>Students learn how to enter information onto a data collection form.</p>	<ul style="list-style-type: none"> • Enter the ‘Transport to School’ information onto the Transport and Journeys Project Publisher. • Class activity using interactive whiteboard. • Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	<p>Students understand that numerical data can be presented in a graphical form.</p>	<p>Data is immediately displayed in graphical form.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn how to write a collaborative text.</p>	<ul style="list-style-type: none"> • Discuss with the students why they use their particular mode of transport to travel to school. • Ask the students if it would be possible to use another mode of transport to travel to school. <p>Younger students</p> <ul style="list-style-type: none"> • Ask the students for factual sentences based on the results of the Transport to School survey. • Ask the students for sentences to support the use of a specific mode of transport. • Teacher scribe the sentences. <p>Older Student</p> <ul style="list-style-type: none"> • Discuss the results of the Transport to School survey. • Encourage the students to link reasoned responses to Transport to School survey results. • Students write an individual account to support the findings of the Transport to School survey. <p>Students share their individual accounts. Enter information onto the Transport and Journeys Project Publisher.</p>	<p>Students are able to explain collected information.</p> <p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to present a reasoned account based on data collection results.</p>	<p>Younger students - teacher scribe to produce final draft.</p> <p>Older students word process to reorder/draft text.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn how to write a factual text account.</p>	<p>Younger students</p> <ul style="list-style-type: none"> • Ask students how they usually travel to school. • Students describe in detail their mode of transport. • Students write an individual account. • Students illustrate their account. <p>Older students</p> <ul style="list-style-type: none"> • Ask students how they usually travel to school. • Students describe in detail their mode of transport. • Students include reasons for their use of the mode of transport. • Students write an individual account. • Students illustrate their account. 	<p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to present a reasoned account based on data collection results.</p>	<p>Ask students to bring a photo of their mode of transport to school. The photo could be used as the starting point for the illustration. The illustration could be computer generated.</p> <p>Older students word process to reorder/draft text.</p>
<p>Students learn how to scan work.</p>	<ul style="list-style-type: none"> • Students share their finished work. • Discuss with the students how a scanner can be used to present work on a web site. • The students decide on one of their transport representations to enter onto the Transport and Journeys Project Publisher. • Older students may be able to scan their own work. • Younger students will need support. 	<p>Students know that a scanner can be used to make a copy of work that can then be displayed on a web site.</p>	<p>The scanned work is immediately displayed.</p>
<p>Students learn to enter scanned work on the project publisher.</p>	<ul style="list-style-type: none"> • Enter information onto the Transport and Journeys Project Publisher. 	<p>Students know that a scanned work can be used on a web site.</p>	

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Show the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Introduce the skill of using a spell check by using a word processing program to provide the students with a text sample to spell check.
Students learn how to use a spell check.	<ul style="list-style-type: none"> Explain that the data and the text need to be proof read before it is published on the project web site. Show older students how to use a spell check. 	Students will be able to use a spell check when using a word processing program.	
Students learn how to upload the data collection results and text overview on the project web site.	<ul style="list-style-type: none"> Show the students how to upload their work to the web page. Older students could independently upload their work. 	Students know that their work will be shared with others when it is published.	
<p>Students learn to ensure their work is suitable for the intended audience when published.</p> <p>Students learn how to publish their work on the project web site.</p>	<ul style="list-style-type: none"> Discuss with the students their uploaded work. Do they think the style of the presentation of their collected information on the web page is suitable for their intended audience? Explain to the students the function of the Publish button. The teacher checks the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	<p>Students will know how to present work that is fit for the intended audience.</p> <p>Students will know how to publish their work on the project web site.</p>	<p><i>Before publishing the students' work check the school's Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to prepare and enter data into a database.	<ul style="list-style-type: none"> The students enter the information they have collected on the transport to school data-recording sheets on to a data collection form on the project website which immediately generates a graph. 	Students develop an understanding of the potential use of a computer to generate information from a database and to solve problems using a database.	Use the students' text accounts and illustrations to make a classroom display or a class book.
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the information they have obtained through the data collection activities. 	Students are able to change the layout of text in a word processing program.	
Students learn to use a word processing program to organize text.	<ul style="list-style-type: none"> The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. Using a copy of the text account which has been submitted to the project web site the students could decide which font, colour and size would be appropriate for another type of display – e.g. a classroom display, an information book. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display. 	<p>Students are able to use a word processing program to produce a text that is suitable for the intended audience.</p> <p>Students are able to decide which font, size and colour are the most suitable for the way in which their work is to be displayed.</p>	
Students learn to save their work.	<ul style="list-style-type: none"> Students print and save the text account. 	Students are able to print and save work.	
Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students retrieve the saved text account at a later date. 	Students are able to retrieve saved work.	
<p>Students learn to use a scanner.</p> <p>Students learn that a scanned image can be used on a web site.</p>	<ul style="list-style-type: none"> Using a photo the students make a representational graphical image of their mode of transport. A graphical image is scanned then published on the project website. 	<p>Some students will be able to use a scanner.</p> <p>Some students will know that a scanned image can be displayed on a web site.</p>	

Objectives	Web site		Outcomes	Notes
Students learn that the Internet is a source of information.	http://www.fact-index.com/li/list_of_transport_museums.html	List of transport Museums throughout the world.	The web links enable students and teachers to find and use appropriate project linked information.	
	http://www.bammot.org.uk/index.html	A teacher resource site and a students' activity site.		<p>Disclaimer <i>learning-lincs endeavours to provide high quality and informative global educational projects. Whilst we try to ensure that our projects are educationally sound and safe we cannot guarantee your results with any procedure or project, nor can we be held liable for your activities or outcomes.</i></p> <p><i>Where suitable we will provide links to other sites on the Internet. These links are checked frequently but we cannot be held responsible for the content or quality of materials on these other sites.</i></p>
	http://www.transport-museum.com/kidszone/design-a-car-main.htm	Design a car.		
	http://www.transport-museum.com/kidszone/index.htm	Student activities		
	http://www.beaulieu.co.uk/	The UK National Motor Museum.		

The purpose of this week is for each group of students to observe and record traffic problems in the vicinity of the school. By conducting surveys students identify how the environment could be improved and sustained. The students will collect, record and analyse numerical data. The students write a review of the collected data. This activity gives the students the opportunity to write in a style that is appropriate to the task – sharing information.

The students use the data submitted in week 1 to compare their Transport to School surveys with other students in other locations.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data. • To be able to compare data in graph form.
English	<ul style="list-style-type: none"> • To be able to read a variety of texts. • To be able to read for information. • To be able to write for a wide audience. • To be able to share written accounts.
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience.

Curriculum focus	Learning Objectives
Geography	<ul style="list-style-type: none"> • To identify similarities and differences between transport in different localities. • To analyse evidence and draw conclusions. • To develop decision making skills.
PSHE/Citizenship	<ul style="list-style-type: none"> • To be able to explain views and opinions. • To take responsibility for identifying a safe and sustainable means of travel to school.

The main focus of this week is for each group of students to collect information about the Traffic Problems found in the locality of the school. Students analyse their observations and suggest solutions.

Step	Title	Notes
1	Review time	Compare previous week’s work published on the project web site.
Teacher Decision	Is There a Problem?	Observation of traffic flow in the locality of the school. Data collection. Photographic evidence.
2	What is the Problem?	Collaborative writing.
3	How to Solve the Problem	Collaborative writing.
4	What We Have Discovered	Collaborative writing.
5	Publish Our Work	Publish the data collection results and text overview on web site.

Resources
<p>Data collection sheets</p> <ul style="list-style-type: none"> Traffic Survey <p>Support sheets</p> <ul style="list-style-type: none"> Collaborative writing <p>Optional</p> <ul style="list-style-type: none"> Digital camera

Vocabulary																																
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Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> to collect observable information interpret collected information recognize specific problems <p>Some students will be able to</p> <ul style="list-style-type: none"> use recorded information to present facts suggest solutions for traffic problems

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that information and data can be stored and retrieved.</p>	<ul style="list-style-type: none"> • Show the students the data and text that they posted on the project web site in week 1. • Discuss with the students the success of their style of text account. • Ask the students if there are any changes they would make to the style of text account. 	<p>Students are able to evaluate the success of the presentation style of their work.</p> <p>Students are able to suggest changes they would make.</p>	<p>Activity suitable for use on an interactive whiteboard.</p>
<p>Students learn to evaluate the effectiveness of different formats and layouts.</p>	<ul style="list-style-type: none"> • The students view the Week 1 web pages of other participating students. • Discuss with the students the similarities and differences in the style chosen for the text account. • Ask the students to decide which text accounts they prefer. • Encourage the students to give reasons for their preferences. 	<p>Students are able to express a preference.</p> <p>Students are able to give reasons for their preference.</p>	<p>If possible ensure that comparisons of text are made between similar aged students.</p> <p>Activity suitable for interactive whiteboard or individual computer use.</p>
<p>Students learn to read and interpret data.</p> <p>Students interpret and use data in problem solving activities.</p>	<ul style="list-style-type: none"> • The students view the data collection results of other participating students. • Discuss the other participating students data collection results. • Use the data results to ask the students comparative questions. • Younger students use the graphical information to make direct comparisons. – How many students used the same mode of transport as themselves? Or set questions that interrogate the graphical information. • Older students use the graphical information to solve problems that involve further calculations. - Using the graphical data from 3 or 4 groups of students calculate the fraction of the total that have a given criteria – mode of transport. Or calculate the percentage number of students using a specified mode of transport. 	<p>Students are able to read and compare information and data.</p> <p>Students are able to select an appropriate calculation method in problem solving activities.</p> <p>Students are able to use recorded information in problem solving activities.</p>	<p>If possible when making direct data comparisons ensure that the groups of students are of a similar size.</p> <p>Students may need to use a calculator when calculating percentages.</p>

Before starting the activity a lesson on Road Safety may be appropriate.

Objectives	Lesson Activities	Outcomes	Notes
Students learn to make observations.	<ul style="list-style-type: none"> Discuss with the students the times of the day when they think there might be a problem with traffic in the locality of the school. Discuss with the students the problems they think might be encountered – safety, traffic jams, and inconvenience. Decide on the time for the observations of the traffic flow in the locality of the school. Decide on the length of time for the traffic flow observation. Use 2 or more different times to enable comparisons to be made. 	Students are aware of the changes in traffic flow at different time of the day.	<p>Decide on a safe location for the students to observe the traffic.</p> <p>Decide whether it will be a small group or whole class activity.</p>
<p>Students learn how to collect and record data.</p> <p>Students learn to use a digital camera to record evidence.</p>	<p>Younger Students</p> <ul style="list-style-type: none"> If working with a small group of students before starting on the observations give each student a mode of transport to count. Provide students with some method of recording their traffic count. Ensure that the students are in a safe place to make their traffic count. Students make their traffic count. In the classroom using the enlarged Traffic Survey support sheet collate the collected data. Give the students the data-recording sheet Traffic Survey. Students record the collated results on their support sheet. <p>Older Students</p> <ul style="list-style-type: none"> Students use the Traffic Survey worksheet to record individually all the traffic observed. Students take a photo of the traffic problem in the locality of the school. 	<p>Students are able to count and record.</p> <p>Students know that evidence can be in the form of a photograph.</p>	<p>Re emphasis the road safety rules before starting this part of the activity.</p> <p>Ensure that the students are in a safe place to make their traffic count.</p>
Students learn how to present information in a form suitable for task and audience.	<p>Enter the collated traffic survey data onto the Transport and Journeys Project Publisher.</p> <p>Choose a photo of the traffic problem to enter on the Transport and Journeys Project Publisher.</p>	<p>Students are able to enter data onto a data collection template.</p> <p>Students know that entered data can be retrieved.</p> <p>Students know that photos can be used on a web page.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to analyse data collection results.</p> <p>Students are able to recognise ways of changing the environment.</p> <p>Students are able to provide supported solutions to traffic problems.</p> <p>Students are able to express views about making an area safer.</p>	<ul style="list-style-type: none"> • Ask the students if they can identify from the photos the traffic problems in the locality of the school. • Discuss with the children what makes a busy or quiet road, a safe or dangerous road. • Identify the nature and character of a road in relation to traffic problems. • Discuss with the students the reasons for the traffic problem. <p>Younger Students</p> <ul style="list-style-type: none"> • Using 2 contrasting photos of the same road at different times of the day the students describe the differences they can see. • Teacher scribe the sentences. • Show the students the results of the traffic surveys. • Ask the students to suggest a factual sentence using the results. • Rearrange the sentences if necessary to provide a factual text account. <p>Older Students</p> <ul style="list-style-type: none"> • Students work independently to produce a text account based on the photographs and the traffic survey results. • Students present their findings to the rest of the group. 	<p>Students draw some specific conclusions from the evidence of the traffic survey.</p> <p>Students are able to discuss ways of tackling the parking issue in their locality.</p> <p>Students show a range of ideas for improving the traffic problems in their locality.</p>	<p>Have available the traffic survey photos.</p> <p>Have available photos of any traffic hazards within the near locality of the school.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to present information in text form.</p> <p>Students learn how to write a collaborative text.</p> <p>Students learn to evaluate text and data collection results.</p>	<p>Prepare the final overall text review.</p> <p>The final text review should include-</p> <ul style="list-style-type: none"> • examples of the comparisons the students made using the week 1 data • descriptions of the traffic survey in the locality of the school • examples of the traffic problems in the locality of the school. • examples of solutions to the traffic problems. <p>Teacher scribe the younger students' conclusions. Write sentences on strips of paper so that they can be rearranged to produce the final draft.</p> <p>Older students write and reorganize their own final draft.</p> <ul style="list-style-type: none"> • Enter information on the Transport and Journeys Project Publisher. 	<p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p>	<p>The text accounts could be used to make comparisons of styles of writing.</p> <p>Older students use a word processing program to write and reorder their final text draft.</p> <p>Older students input the final text draft onto the saved web page.</p> <p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Support sheets could be made giving the students instructions to follow.
Students learn how to use a spell check.	<ul style="list-style-type: none"> Remind the students that the data and the text needs to be proof read before it is published on the project web site. Older students use a spell check. 	Students will be able to use a spell check when using a word processing program.	
Students learn how to upload and publish their work.	<ul style="list-style-type: none"> Remind the students how to upload their work. Remind the students to check to see if they think the style of the presentation of their collected information on the web page is suitable for their intended audience. Revise the function of the Publish button. The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	Students know that their work will be shared with others when it is published.	<p><i>Before publishing the students' work check the school's Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to use ICT appropriately to communicate ideas through text.</p> <p>Students learn to use a word processing program to organize text.</p>	<ul style="list-style-type: none"> • Students use a word processing program to assemble the information they have obtained through the observational activities. The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. • The students use a copy of their text account on the project web site to use on a classroom display or as part of an information book. They decide which font, colour and size would be appropriate for a given type of display. • Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display 	<p>Students are able to change the style and layout of text in a word processing program.</p> <p>Students are able to use a word processing program to produce a text that is suitable for the intended audience.</p>	
<p>Students learn to save their work.</p> <p>Students learn to retrieve work that has been saved.</p>	<ul style="list-style-type: none"> • Students print and save the text account. • Students retrieve the saved text account at a later date. 	<p>Students are able to print and save work.</p> <p>Students are able to retrieve saved work.</p>	
<p>Students learn how to use a digital camera or video camera.</p>	<ul style="list-style-type: none"> • Students use the digital camera to take photos of the traffic problems in the locality of the school • Students make a video presentation to support their solutions to the problem. 	<p>Students are able to use a viewfinder to compose a photo.</p> <p>Students are able to use a video camera.</p>	<p>The students use the photos to make a slide show to present information to others.</p>

The purpose of this week is for each group of students to share information about a famous journey.

The students are provided with the opportunity to research a famous journey. The students produce a text account based on the results of their research.

The students use the data and text accounts submitted in week 2 by other participating students to make comparisons of the traffic problems in the locality of a school.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data. • To be able to compare data in graphical form.
English	<ul style="list-style-type: none"> • To be able to communicate with others. • To be able to organise and explain information. • To be able to write for a variety of audiences. • To be able to share written accounts. • To be able to read for information.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience. • To be able to use a variety of word-processing functions. • To be able to search for information. • To be able to capture an image.
History	<ul style="list-style-type: none"> • To be able to select and record information relevant to the focus of enquiry • To recall, select and organise historical information. • To be able to communicate their knowledge and understanding of history in a variety of ways.

The main focus of this week is for the students to share information about a famous journey. Students research and then share information. Students use a variety of techniques to make a graphical image.

Step	Title	Notes
1	Review Time	Compare previous week's work published on the project web site.
2	Which Famous Journey?	Individual or shared research.
3	A Famous Journey	Collaborative or individual text account.
4	Publish Our Work	Upload and publish the data collection results and text overview to project web site.

Resources
<p>Writing template worksheets</p> <ul style="list-style-type: none"> • A Famous Journey <p>Support sheets</p> <ul style="list-style-type: none"> • Famous Journeys <p>Optional</p> <ul style="list-style-type: none"> • Information books about famous explorers

Vocabulary
<p>Keywords support sheet</p> <p>retrieve information completion publish</p> <p>audience collaborate Captain Cook</p> <p>Pilgrim Fathers Christopher Columbus</p> <p>John Cabot Captain Scott Shackleton</p> <p>Edmund Hillary</p>

Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> • share information about a topic of interest <p>Some students will be able to</p> <ul style="list-style-type: none"> • read for information • answer questions using information from text • present information in a simple presentation form

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that information and data can be stored and retrieved.</p>	<ul style="list-style-type: none"> • Show the students the text and graphics that they posted on the project web site in week 2. • Discuss with the students the success of their style of text account. • Ask the students if there are any changes they would make to the style of text account. 	<p>Students are able to evaluate the success of the presentation style of their work.</p> <p>Students are able to suggest changes they would make.</p>	<p>Activity suitable for use on an interactive whiteboard.</p>
<p>Students learn to evaluate the effectiveness of different formats and layouts.</p>	<ul style="list-style-type: none"> • The students view the Week 2 web pages of other participating students. • Discuss with the students the similarities and differences in the style chosen for the text account. • Ask the students to decide which text accounts they prefer. • Encourage the students to give reasons for their preferences. 	<p>Students are able to express a preference.</p> <p>Students are able to give reasons for their preference.</p>	<p>If possible ensure that comparisons of text are made between similar aged students.</p> <p>Activity suitable for interactive whiteboard or individual computer use.</p>
<p>Students learn to find information from text accounts.</p> <p>Students interpret and use text in comprehension and information retrieval activities.</p>	<ul style="list-style-type: none"> • The students view the text accounts of other participating students. • Discuss the other participating students text accounts. • Use the text accounts to ask the students information retrieval questions. • Younger students, as a group, use the text information and pictures to make direct comparisons. – How is our traffic problem similar or different to that of another participating group. 	<p>Students are able to read and compare information.</p> <p>Students are able to use recorded information in information retrieval activities.</p>	<p>Decide whether to compare a similar or different school locality.</p> <p>Activity suitable for interactive whiteboard or individual computer use.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn facts about a famous journey.</p>	<ul style="list-style-type: none"> • Older Students • Students share their researched information. • Students redraft the copied information to write their own informative account. • Students prepare a collaborative text based on the results of their research. • Younger Students • Recap the previously selected famous journey. • Tell the students that they are going to tell students in another country about the journey. • Ask the students to suggest the information that they think should be in the account. • Teacher scribe the information given by the students. • Ask the students to reflect the appropriateness of the information. • Review the teacher scribed information. • Prepare a collaborative text description of the famous journey. <p>Enter the collaborative text account onto Transport and Journeys Publisher</p> <ul style="list-style-type: none"> • Class activity using interactive whiteboard. 	<p>Students are able to present a series of facts about a famous journey.</p> <p>Students are able to write in a style appropriate to content and audience.</p>	
<p>Students use secondary resources to make a graphical representation.</p> <p>Students learn to use a scanner.</p> <p>Students learn that a scanned image can be used on a web site.</p>	<ul style="list-style-type: none"> • Students produce an illustration to accompany the text account of the famous journey. • Students share their illustrations and choose one for the web site. • Explain to the students that the sketch needs to be scanned before it can be entered on to the project publisher. • Scan the illustration. • Enter information onto the Transport and Journeys Publisher. 	<p>Some students will be able to use a scanner.</p> <p>Some students will know that a scanned image can be displayed on a web site.</p>	<p>If possible have a selection of illustrations of the famous journey.</p> <p>Use the illustrations for classroom display or in a class information book</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Support sheets could be made giving the students instructions to follow.
Students learn how to use a spell check.	<ul style="list-style-type: none"> Remind the students that the data and the text needs to be proof read before it is published on the project web site. Older students use a spell check. 	Students will be able to use a spell check when using a word processing program.	
Students learn how to upload their work.	<ul style="list-style-type: none"> Remind the students how to upload their work. Remind the students to check to see if they think the style of the presentation of their collected information on the web page is suitable for their intended audience. Revise the function of the Publish button. The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	<p>Students know that their work will be shared with others when it is published.</p> <p>Students are aware of the need to present work in a style suitable for the intended audience.</p>	<p><i>Before publishing the students' work check the schools Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to use ICT appropriately to communicate ideas through text.</p> <p>Students learn to use a word processing program to organize text.</p>	<ul style="list-style-type: none"> • Students use a word processing program to assemble the information they have obtained through the research activities. The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. • The students use a copy of their text account on the project web site to use on a classroom display or as part of an information book. They decide which font, colour and size would be appropriate for a given type of display. • Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display 	<p>Students are able to change the style and layout of text in a word processing program.</p> <p>Students are able to use a word processing program to produce a text that is suitable for the intended audience.</p>	
<p>Students learn to save their work.</p> <p>Students learn to retrieve work that has been saved.</p>	<ul style="list-style-type: none"> • Students print and save the text account. • Students retrieve the saved text account at a later date. 	<p>Students are able to print and save work.</p> <p>Students are able to retrieve saved work.</p>	
<p>Students learn how to use a scanner to produce an image for a web site.</p>	<ul style="list-style-type: none"> • Students make an illustration of a famous journey that is then scanned. 	<p>Students develop an understanding of the use of a scanner.</p> <p>Some students will be able to use a scanner.</p>	<p>The students could use the scanner in other classroom activities.</p>

Objectives	Web site	Description	Outcomes	Notes
Students learn that the Internet is a source of information.	http://www.internet-at-work.com/hos_mcgrane/holidays/becky.html	Teacher or student information Pilgrim Father’s resource site.	The web links enable students and teachers to find and use appropriate project linked information.	Disclaimer <i>learning-lincs endeavours to provide high quality and informative global educational projects. Whilst we try to ensure that our projects are educationally sound and safe we cannot guarantee your results with any procedure or project, nor can we be held liable for your activities or outcomes.</i>
	http://members.aol.com/calebj/voyage.html	A teacher or student resource site. Information about the voyage of the Mayflower		
	http://www.ibiblio.org/expo/1492.exhibit/c-Columbus/columbus.html	Teacher information. Christopher Columbus resource site.		
	http://www.cdli.ca/CITE/explorer.htm?	A teacher or student resource site. Providing web resource links for European explorers		
	http://www.virtualology.com/virtualmuseumofhistory/hallofexplorers/JOHN CABOT.COM/	A teacher or student resource site information on John Cabot Venetian discoverer of the mainland of North America.		<i>Where suitable we will provide links to other sites on the Internet</i>
	http://www.art-mitchell.freereserve.co.uk/scott/intro.html	Information and illustrations of Scott’s expedition to the South Pole. Suitable for older students.		<i>These links are checked frequently but we cannot be held responsible for the content or quality of materials on these other sites.</i>
	http://www.pbs.org/wgbh/nova/shackleton/	Teacher or student information illustrations of Shackleton’s voyage of endurance.		
	http://www.gridclub.com/info/fact_get/1001/space/space_exploration/index.html	Student site – question and answer on space travel.		
	http://library.christchurch.org.nz/Childrens/FamousNewZealanders/more/SirEdmundHillary.asp	Teacher or student information Edmund Hillary and Everest expedition.		

The students use the text accounts and the data collection information on the web site to identify similarities and differences between modes of transport and transport environmental problems in different locations.

The students submit an evaluation of the project.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> To be able to collect, present and interpret data. To be able to compare data in graphical form.
English	<ul style="list-style-type: none"> To be able to read a variety of texts. To be able to read for information. To be able to write for a wide audience. To be able to share written accounts. To be able to write an evaluation of a task.
PSHE and Citizenship	<ul style="list-style-type: none"> To be able to explain views and opinions. To take responsibility for identifying a safe and sustainable means of travel to school.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> To be able to communicate and handle information. To be able to present information with an awareness of audience. To be able to evaluate the success of using ICT to communicate information and to share data.
History	<ul style="list-style-type: none"> To be able to select and record information relevant to the focus of enquiry. To recall, select and organise historical information. To be able to communicate their knowledge and understanding of history in a variety of ways.
Geography	<ul style="list-style-type: none"> To be able to describe a route. To be able to identify features seen on their route to school. To be able to represent the various types of travel on a graph.

The purpose of this week is for each group of students to interpret comparative text and data by reviewing the work submitted by other schools on the project web site.

Step	Title	Notes
1	Review Time	Overall comparisons.
2	What We Have Learnt	Overview observations of the project.
3	Goodbye	Final text communications and graphic.
4	Publish Our Work	Publish the final text and graphics.

Resources
<p>Optional</p> <ul style="list-style-type: none"> Digital camera

Vocabulary
evaluation evaluate compare retrieve information completion publish audience collaborate summary

Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> retrieve stored information make comparisons using retrieved information communicate and handle information present information with an awareness of audience <p>Some students will be able to</p> <ul style="list-style-type: none"> compare information and decide on the fairness of the comparison suggest another geographical investigation they could undertake

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Older students could be given a list of questions to answer using the information displayed on the project web site. Parents and carers of younger students could be invited into school to share the project web site.
Students learn how to compare information.	<ul style="list-style-type: none"> The students review the work submitted by other schools on the web site. 	Students will be able to compare styles of presentation – text and pictorial representations.	
Students learn how to find information from data and text.	<ul style="list-style-type: none"> The students use the data collection and text information on the web site to discuss similarities and differences between modes of transport and traffic problems with those of other participating groups of students. 	Students will understand that the transport and traffic will be similar or different in different locations.	
Students learn that there are the same modes of transport and traffic problems in different locations.	<ul style="list-style-type: none"> The students use the text accounts, graphical information and images to make comparisons with their own modes of transport and traffic problems. Older students make the comparisons and express their opinions about the similarities and differences. Older students express their opinions about caring for the environment. 	<p>Students will be able to compare and contrast differing modes of transport and traffic problems.</p> <p>Students will be able to appreciate and be sensitive to the need to care for the environment.</p> <p>Students will be able to develop respect for the environment.</p>	Use the activities in Personal, Social and Health and Citizenship lessons to enable the students to understand what improves and harms their local environment.

Objectives	Activity	Outcomes	Notes
Students learn how to write in a style suitable for the task.	<ul style="list-style-type: none"> • The students write a collaborative whole project summary, based on the comparisons they have made. • The summary should include statements about what the students have learnt - identifying similarities and differences between the modes of transport to school; identifying common traffic problems within the locality of the school. • The students upload the summary to the web page. 	<p>Students are able to communicate in a style best suited to a task.</p> <p>Students are able to summarize information.</p>	<p><i>If using individual student's names before uploading the students' work check the schools Internet policy.</i></p>

Objectives	Activity	Outcomes	Notes
Students learn how to write in a style suitable for the task.	<ul style="list-style-type: none"> The students write goodbye messages to other participating students. The students write a collaborative goodbye message. 	Students are able to communicate in a style best suited to a task.	<i>Before publishing the students' work check the schools Internet policy.</i>
Students learn how to take a photo using a digital camera.	<ul style="list-style-type: none"> The students submit a goodbye photo. This could be of the group, the school or a display linked to the project. 	<p>Students are able to use a digital camera.</p> <p>Students know that photos taken with a digital camera can be published on a web site.</p>	<i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i>

Objectives	Activity	Outcomes	Notes
<p>Students publish their goodbye messages and images on the web site.</p>	<ul style="list-style-type: none"> • <i>Revise the function of the Publish button.</i> • The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. • Select the Publish button. • Show the students their web page on the project web site, 	<p>Students complete the project. Students are able to retrieve and share their work by logging on to the project web site.</p>	<p>The completed web site will provide other teachers and groups of students within the school with access to data collection results and information text that could be used in problem solving and information retrieval activities.</p>

Project Resources

Week 1	Resource
Transport to School Survey	Whole class data collection.
How We Travel to School	Collaborative text account.
How I Travel to School	Individual text account.
Week 2	Resource
Is There a Problem?	Observation of traffic flow in the locality of the school. Data collection. Photographic evidence.
What is the Problem? How to Solve the Problem.	Collaborative writing.
Week 3	Resource
A Famous Journey	Collaborative or individual text account.
Week 4	Resource
What Have We Learnt?	<i>No worksheets are required for this week</i>

QCA Links	
Geography	
Unit 2 How safe can we make the local area?	<i>Investigating a local issue common to most schools – parking. Observational fieldwork, simple decision-making about improving the quality of their immediate environment.</i>
Unit 8 proving the environment	<i>Children use the school buildings, grounds and immediate locality to investigate environmental issues and improvements. It encourages children to become actively involved in improving their local environment..</i>
Unit 20 Local traffic – an environmental issue	<i>Suggest a local traffic improvement scheme and the impact it will have on local people and the environment.</i>
Unit 21 How can we improve the view from the window?	<i>What is the quality of the environment like here?</i>

Name _____

Date _____

Transport to School Survey

		Total
Car		
Bicycle		
School Bus		
Bus		
Taxi		
Train		
Walk		
Other		

Name _____

Date _____

Is There a Problem?

Traffic Survey

Time of day		Total
Car		
Bicycle		
Lorry		
Bus		
Taxi		
Van		
Motor bike		
Other		
