

Objectives

2a, c, d: To use a local area map to follow a route and to develop geographical vocabulary.

Resources

Resource Sheets 16 and 17, local area map (enlarged if possible), names of the roads that the children live on, small stickers.

Introduction

1. **Before** the lesson, mark the roads on the local area map that the children live in using the stickers. One sticker should represent one child. Also highlight the location of the school.
2. Begin the lesson by asking the children why they think you have covered a map of the local area with stickers. Establish what they represent and then ask selected children to find their road. (All the children should be offered an opportunity to do this but on another occasion.) Decide which homes are nearest to school and which are further away.
3. Discuss which children have the longest journey to get to school. Start at a sticker and follow a route to the school. Repeat and then let children do some.
4. Ask the children how they travelled to school today and link this in with where they live i.e. those who live furthest away are more likely to travel by car, bus, train, and taxi whilst those children who live nearer to school are more likely to have walked.

Activity

1. Give each child a copy of Resource Sheet 16. Look at the picture together and find things that help to keep us safe.
2. Tell the children it is safer to walk straight across a road (not diagonally).
3. Ask the children to draw a route for the Hedgehog to walk safely to school.

Plenary

Find out from the children which road safety features they use on their journeys to and from school. Tell them that children all over the world have things to keep them safe when using roads. Show them Resource Sheet 17 as an example. Ask the children why the bus is painted yellow. Finish by asking them to stay safe on their way home today.

Assessment and Evaluation

Be able to draw a safe route on a pictorial map.

Points to Note

1. For child protection reasons it may not be suitable to show the roads that some children live on.
2. The activity could be extended by asking children to draw a birds eye view of the pictorial map.