

Teacher Guidance Notes

Year 6

'Transition to Secondary School'

Learning Outcomes:

- Pupils will be able to recognise and assess risks, especially in relation to their journey to and from school
- Pupils will be able to work out a potentially safe route by looking at a map, and recognise that this might be different in reality
- Pupils will be able to read a bus or train timetable and use it to plan a journey
- Pupils will be able to access information from the internet on timetables and different routes

It won't be long now before your pupils are travelling more independently, especially once they start secondary school and want to meet up with friends outside of school times/term. This lesson is designed to equip them with the skills and knowledge to assess the risks and plan their journeys to keep as safe as possible.

Risk Diary

By completing this chart pupils will gain an insight into the risks they take everyday, the controls or rules that are in place to control the risks and minimise the dangers and assess the most dangerous things they do.

They will probably say things like 'putting a knife in the toaster' could kill you – but most of the risks we take at home are in our control, and in school if we follow the rules that are in place to minimise the dangers we should be safe. Although there are plenty of rules to keep us safe in the road environment (Highway Code etc) we share this environment with lots of other road-users who may not know all the rules or who break them, putting us at risk. It should work out that the journey to and from school is the most 'life-threatening' because so much of what happens in the road environment is out of our control – we just must follow the rules ourselves, avoid taking unnecessary risks, behave sensibly and be alert to keep ourselves as safe as possible.

Also consider and compare the traffic patterns outside the school in the morning and the afternoon. Are pupils more tired in the afternoon, and/or more distracted?



Teacher Guidance

Notes

Year 6

'Transition to Secondary School'

Learning Outcomes:

- Pupils will be able to recognise and assess risks, especially in relation to their journey to and from school
- Pupils will be able to work out a potentially safe route by looking at a map, and recognise that this might be different in reality
- Pupils will be able to read a bus or train timetable and use it to plan a journey
- Pupils will be able to access information from the internet on timetables and different routes

It won't be long now before your pupils are travelling more independently, especially once they start secondary school and want to meet up with friends outside of school times/term. This lesson is designed to equip them with the skills and knowledge to assess the risks and plan their journeys to keep as safe as possible.

Reading timetables

Children need to learn how to read timetables (in 24hr clock format) and how to work out the journey times 'backwards' i.e. working back from the time they wish to arrive at their destination.

It is worth making some 'bespoke cards' using real bus timetables:

- Collect some bus timetables from the local bus station.
- Make up some different journeys and write these on cards.

e.g. 'It is the school holidays and you have been invited to a friend's birthday party. They live over the other side of town so it will mean getting two buses – Mum and Dad will both be at work so can't take you and you really want to go as your friend has a swimming pool! The party starts at 2pm and Mum says you can go but you MUST be home by 7pm. What number buses do you need to catch? What time do you need to leave home to get there by 2pm? What time must you leave the party to get home by curfew?

Make sure the times in the story relate well to the bus timetable so that the journey is possible.

- Give the card to a group of children of similar ability to work out the journey and times – scatter the timetables on a resource table so that they also must find the correct timetable.

Cards can be made of varying difficulty. This is a great differentiation exercise for classes with varying ability.

Encourage children to make up their own journeys.

Looking at maps

It is important that children are able to read maps as pedestrians – that is when planning a route not to pencil in down the middle of the road but look at which side of the road they will be travelling along, where are there safe places to cross, and how to avoid the busiest roads (road safety) but also the less safe places such as across the allotments or through the subway perhaps (personal safety).

Once they have planned a route by map it is a good idea to try to follow it for real, comparing the hazards and safe places identified on the map, to the actual ones encountered. (With briefed adult to supervise/help and following the school's safety policy such as adult: child ratios, and hi-vis clothing if necessary)

Debrief and discuss on return to school.