



Engaging Places

A resource to support teaching and learning through buildings and places



Transport hub, by David Walmsley, education consultant

Curriculum subject/s	Citizenship, Geography and Design & Technology.
Key stage/s	2 & 3 - designed for use with SEN pupils.
Curriculum outcomes	Know how to spot hazards, assess risks and be able to manage them. Take responsibility for their own safety and that of others. Develop, plan and communicate ideas in response to a given task.
Lesson objectives	To become aware of different types of transport and investigate a building constructed to serve a transport network. To understand aspects of safety when using different forms of transport. To produce a set of safety symbols and directional signage for use in and around the school.

Starter

- Talk about the forms of public transport we use to get to places that are too far to walk or cycle to. (Bus, train, trams, underground system, plane, ferry, etc.).
- If children were to travel by any of these means, where is the nearest place to begin a journey?
- Which means of transport have children used and where did they travel to?
- Plot children's destinations on a map of the local area, the country or even the continent. (30)

Main/Just around the corner

- Visit a bus or train station, or ferry stop.
 - Talk about what materials have been used to construct it and why.
 - Which other means of transport does this building connect with?
 - How far can people travel from this building using one or more journeys?
- Look at destination boards or large route plans. (If appropriate, follow-up work or extension activities could look at routes, connections and transport networks).
- Other than spaces for getting on and off the different forms of transport, what are other areas used for?

Main/Just around the corner (cont.)

- What provision has been made for people with disabilities?
- Ask children to look for potential hazards or areas of danger. What safety measures or precautions are in place?
- What signs and symbols are used to highlight potential dangers?
- What symbols are used to help people find their way around?
- What symbols are used to direct vehicles? Is there a one-way system in operation or a keep left rule?
- What symbols are used to indicate facilities?
- Photograph or sketch examples.

Plenary

- Talk about the purpose of symbols and how they are designed.
- What symbols are already used in the school, around the school and to access the school grounds? (Draw attention to signage in the school grounds directing visitors, vehicles and deliveries).
- Which areas outside the school present hazards?
- Which areas inside can present hazards? What can cause accidents?
- Children design symbols to:
 - highlight hazards
 - show people how to get around the school
 - indicate what different areas are used for.
- They can copy, cut out and adapt existing symbols; draw or trace their own; or with guidance, find, copy and manipulate standard symbols in ICT software.
- Scan, enlarge and copy children's designs.
- Laminate (using matt film) and display around the school. (60)

Additional activities

- Look for all other functions provided within the building.
- How many different jobs can children observe?
- Do they have any family members or friends with similar jobs?

Assessment for learning

Formative:

Provide opportunities for discussion throughout the activity and give suggestions for improvement.

Summative:

Discuss the effectiveness of children's work and what they need to consider when tackling similar tasks in the future.

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Resources

- Cameras
- Card
- Coloured fibre-tipped pens
- Images of symbols

Cross-curricular links

ICT: Children learn how to scan, enlarge, copy and print examples of their work.

Literacy: Children learn to recognise which symbols are used to convey information, give instruction and show direction. They talk about what they represent and are encouraged to explain their design.

Numeracy: Children learn about the importance of shape in graphic imagery designed to convey information, give instruction and show direction. They also learn about the purpose of a timetable and use it for appropriate work in maths.

Personal, learning and thinking skills: Children learn to be responsible for their own safety and take measures to ensure the safety of others.

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