

## **Mediascape: exploring personal geographies at KS2 & 3 through virtual fieldwork**

### **Lesson 2 – Developing numeracy of route planning to demonstrate environmental impact of our actions individually and collectively**

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#### **Key Question**

What is the distance from your home to school and how do you get to school (Car, Bike, and Walk)?  
What is your and your class's environmental impact and is it sustainable?

#### **Learning objectives**

Must be able to contribute information about how far their journey is to school  
Should be able to work out the collective distance the class travels in a day/week/month/school year  
Could be able to extrapolate this information to apply to the whole school based on numbers of students in school

#### **Learning outcomes**

Spreadsheet produced containing information about all students in class with perhaps some form of bar graph to show students' individual distance per day/week/month/year. This information can also be added to students' maps.

#### **Resources**

Use of ICT Facilities (Excel). Google Maps (if distance needs to be worked out).

#### **Brief activity description**

Students will need to bring to the lesson the information about how far their journey is to school. The students will then enter this information into their own spreadsheet. They will also need to go around and get this information from all the other students. There are lots of ways to do this and manage it effectively either by allocating roles to students or using other collaborative techniques. Once information is collated the bar graphs can be created. The teacher can always create the graph first from some rogue data, then delete the data and get students to re-enter the information to see the graph develop in front of their eyes! This will help get a consistent look for the graphs and make the management of the creation of the graphs a little easier. Again this step may not be appropriate depending on what age you are doing this with or the ability of your students. Students will need to return to their maps and add the information they have gathered about the distance of their route and perhaps a summary about what they have found out about the total distance travelled in a year, for example.

#### **Where next (or extension)**

The results of the class could be extrapolated/multiplied to see what impact the rest of the school have on what has been found out so far. For example you could work out the average distance traveled by students and then use this figure to double the number of students and the total distance traveled and petrol saved/spent etc.