Teacher Resource Sheet

How we get about

What this lesson is for

The class builds a pictogram of how it came to school, then marks what the local roads offer for walking, cycling and the bus. The lesson links the two so children see that place shapes how much real choice they have.

In the curriculum (NCCA Primary SEE, 2025)

Stage 3, My locality: Environment and sustainable living. Geography: analyse how resources such as water, land, food and transport are used and managed in the locality.

Before the lesson

- Print one activity sheet for each child; it comes with the lesson.
- Open the street map on the board and zoom in around the school.

How the hour runs

1. Where are we?	5 min	4. Draw the pictogram	8 min
2. Read and learn	8 min	5. What our place offers	8 min
3. Count how we came	12 min	6. What we learned	4 min
Then the activity sheet, at the children's desks			about 15 min

Teaching tips

- Step through the four slides one at a time and ask one short question per slide.
- Call children to the board one at a time for the pictogram and map pins.
- Circulate the room and glance at copies during the draw step.
- Collect two or three ideas for each travel way before opening the map.

What to watch for

- Children raise their hand more than once; remind them to raise only once for their main way.
- Rows in the copy do not match the board; check that each row has the correct number written beside its picture.
- Children place pins without choosing a key colour first; review the colour key before the map step.
- **A common wrong idea:** “How you travel is only what your family prefers.” Point to the pins. The pictogram shows what the class did. The map shows what the roads make easy or hard. Real choice needs safe options nearby.

Help and stretch

- Support: Tell children a stick person or simple shape is enough for the pictogram pictures.
- Extension: Ask children to suggest how one pin on the map affects the pictogram counts.
- Support: Remind children to pick only their main way if they used two methods to travel.

Lesson 11

If you are short of time

Trim Read and learn to two quick questions. Aim for five map pins, not eight. Keep the pictogram draw and the closing finding.

Background for you

Primary children usually reach school on foot, by bike or scooter, by car, by bus, or another way. Distance, route safety and what adults can manage that morning all matter. Footpaths, crossings, bus stops and bike storage make some ways practical. Busy roads with no footpath often push families toward the car even for short trips.

A pictogram shows counts with pictures. On the board here, one picture stands for one child. The street map can show paths, stops and crossings the class already knows from daily journeys, but it cannot show how often a bus runs or why a family chose a way today. We do not know every reason, and the lesson does not ask.

Key words

pictogram	a chart made of pictures
footpath	a paved path beside the road for walking
crossing	a marked place to cross the road safely
bus stop	a place where the bus picks people up
bike rack	a place to leave a bike safely

Children will ask

Why did so many of us come by car? Distance, time and what the roads offer all play a part. Families also decide what works that morning. We are not judging any journey.

Is walking better than the car? This lesson is not about better or worse. We look at what our place makes easy or hard, so we can see how much real choice there is.

Handle with care

Travel can touch money, time and who can drive. Never ask why a child came a certain way. If a child mentions home circumstances, thank them briefly and move on. State calmly that every way is fine.

Activity sheet answers

1. Match Draw a line from each way of getting to school to the thing that helps it most.
A child walking to school.: a footpath and a safe crossing. A child cycling.: a place to leave a bike. A school bus.: a bus stop near the school. A car.: a road cars can use.

2. Pictogram Room 4 counted how they came to school: 6 walked, 3 cycled, 7 came by car and 4 came by bus. Draw one face in a box for each child.
Walked: 6 faces. Cycled: 3 faces. Came by car: 7 faces. Came by bus: 4 faces. One face in each box for each child.

3. Sort Write each one in the right box.
Helps us walk, cycle or take the bus: a footpath, a zebra crossing, a bus stop, a bike rack. Makes it hard: no footpath, cars on the footpath.