

# MARINA INTERNATIONAL SCHOOL

## GEOGRAPHY SCHEME OF WORK

### YEAR 3 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	<ul style="list-style-type: none"><li>• Maps</li></ul> <p>To examine scales used in maps and the symbols used to indicate the various features.</p>	<p>LIFE IN A VILLAGE</p> <ul style="list-style-type: none"><li>• What is a Map?</li></ul> <p>A map shows the view of an area from above.</p> <ul style="list-style-type: none"><li>• Map Scales</li></ul> <p>Map are nearly always drawn to scale.</p> <ul style="list-style-type: none"><li>• Globes and Maps</li><li>• Map symbols</li></ul> <ul style="list-style-type: none"><li>• World map Activities</li></ul> <p>Colouring some of the larger countries shown on a world map.</p> <ul style="list-style-type: none"><li>• Students use mapping software to create, and change the plan of a settlement.</li></ul>
2.1	<ul style="list-style-type: none"><li>• To introduce a compass as an instrument used for finding directions.</li></ul>	<p>Maps help us to find a way.</p> <ul style="list-style-type: none"><li>• To use a compass to find directions</li></ul> <p>The four Cardinal directions North (N) South (S) East (E) and West (W)</p> <ul style="list-style-type: none"><li>• Compasses</li><li>• Finding the way</li><li>• Other compass points</li></ul> <p>There are four more compass points North-east (NE) South-east (SE) South-west (SW) North-west (NW)</p>
3.1	<ul style="list-style-type: none"><li>• To label the points on a compass rose.</li></ul>	<p>DIRECTIONS</p> <ul style="list-style-type: none"><li>• Finding the way</li><li>• Other compass points</li></ul> <p>There are four more compass points North-east (NE) South-east (SE) South-west (SW) North-west (NW)</p> <p>With the help of a compass student find objects in the school grounds and to go from one compass point to another answering clues.</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	To introduce the concept of a village as an example of a small settlement.	<p>VILLAGES</p> <ul style="list-style-type: none"> <li>• Explain that a city, town and village differ not in size but also in the buildings and employment opportunities they have.</li> <li>• Village Settlements A village is a small settlement in a country side.</li> </ul> <p>Students work in pairs to discuss the advantages and disadvantages of living in a village. Ask them to give reasons for their ideas.</p>
5.1	• To investigate the buildings and other features likely to be in a village, town or City.	<ul style="list-style-type: none"> <li>• Village Squares Buildings as situated around a central square, where the weekly market is held, children to play and for adults to meet and talk</li> <li>• Village Roads Village roads are needed to move goods and people in and out of the village.</li> </ul> <p>Make a class collage picture of a village. Students label the buildings. They draw pictures of the people who live there and write a short description.</p>
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
7.1	MID-TERM BREAK.	MID-TERM BREAK.
8.1	• Introduce some simple geographical ideas about a small village in Jordan.	<p>THE VILLAGE OF DANA Dana is a small village near the city of At- Tafilah in Jordan</p> <ul style="list-style-type: none"> <li>• Ancient Dana People first move to Dana because of its three springs.</li> <li>• An empty village</li> <li>• Bringing life back to the village In the early 1990s a group of people decided to try to bring life back to Dana. Electricity, water a sewage system and telephone lines were put in.</li> </ul> <p>Student work in pairs and discuss whether they think it is right that some rich people have home in the city and one in a village in the county, while other people have no home at all. They write down the reasons for their conclusion.</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	Research simple facts about the geography of Dana.	<p>THE VILLAGE OF DANA Jordan Fact File</p> <p>Dana is a village in Jordan. Students should find out all about Jordan and fill in a fact file:</p> <ul style="list-style-type: none"> <li>• Continent</li> <li>• Population</li> <li>• Capital city</li> <li>• Currency</li> <li>• Flag</li> <li>• Languages spoken</li> <li>• Other big cities</li> <li>• Famous sites and interesting facts</li> </ul>
10.1	<ul style="list-style-type: none"> <li>• To introduce students to the origins of their food and what crop plants need to survive and thrive.</li> </ul>	<p>FARMS AND FOOD Some of the foods we eat comes from farms in our country. The rest is brought to us from other countries.</p> <ul style="list-style-type: none"> <li>• What crops need Crops need water, sunshine and warmth if they are to grow well.</li> <li>• Irrigation Irrigation means putting water from rivers, lakes or wells onto the land.</li> <li>• Students list the traditional foods in their country. They collect labels or pictures of the foods and stick them on a map of their country in the places they come from.</li> </ul>
11.1	ACROSS THE BOARD TEST TWO WEEK.	ACROSS THE BOARD TEST TWO WEEK.
12.1	<ul style="list-style-type: none"> <li>• To link the foods and other products in a shop or supermarket with the animals or plants from which they were produced</li> </ul>	<p>FOOD FROM THE FARM Farm Chemicals and Organic Farms</p> <ul style="list-style-type: none"> <li>• Organic and Inorganic crops Draw lines to match the pictures of what is grown on a farm to what we buy in a shop</li> <li>• Students use reference books or the internet to find out how wheat was harvested 100 years ago. Then they find out how it is harvested today.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
13.1	To compare a French cattle farm with an Asian rice paddy field.	<p><b>FOOD FROM THE FARM</b></p> <ul style="list-style-type: none"> <li>• Two different farms (French cattle farm and Asian rice paddy field.)</li> </ul> <p>Looking carefully at the pictures of the two different farms. Decide what type of farm you can see.</p> <p>Description of the two different farms and coloring the pictures.</p> <ul style="list-style-type: none"> <li>• Write a list of the foods you eat for breakfast or dinner. Draw pictures of the items and then find out where the main ingredients are grown.</li> </ul>
14.1	<ul style="list-style-type: none"> <li>• To compare some of the different countries that people visit on holidays and reasons they choose to go to those particular places.</li> </ul>	<p><b>WEATHER AROUND THE WORLD</b></p> <ul style="list-style-type: none"> <li>• Choosing a holiday</li> </ul> <p>Where and when to go on holidays. One thing to check is the weather</p> <ul style="list-style-type: none"> <li>• Leisure activities</li> </ul> <p>The weather affects our leisure activities</p> <ul style="list-style-type: none"> <li>• Weather and holidays</li> </ul> <p>Many people choose a country that has the kind of weather they want for their type of holiday.</p> <ul style="list-style-type: none"> <li>• Where in the world</li> </ul> <p>Discuss with students why and where people go on holiday. Identifying the weather as an important factor.</p>
15.1	<ul style="list-style-type: none"> <li>• To carry out brief research into five countries that people visit on holiday.</li> </ul>	<p><b>WEATHER AROUND THE WORLD</b></p> <p>Holiday Countries</p> <ul style="list-style-type: none"> <li>• Learners choose five countries that people go to on holiday. For each country name the capital city and the currency (money), and draw the flag.</li> </ul> <p>Use an atlas, reference books or the internet to help you.</p> <ul style="list-style-type: none"> <li>• Students work in pairs or small groups to prepare a page of a brochure that describes a place they would like to go to. They use information from holiday brochures and the internet for this. They should include details of accommodation, climate, the resort and the surrounding area, and the things to do and see. Combine the page to make a class travel brochure that can be put on display</li> </ul>
16.1	N/A	N/A



# GEOGRAPHY SCHEME OF WORK

## YEAR 3 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	To discuss why different parts of the world have different climates.	<p data-bbox="719 667 1027 696">HOT AND COLD PLACES</p> <ul data-bbox="719 707 1465 1518" style="list-style-type: none"><li data-bbox="719 707 1465 815">• The Equator The Equator is an imaginary line around the middle of the earth.</li> <li data-bbox="719 864 1465 972">• The Polar Region The coldest places of all are near the top and bottom of the Earth</li> <li data-bbox="719 1021 1465 1088">• Mountains and the sea Seas and mountains also affects the climate.</li> <li data-bbox="719 1137 1465 1205">• Naming the highest mountain in Africa (Mount Kilimanjaro)</li> <li data-bbox="719 1254 1465 1518">• Look at a globe or a map of the world. Run your finger along the Equator. <input data-bbox="719 1335 740 1364" type="checkbox"/> Write a list of the countries the Equator passes through. <input data-bbox="719 1375 740 1404" type="checkbox"/> What large cities does the Equator pass near to or through? <input data-bbox="719 1453 740 1482" type="checkbox"/> What do you think the climate of these places will be like?</li></ul>

WEEK	TOPIC	TOPIC DETAILS
2.1	To understand temperature as a measure of how hot or cold something is and to understand a thermometer gives a reliable measure of temperature.	<p>HOT AND COLD PLACES Thermometers and Weather</p> <ul style="list-style-type: none"> <li>• Learners should look at the picture of a thermometer that measures the temperature of the air</li> </ul> <p>A thermometer measures how hot or cold something is in degrees Celsius.</p> <ul style="list-style-type: none"> <li>• Learners look at the picture of four places and find out what the weather is like in these places in June and December. <ul style="list-style-type: none"> <li><input type="checkbox"/> Paris, France</li> <li><input type="checkbox"/> Canadian Arctic</li> <li><input type="checkbox"/> Sahara Desert</li> <li><input type="checkbox"/> Jamaica</li> </ul> </li> </ul> <p>Learners use reference books, atlases, holiday brochures or the internet to find out.</p> <ul style="list-style-type: none"> <li>• Use an atlas to find which continents: <ul style="list-style-type: none"> <li><input type="checkbox"/> Have large areas of very cold lands</li> <li><input type="checkbox"/> Have large areas of desert</li> <li><input type="checkbox"/> Have large areas of tropical rain forest (these are near the Equator)</li> </ul> </li> </ul>
3.1	To understand that the climate varies according to where on earth you live	<p>HOT AND COLD PLACES Differing Climates</p> <ul style="list-style-type: none"> <li>• Climate varies according to where on earth you live <ul style="list-style-type: none"> <li><input type="checkbox"/> You are going to visit a country. Why might you need to know what the weather is going to be like. Write a list of the reasons.</li> </ul> </li> <li>• Students record the temperatures taken at the same places outside the classroom, in the open and in deep shade at the same time each day for a week.</li> <li>• Discuss with the class why weather scientist record only temperatures in the shade when studying the weather</li> <li>• Another way of finding the warmest and coldest places around the school is for students to put a measured quantity of ice cubes at different locations and see how long each batch takes to melt (The ice cubes will melt fastest in warmer places.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
4.1	Introducing Switzerland as an example of a small mountainous country that is land locked.	<p>LOOKING AT SWITZERLAND</p> <ul style="list-style-type: none"> <li>• Students use an atlas and look at the map of Switzerland.</li> </ul> <p><input type="checkbox"/> Switzerland as a small country in Europe. It is a small country and is completely surrounded by other countries.</p> <p><input type="checkbox"/> The Alps The snow-capped mountains of Switzerland</p> <p><input type="checkbox"/> Sisikon Village About 400 people live in Sisikon</p> <p><input type="checkbox"/> Employment and land use There are several small farms around Sisikon</p> <ul style="list-style-type: none"> <li>• Use an atlas and find Switzerland and Lake Lucerne</li> </ul> <p><input type="checkbox"/> What are the name of the countries that surround Switzerland?</p> <p><input type="checkbox"/> Which of these countries are also land locked? Use reference books or the internet to find out what these countries are like. Write a sentence or two about each one.</p>
5.1	Collecting important geographical data about Switzerland	<p>LOOKING AT SWITZERLAND</p> <ul style="list-style-type: none"> <li>• Switzerland Fact File Finding out all you can about Switzerland. Fill in the fact file with the following information:</li> </ul> <p><input type="checkbox"/> Continent</p> <p><input type="checkbox"/> Population</p> <p><input type="checkbox"/> Capital city</p> <p><input type="checkbox"/> Currency</p> <p><input type="checkbox"/> Flag</p> <ul style="list-style-type: none"> <li>• Learners determine countries that have a coastline and which are landlocked. Example: Australia Austria China Italy Japan Mali Zambia Chad</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
6.1	To introduce Egypt as a country in Africa which has Cairo as its Capital city.	<p>LIFE IN CAIRO</p> <p>Cairo as the capital city of Egypt and the largest city in Africa.</p> <ul style="list-style-type: none"> <li>• Cairo's climate</li> </ul> <p>The climate of Cairo is sunny, hot and dry.</p> <ul style="list-style-type: none"> <li>• Home, work and Travel</li> <li>• School</li> </ul> <p>Most people in Egypt speak Arabic</p> <ul style="list-style-type: none"> <li>• Tourism</li> </ul> <p>Thousands of tourists visit Cairo every year</p> <ul style="list-style-type: none"> <li>• What is the name of the sea that separates Egypt from Europe?</li> <li>• Roughly how far from the sea is Cairo?</li> <li>• What is the name of the sea that separates Egypt from Saudi Arabia?</li> </ul> <ul style="list-style-type: none"> <li>• Egypt consist largely of desert. Students use an atlas to find the names of some other countries that are largely desert. They find out how these countries differ from each other.</li> </ul>
7.1	MID-TERM BREAK.	MID-TERM BREAK.
8.1	To complete and label a map of Egypt.	<p>LIFE IN CAIRO</p> <ul style="list-style-type: none"> <li>• Cairo and Egypt</li> </ul> <p>Use an atlas to help you add details to the map.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Label Libya and Sudan</li> <li><input type="checkbox"/> Label the capital city of Egypt</li> <li><input type="checkbox"/> Write in the name of the river</li> </ul> <ul style="list-style-type: none"> <li>• Learners to use an atlas to find out: <ul style="list-style-type: none"> <li><input type="checkbox"/> The name of the sea that separates Egypt from Europe</li> <li><input type="checkbox"/> The name of the sea that separates Egypt from Saudi Arabia</li> <li><input type="checkbox"/> Countries that lie to the west and south of Egypt</li> <li><input type="checkbox"/> The nearest country across the sea north of Egypt.</li> </ul> </li> <li>• Students collect pictures and postcards of Cairo and Egypt. Display them and ask students to write a sentence or two about each picture and it shows.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
9.1	Collecting important geographical data about Egypt.	<p>LIFE IN CAIRO</p> <ul style="list-style-type: none"> <li>• Egypt Fact File</li> </ul> <p>Finding out all you can about Egypt</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continent</li> <li><input type="checkbox"/> Population</li> <li><input type="checkbox"/> Capital city</li> <li><input type="checkbox"/> Currency</li> <li><input type="checkbox"/> Flag</li> </ul> <ul style="list-style-type: none"> <li>• A capital city is the chief city of a country. Cairo is the capital of Egypt and that Egypt is on the continent of Africa.</li> </ul> <p>Complete the information below</p> <p>Country Capital Continent</p> <p>Egypt Cairo Africa</p> <p>Switzerland ..... ..</p> <p>China ..... ..</p> <p>Kenya ..... ..</p> <p>Spain ..... ..</p>
10.1	MID - YEAR ASSESSMENT WEEK.	MID - YEAR ASSESSMENT WEEK.
11.1	To revise the meaning of the word 'environment' and to understand the importance of plants in our lives.	<p>THE VIEW FROM MY WINDOW</p> <p>MY ENVIRONMENT</p> <ul style="list-style-type: none"> <li>• What do we mean by our environment?</li> </ul> <p>Our environment is our surroundings</p> <ul style="list-style-type: none"> <li>• Changing environments</li> </ul> <p>Your home and your classroom are two different environments</p> <ul style="list-style-type: none"> <li>• Plants and us</li> </ul> <p>We depend on plants and other living things, and they depend on us.</p> <ul style="list-style-type: none"> <li>• Look out of your classroom window. Think about what you can see, hear and smell. Write a short description of the view.</li> </ul> <p>How might the view be different at night? Describe it.</p> <ul style="list-style-type: none"> <li>• What plants and animals can you see from your classroom window. What could you do to encourage more plants and animals to live there.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
12.1	To carry out a survey of the location and construction of a local home.	<p>THE VIEW FROM MY WINDOW</p> <p>A Local Home</p> <ul style="list-style-type: none"> <li>• Learners have a close look at their own homes both in and outside and study it carefully.</li> <li>• Your home and your classroom are two different environments. Learners compare the two environments.</li> </ul> <ul style="list-style-type: none"> <li>• Students to find out what the local area was like 100 years ago.</li> </ul> <p>Ask:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are the oldest buildings in the area?</li> <li><input type="checkbox"/> Why were they built?</li> <li><input type="checkbox"/> What are they used for today? Have they changed?</li> </ul> <ul style="list-style-type: none"> <li>• Find out where the materials used to build local homes were made.</li> </ul>
16.1	N/A	N/A

# GEOGRAPHY SCHEME OF WORK

## YEAR 3 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	To carry out a survey of the work of people who are employed in, or visit, a local street.	<p data-bbox="676 667 1062 696">THE VIEW FROM MY WINDOW</p> <p data-bbox="676 707 1062 736">People who work in my street</p> <ul data-bbox="676 748 1458 1249" style="list-style-type: none"><li data-bbox="676 748 1458 857">• Think about all the people who work in, or visit, your street. Discussion on the importance of workers in our streets and why the community relies on them.</li> <li data-bbox="676 904 1458 1055">• One of the things that spoil the appearance of buildings and streets is litter. Why do you think people leave litter? Draw or write some ideas about how you could improve the appearance of an area that has a lot of litter.</li><li data-bbox="676 1066 1458 1249">• Make a class book about the jobs done in a local street. Each job should take one page. Students give a brief description of the job, who does it, the tools and clothing needed and who benefits from the work. They include photographs and drawings to illustrate each page.</li></ul>

WEEK	TOPIC	TOPIC DETAILS
2.1	To examine some of the ways in which we use land for buildings, food production and leisure.	<p>THE VIEW FROM MY WINDOW USING LAND</p> <ul style="list-style-type: none"> <li>• How is land used around your school?</li> </ul> <p>We use land in all kinds of ways. We use it to grow our food, for buildings, roads, railways and airports.</p> <ul style="list-style-type: none"> <li>• Land use in towns and cities (Hotels, Restaurants, Cinemas and Offices)</li> <li>• Village land use Used for growing crops and feed farm animals</li> </ul> <p>Students collect photographs, magazine pictures or post cards showing a wide variety of ways of using land. They could include pictures of;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Townscapes showing shopping areas</li> <li><input type="checkbox"/> Residential areas</li> <li><input type="checkbox"/> Parks and gardens</li> <li><input type="checkbox"/> Different types of farming</li> <li><input type="checkbox"/> Factories.</li> </ul>
3.1	To introduce students to some of the effects of the growing human population on the environment and on plants and animal species	<p>THE VIEW FROM MY WINDOW People and The Environment</p> <p>Almost everywhere you look there are people.</p> <ul style="list-style-type: none"> <li>• Early people</li> <li>• Changing environment</li> <li>• Endangered species</li> </ul> <p>Write a plan to improve your school grounds for wildlife. Use your own ideas and look in reference books.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What special equipment would you need?</li> <li><input type="checkbox"/> Who would look after the plants and animals during the school holidays.</li> </ul> <p>Create a spreadsheet of endangered wildlife Use the following heading: Animal or plant Habitat or home Numbers (if known), threat.</p> <p>Use reference books and the internet to help you complete the spreadsheet.</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	THE CHANGING SEASONS.	<p>The Seasons</p> <ul style="list-style-type: none"> <li>• What are the seasons? A season is a time of the year when you can expect a special type of weather. There are four different seasons we call spring, summer, autumn and winter.</li> <li>• Different seasons It is nearly always hot near the Equator although there are dry seasons and rainy seasons in some areas.</li> <li>• Students think about one seasons in their own country. They write down how this seasons affects the environment: - <ul style="list-style-type: none"> <li><input type="checkbox"/> People</li> <li><input type="checkbox"/> Transport</li> <li><input type="checkbox"/> Animals</li> <li><input type="checkbox"/> Plants</li> <li><input type="checkbox"/> Land</li> </ul> </li> </ul>
5.1	MID-TERM BREAK.	MID-TERM BREAK.
6.1	To explain that the earth axis is tilted and it is this tilt that produces the higher temperature of summer and the lower temperature of winter.	<p>THE CHANGING SEASONS The Changing Seasons</p> <ul style="list-style-type: none"> <li>• The tilted earth The earth moves around the sun. it makes one complete journey around the sun every year.</li> </ul> <p>The earth is slightly tilted and so the weather is different at different times of the year.</p> <ul style="list-style-type: none"> <li>• Look at a sample of the tilted Earth.</li> <li>• Imagine you live in Northern Europe or New Zealand. Write down four activities you might do in: <ul style="list-style-type: none"> <li><input type="checkbox"/> Summer</li> <li><input type="checkbox"/> Winter</li> </ul> </li> <li>• Use a reference book or the internet to find out about the North and South Poles</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.1	To examine the local post box	<p>KEEPING IN TOUCH WITH THE WORLD The Local Postbox</p> <ul style="list-style-type: none"> <li>• Letters are taken to a post office. The man at the post office counter puts the correct stamp on it.</li> <li>• Letter goes to the main sorting office</li> <li>• Letters are taken to their destination by either air, railway, sea or road.</li> </ul> <ul style="list-style-type: none"> <li>• Students to collect used examples of stamps used in their country.</li> <li>• Ask: <ul style="list-style-type: none"> <li><input type="checkbox"/> How do the stamps differ?</li> <li><input type="checkbox"/> Where is the nearest postal sorting office?</li> </ul> </li> </ul>
8.1	To look at the advantages of emails, text messages and instant messaging as methods of communication.	<p>KEEPING IN TOUCH WITH THE WORLD Electronic Mail (e-mail)</p> <ul style="list-style-type: none"> <li>• Sending and receiving messages You can send a letter or short message much quicker using e-mail or a short message service (SMS)</li> </ul> <ul style="list-style-type: none"> <li>• Text messages, Email messaging and instant messages You can send a short message quickly and cheaply using a mobile phone. The text message is then received by another person on his/her mobile phone. There are other ways on sending messages. See the message Hear the message Both hear and see the message</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with a friend, talk about how you would send an urgent message to a friend.</li> <li><input type="checkbox"/> Would you send a fax, a letter, a text message or an e-mail? Why?</li> <li><input type="checkbox"/> Write a simple description for a friend telling him/her how to send an e-mail message or a text message.</li> </ul>
9.1	NAT MOCK/END OF YEAR ASSESSMENT WEEK.	NAT MOCK/END OF YEAR ASSESSMENT WEEK.

WEEK	TOPIC	TOPIC DETAILS
10.1	Practice sending an email to a friend in another country.	<p><b>KEEPING IN TOUCH WITH THE WORLD</b>            Email a friend in another country</p> <ul style="list-style-type: none"> <li>• Linking the world</li> </ul> <p>Email, text messages and instant messaging technology is widely used in the world.            This link people not only in the same country but all over the world.</p> <ul style="list-style-type: none"> <li>• Email a friend in another country</li> </ul> <p>Imagine you are sent an email from two students in another country. Write a reply as an email.</p> <p>Write a message that you could send by email to someone of your own age in another country.</p>
11.1	NAT PERIOD/WEEK.	NAT PERIOD/WEEK.
12.1	To carry out a class survey of a method by which students come to school and to compare the advantages and disadvantages of various methods.	<p><b>DAILY JOURNEY</b></p> <ul style="list-style-type: none"> <li>• What is a journey?</li> </ul> <p>Why do you make journeys? What journeys do you make each day?</p> <ul style="list-style-type: none"> <li>• Length of journey</li> </ul> <p>For shorter journeys we walk or cycle.            For longer ones we take a bus, a car or a train.</p> <ul style="list-style-type: none"> <li>• Students carry out a survey among their friend who come to school by car. They find out why these students do not walk, cycle or use public transport to school. What reasons do these students give?</li> </ul> <p>Students design a poster or campaign leaflet to persuade people to cycle or walk to school or walk instead traveling by car.</p> <p>Ask the students in the class how they came to school. Write the number of students who use each of these different ways of traveling.</p> <p>Walking</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In a car or taxi</li> <li><input type="checkbox"/> On a bus</li> <li><input type="checkbox"/> On a bicycle</li> </ul> <p>Write one advantage and one disadvantage of each way of traveling to school</p>
16.1	N/A	N/A

