

## Transport Topic Case Study - Antrim Primary School.

|                           |                       |
|---------------------------|-----------------------|
| <b>Teacher Name</b>       | Linda McKee           |
| <b>School Name</b>        | Antrim Primary School |
| <b>Number of pupils</b>   | Approx. 600           |
| <b>Eco-Schools Status</b> | 3 green flags         |
| <b>Topic</b>              | <b>Transport</b>      |

### 1. Why did you choose Transport as an Eco-Schools topic?

The topic of Transport was chosen because of Antrim Primary School's close proximity to Antrim Bus & Rail Centre. Pupils have been involved in the redevelopment of Antrim Station into a 'Sus-Station' (sustainable station) from the beginning by visiting the station to view the plans, observing the development of the project on their way to school and attending the official opening of Northern Ireland's first sustainable low carbon station.

The journey to school gives children the opportunity to find out about their local area, and helps to promote independence. Encouraging children to walk, cycle or use local transport helps to reduce congestion and pollution around the school area.

### 2. What was your Action Plan?

To incorporate some of the environmental and sustainable features used in Translink's Sus-Station development plans in school based projects including:

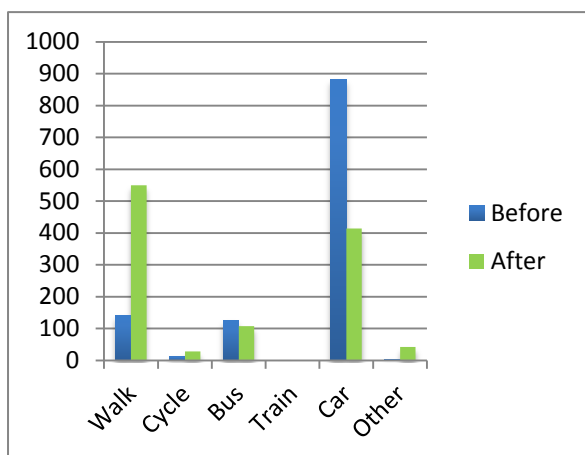
- solar panels to power desk top fans and solar powered vehicles
- using reclaimed materials when designing and making models

We have taken part in the Translink Eco-Schools Travel Challenge for the past three years.



*Antrim Primary School Pupils help launch the 2012 Travel Challenge*

### 3. How do you integrate Transport into the curriculum?



We used resources from the Translink Eco-Schools Travel Challenge including the letter to parents to raise awareness of the project and involve families in using more sustainable eco-friendly transport modes during the challenge period. Each pupil in the class recorded their travel habits to and from school over a period of four weeks. The results were displayed on a graph using Excel. This gave the pupils the opportunity to implement ICT and data handling for real life experiences. Pupils also went to Antrim Station to read and interpret timetables and apply the knowledge learnt to problem solving activities.

Figure 1 Change in journeys made to school during Travel Challenge

### 4. How did you encourage pupil participation? How did they have ownership of the project?

Pupils had to collect and record data on how they travelled to and from school each day and displayed the information on the Eco Schools' notice board. The pupils interpreted the data at the end of the project and compared their findings to travel habits before the challenge. The pupils wrote and performed a rap song in school assembly to encourage other pupils to use eco-friendly transport modes.



*Pupils also performed their rap at the Translink Travel Challenge Award ceremony 2013*

### 5. How did pupils/whole school benefit from this project?

The project helped to raise awareness about the congestion problems at our school. Not only did pupils learn about sustainable methods of transport, they also got the opportunity to record and evaluate their journey to and from school. The challenge has resulted in some of our children choosing a way of travelling to school which is healthier for themselves and the environment around them.

**6. Did you receive any support or resources from parents, staff or outside agencies? Did you have to source any funding?**



For the Translink Travel Challenge to be successful we needed the support of the parents to change travel habits to and from school. Pupils were also encouraged to talk about the project at home and for the family to consider using public transport for trips. Where possible, parents would arrange to car share the school run with friends or neighbours. We also made good use of the teaching resources developed by Translink and Eco-Schools available on the Translink website – [www.translink.co.uk/ecoschools](http://www.translink.co.uk/ecoschools)  
The Translink Travel Challenge is a free competition and required no funding.

*Pupils receiving their certificate for the Translink Travel Challenge in 2013.*

**7. Did you encounter any problems and, if so, how did you overcome them?**

We had to be aware of the safety of pupils walking to and from school. Pupils had to walk to school with a friend who lived nearby. Pupils taking public transport are escorted to the buses each afternoon. P6 pupils are given cycling proficiency training so they are mindful of road safety when cycling to school.

**8. Is there any advice you could offer to schools undertaking the Transport topic? Do you have any useful suggestions for other teachers embarking on the topic?**

Give pupils ownership of the project so that they are responsible for collecting and recording data.

To consider how curriculum learning intentions may be achieved through the topic of Transport e.g.

| <b>EYFS</b>          |  |
|----------------------|--|
| Geography            | <ul style="list-style-type: none"> <li>Follow and to give simple directions to places in the immediate environment (P)</li> <li>Recognise some of the jobs carried out by people in the local community (M&amp;E, I)</li> </ul>  |
| History              | <ul style="list-style-type: none"> <li>Investigate how journeys to school have changed over time (M&amp;E)</li> </ul>  |
| <b>KS1</b>           |  |
| Geography            | <ul style="list-style-type: none"> <li>Recognise that there are different means of transport for the movement of people and goods (M&amp;E, P, I)</li> <li>Recognise that there are goods and services which are important to our community (I, M&amp;E)</li> <li>Understand Map Work</li> <li>Understand the use of directions in simple journeys including NSW&amp;E (P)</li> <li>Represent simple journeys on a map e.g. to and from destinations local and further afield (P)</li> </ul> |
| History              | <ul style="list-style-type: none"> <li>Investigate the impact of an invention on peoples' lives e.g. the wheel/ the bicycle/the motor car/tractor/public bus system. (M&amp;E, COT)</li> <li>Examine the importance of historical sites/buildings and events in the locality to our lives today (P)</li> <li>Identify changes that have occurred over time (COT)</li> </ul>  |
| Science & Technology | <ul style="list-style-type: none"> <li>Recognise that people use materials in different ways and that the properties of a material help to decide how we use it (I)</li> <li>Recognise that familiar objects/structures can be made using more than one material (I, P, COT)</li> </ul>  |

| KS2       |   |
|-----------|---|
| Geography | <ul style="list-style-type: none"> <li>Recognise that people have positive and negative effects on their environment e.g. conservation, pollution, recycling, traffic congestion, climate change etc. (COT, I, P, M&amp;E)</li> <li>Construct a plan or map e.g. of school, classroom, journey to school (P)</li> <li>Represent more complex journeys on maps of different scales e.g. road/rail/ferry maps, route planners etc. (P)</li> </ul> |
| History   | <ul style="list-style-type: none"> <li>Identify characteristics of a specific time period e.g. changes in transport/communications/ inventions (I, COT)</li> </ul>  |

Contact your local Council; most Councils have an Eco-Schools support programme and an air quality policy. Antrim Borough Council has an air quality trailer, an interactive education trailer which is available to visit schools on request - topics covered include common air pollutants, sources of air pollution, health effects of air pollution and ways to minimise our own impacts on local air quality.

### 9. Has doing the travel topic driven other Eco-Schools ideas?

The project helped the pupils to realise the importance of reducing carbon emissions which enables pupils to relate local issues to a global perspective and climate change.

Pupil comments:

Car exhaust fumes can add to global warming

Walking is fun and it keeps you healthy too!



Co2 could hurt your lungs it's a bit like smoking.

We all need to do our bit to look after the environment

### 10. How has the Translink Travel Challenge been useful for your Eco-Schools work?

The Translink Eco-Schools Travel Challenge has been a useful project to help meet Eco-Schools assessment criteria. It provides an active learning opportunity to educate pupils on the importance of using sustainable transport. It also provides a good example of data collection and allows pupils to monitor and evaluate the travel information collected

Transport topic ideas for our 3<sup>rd</sup> Green Flag –

- Monitor transport to school
- Transport audit - Over 200 pupils share a car and over 170 walk
- Offer cycle instruction to include on-road training which meets the national standard
- Organise regular 'walk to school' or 'cycle to school' events.
- Take a Translink trip.

