

Title of Rubric: KS5 Independent travel

In this unit, pupils will develop their understanding of using public transport. The aim of this unit is to provide students with opportunities to develop their skills in travelling independently including walking to familiar destinations and crossing the road safely. Students will learn how to plan a journey to a destination. Students will be able to identify who is a safe stranger if they encounter difficulties.

RRS Articles:

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Key vocabulary: Used in context, spoken, signed AAC or symbols:

Bus

Tram

Train

Pedestrian crossing

Travel pass

Fare

Safe stranger

Problem solve

	<u>OU WTE1</u>	<u>OU E1</u>	<u>OU E2</u>	<u>OU E3</u>	<u>OU I1</u>
Key learning: Independent travel					
<u>Subject specific knowledge</u>	<p>Knows the destination of their local visits e.g. the HUB, the shops, home</p> <p>Knows at least 2 dangers they could face when traveling in the local community e.g. other pedestrians, vehicles etc</p> <p>Can recognise and match the different methods of crossing the road e.g. zebra, pelican crossings</p>	<p>Knows some dangers when travelling independently e.g. strangers, vehicles, obstacles etc</p> <p>Knows how to independently operate a pelican crossing and can follow the steps to cross safely</p>	<p>Knows own address and telephone number if lost and understands why they carry a mobile phone</p> <p>Understands they must set off at a certain time to reach a destination e.g. for an appointment, meeting somebody etc.</p>	<p>Know how to use different modes of travel to unfamiliar destinations e.g. walking, public transport</p> <p>Understands what to do if their mode of travel cannot be completed e.g. can get a different bus</p>	<p>Knows how to use a road without a footpath safely e.g. a country lane</p> <p>Is aware of all health and safety concerns when travelling independently to familiar and unfamiliar destinations</p> <p>Understands they must be prepared for different scenarios when travelling independently e.g. changes in weather, loss of bus pass, no phone signal etc.</p>
<u>Subject specific skills</u>	<p>Can cross the road at a pelican crossing showing an awareness of when to cross e.g. recognises the green man</p> <p>Is able to follow safety instructions when travelling e.g. stays away from the edge of the pavement, travels with a parent/carer/staff member</p>	<p>Can use a bus pass to get on and off a bus</p> <p>Is able to travel to a known destination as a pedestrian e.g. walking to the local shops</p> <p>Is able to travel to a known destination as a passenger e.g. on a bus</p>	<p>Can travel unescorted as a pedestrian to familiar locations</p> <p>Can travel unescorted to a familiar destination on public transport e.g. buses and trams</p> <p>Is able to independently identify if the correct stop they will get on/off the bus</p>	<p>Is able to independently cross all types of roads safely following all safety steps for each e.g. uses crossings, checks for traffic on smaller roads etc</p> <p>Is able to plan a journey to a new location e.g. finds location, looks at different travel types etc.</p> <p>Is able to ask for help if required e.g. if they are lost, need to find a certain street etc.</p>	<p>Can independently make use of landmarks in unfamiliar locations to tell somebody where they are if they are lost e.g. buildings, street names</p> <p>Is able to plan an unfamiliar journey which takes in account multiple forms of travel e.g. using several buses, trains and walking etc</p>

Suggested activities					
<ul style="list-style-type: none">• Using the internet to plan journeys• Applying for a bus pass• Reading a bus timetable• Learning to read the 24 hour clock• Experiencing making journeys on public transport.					
Online resource: https://tfgm.com/					
Evidencing Work: Pupil progress is monitored using onwads and upwards Lesson evidence is recorded using learning journals with photographs.					

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