



Title: Travel to School Grades 7 to 9

TRAVEL TO SCHOOL

Travel to school Percentage Table

All Data	Percentage of all pupils	Percentage of primary school pupils	Percentage of secondary school pupils
Total	100.00	100.00	100.00
Walk	37.90	43.31	33.60
Bus	22.55	8.05	34.10
Car	34.87	46.72	25.43
Cycle	1.89	1.17	2.47
Train/Tube/Tram/Metro	1.79	0.21	3.06
Other	0.99	0.54	1.35

Excludes non responses

The table shows data about how learners in the UK travel to school. Which is the most popular way of getting to school for primary pupils? How about for secondary pupils?

Can you think of any reasons why these might be different?

Which is the most common way of travelling to school overall?

Can you explain why this answer is different again?

What do you think the “Other” category means?

Conduct your own survey on how everyone gets to your school, perhaps in your class or year group. You might like to ask other questions like “how long does it take you to get to school?” and “how far is it from where you live to the school?” Present your results in tables, charts or graphs.

Compare your findings to those in the table (you might want to look just at the primary or secondary data). How are your results different? Are there any similarities?

Solution

The most popular way of primary school pupils getting to school is by car and the bus for secondary pupils. prefer the bus. These may be different because people are more likely to live nearer a primary school so will be able to walk there. There aren't as many secondary schools, so children will need either a bus or car to get to school. The most common way to get to school overall is walking.

The other category means other modes of transport that are not listed for example by taxis, rollerblades or boats.

Notes for teachers

Why do this activity?

This activity is a good way for learners to interrogate data and think about possible reasons for trends, rather than just accepting conclusions without digging deeper. This data relates to the experience of getting to school, an experience that all schoolchildren everywhere have in common. They have an opportunity not just to interpret the given data, but to collect data about their own experience and that of their schoolmates, and for comparing sets of data.

Possible approach

You could start the lesson by looking at the table as a whole class and encourage learners to discuss the questions in groups. Then they could conduct their own survey. Encourage presentation of their findings in a variety of different ways so that you can build a display in the classroom.

Once their results are displayed (perhaps several days later), you can gather the class as a whole to look at them collectively. By printing off a copy of the table in the problem as well, you could add comments from the children to the display as they make comparisons.

Key questions

How will you collect your own data?

Will you ask everyone individually?

How will you record what they say?

How many people are you going to ask?

How will you work out the percentage of people using each method of travel?

Possible extension

Learners could be encouraged to interrogate other surveys in newspapers or magazines in a similar way. You could collect some suitable articles for them to look at and challenge them to ask questions about the data presented.

Possible support

As examples on which learners might model the presentation of the results of their own surveys, you might like to use one or two of the charts and graphs in the UK government Department of Transport's

[National Travel Survey 2014](#)

As a stimulus for talking about the lives of children in other countries you might like to show the class this article about some surprising journeys to school.

<http://www.boredpanda.com/dangerous-journey-to-school/>