



NUNEATON - LEAMINGTON LINE LESSON ACTIVITIES



Introduction - Slide 2

As a class, ask and discuss the following questions:

Who's travelled by train?

Where are some of the places you've travelled? Why did you go there? Can we plot the places on the map?

Where do we live? Can we mark where we live on the map?

Support – Teacher can plot the points on the map

Scaffold – Key locations such as Birmingham, London, Edinburgh can be marked onto the map prior to the lesson and teacher can use these to help students plot locations.

Stretch – Ask students to describe where the places they've travelled are using the compass directions.



Activity 1 - Slides 3 - 5

Slide 3: In pairs, tell each other why where we live is special to us. Think about places you've been with friends and family, activities you have done, places/buildings/outdoor spaces you like.

Record students' answers in box.

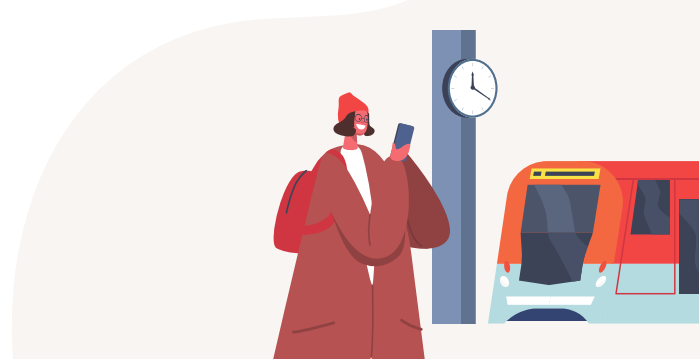
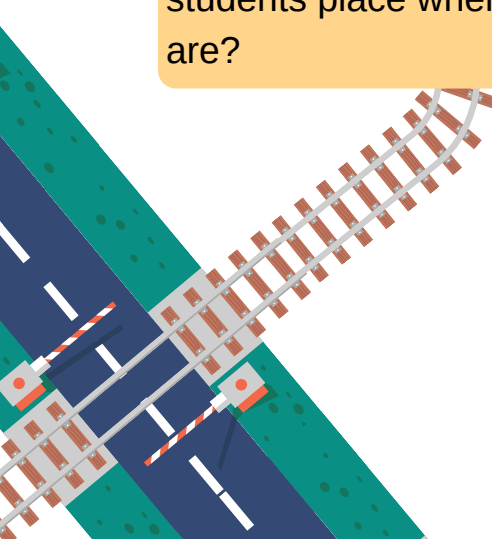
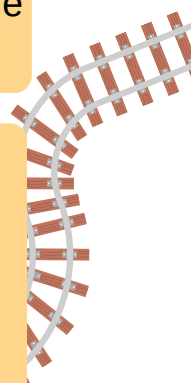
Why do you think people may want to come and visit where we live?

Slide 4: Look at the different places on the slide. Did we miss any out?

Which have the students visited?

Introduce group activity.

Slide 5: Hand out the A3 maps of Bermuda Park, 1 per group + plus the list of attractions resource sheet (pre-cut into individual places). As a class locate the school, the train station and the main high street. In groups, can students place where they think the other attractions near Bermuda Park are?





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Class Discussion - Slide 6

Why do we want to encourage people to use the railways to visit Bermuda Park? This can be linked to any work your class may have already done around sustainability and being more environmentally healthy.

Click to reveal the answers.

Remind students of the competition to name the line and how we want to promote all the amazing places that are accessible along the line.

Activity 2 - Slide 7 - 8

Slide 7: Look at the map of the Nuneaton - Leamington line as a class.

Has anyone used the train to visit any places or attractions along the line? Answers can be recorded on the board to help with group activity. Introduce group activity.

In groups, research one of the stations along the line (teachers can assign stations or students can choose which station they want to explore).

Slide 8: Fill in the 'Exploring the Line' worksheet. Students can either use the resources provided by the CRP or, if you have access to laptops, they can research online. Good websites to look at are:

www.shakespeares-england.co.uk

www.visitcoventry.co.uk

www.visit.kenilworthweb.co.uk/discover

www.visitnorthernwarwickshire.com/nuneaton

Encourage students to think about who is going to present their information to the rest of the class. It can be one person or they can take it in turns.

Support – Adult supported research, with main attractions named so group has to find information out about each and decide which their top 4 would be.

Scaffold – Work through one station as a class, or a group with an adult before the group continues independently.

Stretch – Task students to research online and sort through the information on the web pages to narrow down to the top 4 attractions near each station. Ask students to explain their choices and why those attractions particularly appealed to them.

