

Delivery Guide – Planning a cycling journey

Overview

This topic helps learners to go through the steps needed to plan a journey, it covers L3 Bikeability outcomes in greater depth than is usually possible during the delivery of cycle training.

The topic helps learners to think about their regular journeys, the roads and/ or cycling infrastructure that could be used and practicalities around using cycling for transport such storing their bike and planning to carry things they need with them. The topic can be accessed at entry level and L1.

Resources

Digital

<https://www.youtube.com/watch?v=GCE-RiehX8k>

This video explains how to plan a cycling route on safe and quiet roads.

<https://www.youtube.com/watch?v=j3iYQx8G39o>

This video explains how to plan your cycling commute.

<https://www.cyclinguk.org/journey-planner>

This is a great tool to help learners plan their journey.

<https://www.cyclinguk.org/article/cycling-guide/where-theres-wheel-theres-way-planning-cycle-route-to-work>

This is a great website to help explain how to plan a cycling journey.

<https://www.cyclinguk.org/news/how-plan-local-cycle-ride>

This website talks through different online mapping tools that can be used eg Strava and Veloviewer etc.

<https://www.strava.com/>

<https://www.komoot.com/>

<https://ridewithgps.com/>

<https://www.mapmyride.com/gb/>

<https://www.google.com/maps>

<https://osmaps.com/>

These web-based resources, some of which have associated apps, can be used to plan and track cycling activity. There may be costs involved with using certain features of some systems.

Physical

Internet access and devices for learners

Maps of your local area

Student workbook (level 1)

AQA Summary sheet

Subject knowledge

By using the links above, this unit can be delivered with basic knowledge of the local area and how to plan a route generally. The person delivering the unit will need some knowledge of reading maps and experience of using digital mapping software eg using a satnav apps.

Activity ideas

This unit can be delivered by:

- Using the learners own experiences of their local area.
- Navigating the websites above, breaking this down into small steps and discussion.
- Watching the clips to improve understanding and discussing key points.
- Talking to local cycling clubs about how they plan their routes/ getting a speaker in to demonstrate.
- Planning routes and practicing using them.

Evidencing completion of the unit

Entry Level ([Unit Code: 117883](#))

Outcomes

demonstrated the ability to

1. plan a journey between two familiar places
2. estimate the time it will take to cycle two different journeys
3. share a route they have planned with another cyclist

shown knowledge of

4. local infrastructure that can help with their journey
5. two things that might affect the amount of time their journey takes
6. two online resources that can help with planning a journey.

Evidence

20. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner planning their journey. They should demonstrate some understanding of the areas they would be riding through, considering options, such as traffic, terrain etc. along the way.
21. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner estimating their journey time. They should have some awareness of an achievable average speed for themselves and calculate an approximate time.
22. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner sharing their route. This could be done by describing the route verbally, writing out instructions or drawing a basic map.
23. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner considering infrastructure in their journey. This could involve planning to use all infrastructure, selecting the infrastructure which is useful for them and/or stating why it isn't convenient to use a particular piece of infrastructure at that point.

24. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner considering two or more things that could potentially cause a delay or speed up their journey. Responses may include things like: 'It's downhill on the way back so it'll be quicker', 'It will be busy so the traffic will slow me down' etc.
25. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner discussing or using online resources to plan their journey. This could be via an app on a mobile device or using a web based system.

Level 1 ([Unit Code: 117884](#))

Outcomes

demonstrated the ability to

1. plan three journeys to locations they are familiar with
2. plan a journey to a place they have never visited before
3. estimate how long the journey to the place they haven't visited before will take
4. follow a route they have planned

shown knowledge of

5. how to find and use cycling infrastructure in a new place
6. the times that local roads are busy
7. how to use maps to plan a journey
8. three online resources that can help with planning a journey
9. three things that might affect the amount of time their journey takes
10. a way that they could adjust their journey if something unexpected happens
11. the navigation technology that is available for cycling.

Evidence

1. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner planning three routes, one of these may be very familiar, e.g. home to school/college, and the other should require more consideration
2. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner plan a route to a place they have not yet visited. This may incorporate some of the outcomes below as they will need to rely on external resources more than their own local knowledge.
3. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner estimating their journey time. They should have some awareness of an achievable average speed for themselves and calculate an approximate time.
4. Record on the evidence sheet when you have witnessed the learner using their route. This may be by you having ridden the journey with the or by them showing you an activity on a tracking app if it something that they have done in their own time.
5. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner identifying cycling infrastructure via a map or online resource. This could be noticing that it is marked on the map of a route planning app, shown on a map or by using a specific resource like the [sustrans website](#).
6. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner considering the times that particular roads are likely to

be busy. Examples of this could be the area near a football stadium on match day, the road a school is on at the end of the school day or rush hour.

7. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner using a map to plan their journey. This may be either a paper map or a map accessed digitally. Ideally, they will use a combination of both.
8. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner discussing or using online resources to plan their journey. This could be via an app on a mobile device or using a web based system.
9. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner considering two or more things that could potentially cause a delay or speed up their journey. Responses may include things like: 'It's downhill on the way back so it'll be quicker', 'It will be busy so the traffic will slow me down' etc.
10. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner formulate a contingency plan. You may need to support them by asking something like 'what would you do if...'
11. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner discuss navigation devices. The learner may already know about some of this technology, they may need to do some research. If they decide that they would use a mobile phone mount, a little bit of extra explanation would strengthen their answer. E.g. 'I'd use a mobile phone mount because GPS units are really expensive and I've already got a good phone and mapping app that I can follow'