

INCA TRAIL

MAY 2018



LET'S
WALK TO
SCHOOL

LIVING
STREETS

Did
you
know?



The Inca Trail is an ancient path through the Andes Mountains of Peru and leads to the lost city of the Incas, Machu Picchu.

Machu Picchu was built by the Inca king Pachacuti and was so well hidden that after the Inca Empire disappeared it stayed hidden until being discovered again in 1911.

The stone road from Cuzco to Machu Picchu is still used today by tourists to visit the ruins.

AIM

To learn what the Inca Trail is and follow an imaginary trail as explorers.

OBJECTIVES

- To learn about the lost city of Machu Picchu and how the Inca Trail leads there.
- To recreate a trail around school using their imaginations.

TIMING 45 mins

RESOURCES

Photographs of Machu Picchu.

CURRICULUM LINKS

England **ENGLISH, GEOGRAPHY**

Wales **ENGLISH/WELSH, GEOGRAPHY**

Scotland **ENGLISH/WELSH, GEOGRAPHY**

We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW, the year-round walk to school challenge.

For further information on WOW and the full set of learning resources, visit www.livingstreets.org.uk/walktoschool

Get in touch: walktoschool@livingstreets.org.uk 020 7377 4900

INCA TRAIL

LESSON PLAN



INTRODUCTION

With the children, look at some photographs of Machu Picchu and talk about the ruined buildings and what they might have been. What would it have been like living so high in the mountains? Machu Picchu is only accessible by the stone path called the Inca Trail. If you want to visit the lost city you need to hike there with a local guide. Talk about paths and trails in your local area. Think about the paths around the school grounds and if there are any signs that show you where to go. Perhaps there are pavements that show you where to walk, alleyways that move between buildings or paths where people have trampled the grass or soil. Explain that the children will follow an imaginary Inca Trail around the school. Ask them to pull on their hiking boots, check they have the right equipment in their rucksacks like water, food and binoculars.

DEVELOPMENT

As the leader of the explorers, ask the children to get in a line and follow you as you set off around the school. Lead a trail around the school that includes pushing through the tall grass, climbing the high mountains (if you have stairs in school), crouching down and hiding from animals like jaguars, tiptoeing along a tall, high ridge of a mountain. Ask the children to look up at the blue sky and watch the giant condors gliding along on the warm breeze. Ask them to gulp the clean mountain air and use their binoculars to see what wildlife and trees they can see. Can they spot the ruins of Machu Picchu? Walk towards it (perhaps outside in the playground) and ask the explorer to describe what they can see and take some imaginary photographs of the city. Congratulate the explorers on rediscovering the lost city.

PLENARY

Back in the classroom talk about travelling along the Inca Trail and ask the children to draw a map of their trail. They might use a dotted line to show the path, arrows to show direction and shapes to show buildings and trees.

EXTENSION

Encourage the children on the walk to school to look for all the paths and trails they can see. Some will be made by humans, like pavements, alleyways and paths, and some will be made by nature like rivers or streams. How many different types of trail or path can they spot? Talk about them in the classroom.

If you require these learning resources in Welsh please email wales@livingstreets.org.uk