

## **Curriculum for excellence outcomes: LEVEL 2**

### **School Travel Planning contributing to Curriculum for excellence**

A school travel plan (STP) is not only beneficial for the school and local community; it also fits into the school curriculum giving children the opportunities to learn about sustainable, active and safe travel.

The 8 curriculum areas are: Expressive arts, Health and Wellbeing, Languages, Mathematics, Religious and moral education, Sciences, Social studies and Technologies. This guide demonstrates how STP's fit into the Curriculum for Excellence structure.

Developing a travel plan can be broken into 6 stages: Travel Plan Committee, Consultation, action plan, solutions, using map, and plan design/ promoting.

#### **Please note**

The selected outcomes for each plan are advisory – teachers may reject or add outcomes which they consider more appropriate.

Each section of the school travel plan can be developed as the school see appropriate. Some schools may dedicate more time on particular topics than others. This is only a guide and can be interpreted as you feel fit.

If you want assistance on how to develop a school travel plan, please contact your school travel plan on 01224 664 781 or email

[Joanna.stewart@aberdeenshire.gov.uk](mailto:Joanna.stewart@aberdeenshire.gov.uk)

Visit [www.aberdeenshire.gov.uk/schooltravelplan](http://www.aberdeenshire.gov.uk/schooltravelplan) for handouts, guidance's and case studies, STP examples and links to national events.

# School Travel Plan Outcome Map – General outcomes (Second Level)

Suggested Lead Curricular Area – Health and Wellbeing

## HEALTH AND WELLBEING

### (Planning for choices and change)

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning HWB 2-19a

I am investigating different careers/ occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a

## TECHNOLOGIES (Technological development)

Having analysed how lifestyle can impact on the environment and Earths resources, I can make suggestions about how to live in a more sustainable way TCH 2-02a

I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond. TCH 2-02b

## LANGUAGE - LITERACY AND ENGLISH (Listening and talking)

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain process and ideas
- identify issues raised and summaries main points of findings
- clarify points by asking questions or by asking others to say more LIT 2-09a

## GENERAL OUTCOMES

These outcomes will apply to all of the school travel plan process and activities.

To develop a School Travel Plan will require pupils to use the following skills: communication, numeric, literacy and ICT throughout the plans development

## HEALTH AND WELLBEING (Physical education, physical activity and sport)

I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity HWB 2-27a

## MATHEMATICS (Information handling)

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way MTH 2-20b

## HEALTH AND WELLBEING (Mental, emotional, social and physical Wellbeing)

Representative my class, school and/ or wider community encourages myself-worth and confidence & allows me to contribute to a participate in society HWB 2-12a

Through contributing my views, time and talents, I play a part in bringing about positive changes in my school and wider community HWB 2-13a

I know I can demonstrate how to travel safely HWB 2-18a

## LANGUAGE – LITERACY & ENGLISH (Writing)

Throughout the writing process, I can check that my writing makes sense and meets its purpose LIT 2-23a

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader LIT 2-22a

I can spell most of the words I need to communicate using spelling, rules, specialist vocabulary, self correction techniques and a range of resources LIT 2-21a

## SOCIAL STUDIES

### (People, places and the environment)

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible SOC 2-08a

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment SOC 2-09a

# School Travel Plan Outcome Map – Stage 1: Travel Plan Committee (Second Level)

Suggested Lead Curricular Area – Language – Literacy & English

## LANGUAGE - LITERACY AND ENGLISH

### (Listening and talking)

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

As I listen or watch, I can make notes organise these under suitable headings and use these to understand ideas an information and create new texts, using my own words as appropriate LIT 2-05a

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own LIT 2-07a

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain process and ideas
- identify issues raised and summaries main points of findings
- clarify points by asking questions or by asking others to say more LIT 2-09a

*Achieve this through allowing the committee to discuss their transport concerns. Discuss with pupils reasons why schools have these issues e.g. rising car ownership rate etc.*

*Pupils could perhaps talk to local authority officers (school travel plan officer happy to meet committee).*

*The committee should also set up a programme of work; how they would like to take forward the plan and what they would like to include in it.*

## LANGUAGE - LITERACY AND ENGLISH(Writing)

I can convey information, describe events and explain processes, or combine ideas in different ways LIT 2-28a

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/ or evidence LIT 2-29a

*The committee will be responsible for taking forward the plan, writing up aims and targets, promoting to the school to encourage action and change*

## TRAVEL PLAN COMMITTEE

**It is a good idea to set up a group who can take the plan forward (could be a class project, Eco group, pupil council) This can include pupils, staff and parents; guest members could attend such as Grampian Police Road Safety Officers and the School Travel Plan Officer.**

## HEALTH AND WELLBEING

### (Mental, emotional, social and physical Wellbeing)

Representative my class, school and/ or wider community encourages myself-worth and confidence & allows me to contribute to a participate in society HWB 2-12a

Through contributing my views, time and talents, I play a part in bringing about positive changes in my school and wider community HWB 2-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations HWB 2-14a

*Achieved though committee discussions and shared ideas to take forward plan. Mind maps are useful to note down ideas and suggestions*

## SOCIAL STUDIES (People, places and the environment)

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment SOC 2-09a

*Studying how communities are structured & what role transport plays in society.*

# School Travel Plan Outcome Map – Stage 2: Consultation (Second Level)

Suggested Lead Curricular Area – Mathematics

## LANGUAGE - LITERACY AND ENGLISH (Listening and talking)

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate  
LIT 2-05a

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own  
LIT 2-07a

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more  
LIT 2-09a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently  
LIT 2-10a

*Achieved through consultation with school users to find out what traffic problems and what are the main causes people feel exist, if any.*

## LANGUAGE – LITERACY & ENGLISH (Writing)

Throughout my writing process, I can check that my writing makes sense and meets its purpose  
LIT 2-23a

*Achieved through note taking when talking to parents/ pupils/ staff or collaborating results from many surveys in a way that makes sense to the reader.*

## CONSULTATION

**To understand what transport issues exist, you could carry out surveys/ discussions with pupils/ parents and staff. This can be done by interviewing parents, carrying out surveys to understand how people travel and how they would like to travel. To analysis results may involve graph work, percentages, excel etc**

## MATHEMATICS (Data and analysis)

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way  
MTH 2-20b

I can display data in a clear way using a suitable scale by choosing appropriately from an extended range of tables, charts, diagrams and graphics, making effective use of technology  
MTH 2-21a

*Achieved by displaying survey results in graphs/ pie charts (excel) to share with school/ parent council or for inclusion in final STP.*

## MATHEMATICS (Number, money and measure)

Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others  
MTH 2-03a

I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of methods  
MTH 2-07b

I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions  
MTH 2-07c

*Achieved through analysing results from surveys: using fractions e.g. 20 pupils come to school by car, this is 50% or 1/2 of all pupils.*

# School Travel Plan Outcome Map – Stage 3: Action Plan (Second Level)

Suggested Lead Curricular Area – Health and Wellbeing

## HEALTH AND WELLBEING (Mental, emotional, social and physical Wellbeing)

I know I can demonstrate how to travel safely  
HWB 2-18a

*Journeys to school will be an important time to learn road safety skills, walking and cycling to school will provide them with the ideal opportunity to learn and develop these skills*

I am investigating different career/ occupations, ways of working and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a

*Achieved though inviting to meet or writing to local authority officers; school travel plan officers, roads engineers and Grampian Polices Road Safety Unit.*

## SOCIAL STUDIES (People, past events and societies)

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences  
SOC 2-04a

*Achieved though looking at how travel has changed, e.g. penny-farthing to mountain bike, why car levels have increased that/ why less people walk to school that they did 20 years ago*

## ACTION PLAN

**Your plan should focus on what you want to achieve; i.e. a safer environment, a less polluted school gate, more active pupils, safer routes to school etc.**

**Targets should be something that will achieve your aims & that can be measurable – to see if you have achieved what you set out to achieved e.g. Increase walking or cycling; Improve infrastructure.**

**The Annual Hands Up Survey is a good tool to use.**

## TECHNOLOGIES (Technological development in society)

I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments  
TCH 2-01b

*Achieved though looking at green travel issues, new inventions to create renewable energy sources, electric cars, other fuels. Motor car over time/ developments of the bicycle.*

## HEALTH AND WELLBEING (Physical education, physical activity and sport)

I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community  
HWB 2-25a

I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity  
HWB 2-27a

I can explain the links between energy I use while physically active, the food I eat and my health and wellbeing  
HWB 2-28a

*Achieved though developing targets encouraging pupils to walk or cycle to school and displaying the benefits to us as individuals and the wider society of active modes of travel. Walk to school week/ walk once a week/ Bike Week, GO FOR IT campaign. Cycling training.*

# School Travel Plan Outcome Map – Stage 4: Solutions (Second Level)

Suggested Lead Curricular Area – Social Studies

## HEALTH AND WELLBEING

### (Mental, emotional, social and physical Wellbeing)

I am learning to access and manage risk to protect myself and others and to reduce the potential for harm when possible HWB 2-16a

I know and can demonstrate how to travel safely HWB 2-18a

*Achieved though being taught road safety education – but being encouraged to put these skills into practice while walking or cycling to/ from school*

## MATHEMATICS

### (Number, money and measure)

I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems HWB 2-11b

*Achieved though measuring space for cycle racks/ people shelters*

## SCIENCES

### (Topical science)

Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society SCN 2-20a

I can report and comment on current scientific news items to develop my knowledge and understanding of topical science SCN 2-20b

*Achieved though further project work on renewable technologies and discussions on how this would benefit us locally and as a school.*

## SCIENCES

### (Planet earth)

By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy SCN 2-04a

Through exploring non-renewable energy source, I can describe how they are used in Scotland today and express an informed view on the implications for their future use SCN 2-04b

*Achieved though understanding that car emissions are harmful and we must all try to minimize their usage where we can by choosing more sustainable methods of transport*

## SOLUTIONS

**Look at what solutions are available and how pupils, parents and staff can help meet the targets of the Plan.**

**This may focus on simple solutions but requires pupils and parents to work together**

## TECHNOLOGIES (Technological developments in society)

Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way TCH 2-02a

I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond TCH 1-02b

*Understanding what sustainable transport is and what options are available*

## SOCIAL STUDIES

### (People, past, place and society)

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way SOC 2-08a

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment SOC 2-09a

*Understanding the problems congestion and pollution cause the whole community and the environment; how we as individuals contribute to this but also how we can help reduce our environmental impact.*

# School Travel Plan Outcome Map – Stage 5: Using Maps (Second Level)

Suggested Lead Curricular Area – Mathematics

## MATHEMATICS

### (Shape, position and movement)

I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary MTH 2-17a

I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context MTH 2-17b

Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary MTH 2-17c

Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans MTH 2-17d

I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid MTH 2-18a

*Achieved though looking at maps of the area surrounding the school/ where pupils are coming from – where the school is in relation to their home/ where the main routes to school are/ where the points of concern are located on a map.*

*Sensory maps are also a good idea. This allows pupils to interpret their routes to school through thought/ feelings and illustrations i.e. I feel scared crossing here, I enjoy meeting my friend here and walking to school*

## MAP EXERCISE

**Allowing children to study maps of their routes to school.**

**This will allow pupils to identify any hazards they experience, be made aware of safe crossing points, look at possible 'park and stride' locations.**

**Walking distance maps give an idea of how far pupils are away from school and how long it would take to walk.**

## MATHEMATICS

### (Number, money and measure)

Using simple time periods, I can give a good estimate of how long a journey should take based on my knowledge of the link between time, speed and distance

MTH 2-10c

*Achieved through walking distance maps/ looking at maps to plan journeys to school – adding in own knowledge of short links or areas that would delay a journey i.e. busy roads. Walking distance maps are useful to develop to allow pupils to form an understanding of time related to distance.*

## SOCIAL STUDIES (People place and environment)

Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.

SOC 2-10a

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world

SOC 2-14a

*Achieved through thinking and discussing routes to school, safe places to cross, dangerous crossing points, safe routes to cycle, places to avoid – this can be illustrated on a map. Walking audits are a good way to get pupils thinking about their routes to school and what dangers they preserve to exist.*

# School Travel Plan Outcome Map – Stage 6: Design Plan/ Promotion (Second Level)

Suggested Lead Curricular Area –

## **MATHEMATICS (Number, money and measure)**

I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning MNU 2-10a

*Planning promotional events such as a launch for your school travel plan/ walk to school week campaign/ road safety campaign etc*

## **TECHNOLOGIES (ICT to enhance learning)**

I can explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance learning in different ways TCH 2-04a

I can explore, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 2-04b

*Trying to develop a plan that will be well presented using different types of visual material and ICT skills.*

## **LANGUAGE – LITERACY AND ENGLISH (Writing)**

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader LIT 2-24a

By considering the type of text I am creating, I can select ideas and relevant information, organise text in an appropriate way for my purpose and use suitable vocabulary for my audience LIT 2-26b

*Developing a plan that will be well presented using different types of visual material i.e. words/ graphs/ maps/ illustrations.*

## **DESIGN PLAN/ PROMOTION**

**After gathering all your information you can discuss how you would like to write the plan. The idea is to make the plan as simple and attractive to read as possible. This will lead to maximum impact when trying to highlight the messages to parents, pupils, staff and visitors**

**Once the plan is completed, promotional events should be encouraged to launch the plan and get across the messages i.e. assembly/ walk to school events etc.**

## **EXPRESSIVE ARTS (Participation in performance and presentations)**

I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people's presentations/ performances EXA 2-01a

*Taking part in assemblies – either presenting or listening.*

## **EXPRESSIVE ARTS (Art and design)**

I have the opportunity to choose and explore an extended range of media and technologies to create images and objectives, comparing and combining them for specific tasks. EXA 2-02a

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem EXA 2-06a

*Writing the plan in a presentable and imaginative way that will encourage people to work towards the aims in the plan.*

## **MATHEMATICS (Information handling)**

I have carried out investigations and surveys devising and using a variety of methods to gather information and have worked with others to collaborate, organise and communicate the results in an appropriate way. MNU 2-20b

I can display data in a clear way using scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MNU 2-21b

*Writing the plan in a presentable way using ICT software.*