

## **Curriculum for excellence outcomes: LEVEL 3**

### **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.

Pupils may be interested in being involved in engineering and roads work designs and should speak to their School Travel Planning officer about this.

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

Suggested Lead Curricular Area – Health and Wellbeing

## **HEALTH AND WELLBEING (Planning for choices and change)**

I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning  
HWB 3-19a

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 3-20a

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

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

- communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions

LIT 3-09a

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

I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.  
LIT 3-21a

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straight forward relationships between paragraphs  
LIT 3-22a

Throughout the writing process, I can review edit my writing to ensure that it meets its purpose and communicates meaning at first reading.  
LIT 3-23a

## **TECHNOLOGIES (Technological development)**

From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological for individuals and societies.  
TCH 3-02a

## **SOCIAL STUDIES**

### **(People, places and the environment)**

I can identify the possible consequences of an environmental issues and make informed suggestions about ways to manage the impact  
SOC 3-08a

## **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.**

**A school travel plan will need to involve staff as well as pupils in discussing aims and achieving objectives.**

## **MATHEMATICS (Information handling)**

When analysing information or collecting data of my own, I can use my understanding of how bias may arise and how sample size can affect precision, to encourage that the data for fair conclusions to be drawn  
MTH 3-20b

## **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 3-12a

Through contributing my views, time and talents, I play a part in bringing about positive changes in my school and wider community  
HWB 3-13a

I know I can demonstrate how to travel safely  
HWB 3-18a

## **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 3-27a

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

Suggested Lead Curricular Area – Language – Literacy & English

### LANGUAGE - LITERACY AND ENGLISH

#### (Listening and talking)

When I engage with others, I can make and relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking LIT 3-02a

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate LIT 3-05a

I can show my understanding of what I listen to or watch by commenting, with evidence on the content and form of short and extended texts. LIT 3-07a

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

- communicate information ideas or opinions
- explain processes concepts or ideas
- identify issues raised, summarise findings or draw conclusions. LIT 3-09a

*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 and describe events explain processes or concepts, and combine ideas in different ways LIT 3-28a

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/ or evidence. LIT 3-29

*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, School Travel Plan Officer and Road Safety engineers/ Road inspectors.**

### 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 3-12a

Through contributing my views, time and talents, I play a part in bringing about positive changes in my school and wider community HWB 3-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations HWB 3-14a

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

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

Suggested Lead Curricular Area – Mathematics

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

As I listen or watch, I can make notes, organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate LIT 3-05a

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. LIT 3-07a

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

- Communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions LIT 3-09a

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 3-10a

*Achieved though:*

- *meetings with professional bodies on relative transport issues/ parents etc*
- *consultation with school users to find out what traffic problems people feel there are, if any, are and what are the main causes*

## LANGUAGE – LITERACY & ENGLISH (Writing)

Throughout my writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading makes sense and meets its purpose LIT 3-23a

*Achieved through note taking when talking to parents/ pupils/ staff or collaborating results from 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)

When analysing information or collecting data of my own, I can use my understanding of how bias may arise and how sample size can affect precision, to ensure that the data allows for fair conclusions to be drawn MTH 3-20b

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 3-21a

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

## MATHEMATICS

### (Number, money and measure)

I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions MTH 3-03a

Having used practical, pictorial and written methods to develop u understanding, I can convert between whole or mixed numbers and fractions. MTH 3-07a

I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real life situations MTH 3-07b

By applying my knowledge of equivalent fractions and common multiples, I can add and subtract commonly used fractions MTH3-07c

*Achieved though analysing results from surveys: using fractions e.g. 20 pupils come to school by car, this is 50% of 1/2 of all pupils, this is an increase of X% from last year.*

# School Travel Plan Outcome Map – Stage 3: Action Plan (Third 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 3-18a

*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 3-20a

*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 explaining the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere SOC 3-04a

*Achieved though looking at how travel has changed, e.g. penny-farthing to mountain bike, why car levels have increased/ 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)

From my studies of technologies in the world around me, I can begin to understand the relationship between key scientific principles and technological developments. TCH 3-01b

*Achieved though looking at green travel issues, new inventions to create renewable energy sources, electric cars, other fuels etc Looking at the rise of the motor car/ 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 3-25a

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 3-27a

I can explain the links between energy I use while physically active, the food I eat and my health and wellbeing HWB 3-28a

*Achieved though developing targets encouraging pupils to walk or cycle to school and displaying the benefits of active modes of travel.*

# School Travel Plan Outcome Map – Stage 4: Solutions (Third 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 3-16a

I know and can demonstrate how to travel safely  
HWB 3-18a

*Achieved through road safety education – but being able to put this into practice while walking or cycling to/ from school*

## SCIENCES

### (Planet earth)

By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems  
SCN 3-04b

*Achieved through understanding that car emissions are harmful and we must all try to minimise their usage where we can by choosing more sustainable methods of transport/ planning journeys better/ car share etc. Having discussions on how sustainable development technology could affect society.*

## MATHEMATICS

### (Number, money and measure)

Having investigated different routes to a solution, I can find the area of compound 2D shapes and the volume of compound 3D objects, applying my knowledge to solve practical problems.  
HWB 3-11b

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

## SOLUTIONS

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

**This may focus on simple solutions but requires pupils and parents to work together to solve any particular problem.**

## TECHNOLOGIES (Technological development)

From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological for individuals and societies.  
TCH 3-02a

*Understanding what sustainable transport is and what options are available; what new technology is available on the market or being researched. Having discussions on how sustainable development technology could affect society.*

## SOCIAL STUDIES

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

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact  
SOC 3-08a

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

## SCIENCES

### (Topical science)

I have collaborated with others to find and present information and how scientists from Scotland and beyond have contributed to innovative research and development  
SCN 3-20a

Through research and discussion, I have contributed to evolutions of media items with regard to scientific content and ethical implications  
SCN 3-20b

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

# School Travel Plan Outcome Map – Stage 5: Map Exercise (Third Level)

Suggested Lead Curricular Area – Mathematics

## **MATHEMATICS**

### **(Shape, position and movement)**

Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans, and create accurate plans and scale drawings of routes and journeys MTH 2-17b

I can apply my understanding of scale when enlarging or reducing pictures and shapes, using different methods, including technology MTH 2-17c

I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid MTH 3-18a

*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.*

*An idea is to focus on town planning themes, how planning policy affects infrastructure and what traffic modelling is and when it is used.*

## **MATHEMATICS**

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

Using simple time periods, I can work out how long a journey will take the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance

MTH 3-10c

*Achieved though 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.*

## **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.**

## **SOCIAL STUDIES**

### **(People place and environment)**

I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship SOC 3-10a

I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world SOC 3-14a

*Achieved though 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 (Third Level)

Suggested Lead Curricular Area – Language – Literacy and English

## 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 3-24a

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience  
LIT 3-26b

*Developing a plan that will be well presented using different types of visual material i.e. words/ graphs/ maps/ illustrations. Academy based plans should focus on staff and visitor travel as much as pupil travel. Think of your audience when developing the plan.*

## EXPRESSIVE ARTS (Art and Design)

While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions  
EXA 3-06a

*The promotional of the plan can involve pupils being imaginative; designing posters to promote the targets of the plan; a film competition, road safety campaign etc*

## TECHNOLOGIES

### (ICT to enhance learning)

I enhance my learning by applying my skills in different learning texts across the curriculum

TCH 3-04a

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

## 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.**

## MATHEMATICS

### (Information handling)

When analysing information or collecting data of my own, I can use my understanding of how bias may arise and how sample size can affect precision, to ensure that the data allows for fair conclusions to be drawn  
others  
MNU 3-20b

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

MNU 3-21b

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

## EXPRESSIVE ARTS (Participation in performance and presenting)

I have used the skills I have developed in the expressive arts to contribute to a public presentation/ performance  
EXA 3-01a

*A good way to promote the plan is to have a launch involving presenting the work to various interest groups such as parents / staff/ pupils at assemblies etc*