

Curriculum for excellence outcomes: LEVEL 4

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

Visit 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 (Fourth Level)

Suggested Lead Curricular Area – Health and Wellbeing

HEALTH AND WELLBEING

(Planning for choices and change)

Based on my interests, skills, strengths and preferences, I am supported to make suitable realistic and informed choices, set manageable goals and plan for my further transitions HWB 4-19a

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 4-20a

SOCIAL STUDIES

(People, places and the environment)

I can discuss the sustainability of key natural resources and analysis the possible implications for human activity SOC 4-08a

I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems SOC 4-09a

LANGUAGE - LITERACY AND ENGLISH (Listening and talking)

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

- Communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail
- sum up ideas, issues, findings or conclusions LIT 4-09a

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.

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

TECHNOLOGIES (Technological development)

I can examine a range of materials, processes or designs in my local community to consider and discuss their environmental, social and economic impact, discussing the possible life time cost of the environment in Scotland and beyond TCH 4-02a

MATHEMATICS (Information handling)

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others. MTH 4-20a

LANGUAGE – LITERACY & ENGLISH (Writing)

I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate. LIT 4-21a

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 4-22a

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

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 4-12a

Through contributing my views, time and talents, I play a part in bringing about positive changes in my school and wider community HWB 4-13a

I know I can demonstrate how to travel safely HWB 4-18a

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

I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss polices and inform my own health choices. HWB 4-28a

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

Suggested Lead Curricular Area – Language – Literacy & English

LANGUAGE - LITERACY AND ENGLISH

(Listening and talking)

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion LIT 3-02a

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 3-05a

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 3-07a

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 3-09a

Achieve this through committee discussions on 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, providing substantiating evidence, and synthesise ideas or opinions in different ways. LIT 4-28a

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/ or evidence. LIT 4-29

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/ Roads 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 4-12a

Through contributing my views, time and talents, I play a part in bringing about positive changes in my school and wider community HWB 4-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations HWB 4-14a

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

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 4-19a

Achieved through involving pupils in the develop of the STP

.School Travel Plan Outcome Map – Stage 2: Consultation (Fourth 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 4-05a

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the context and form of short and extended texts

LIT 4-07a

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

- Communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail
- sum up ideas, issues, findings or conclusions

LIT 4-09a

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise resources as required.

LIT 4-10a

Achieved though:

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

LANGUAGE – LITERACY & ENGLISH (Writing)

Throughout my writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading. LIT 4-23a

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)

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relations I observe within the data and communicate my findings to others MTH 4-20b

I can select appropriately from a wide range of tables, charts, diagrams and graphs when displaying discrete, continuous or grouped data, clearly communicating the significant feature of the data MTH 4-21a

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 choose the most appropriate form of fractions, decimal fractions and percentages to use when making calculations mentally, in written form or using technology, then use my solutions to make comparisons, decisions and choices MTH 4-07a

I can solve problems involving fractions and mixed numbers in context, using addition, subtraction or multiplications MTH 4-07b

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, however x% wish to cycle to school. X % of pupils feel there is a lack of safe routes et, this is an increase from X% from last year.

School Travel Plan Outcome Map – Stage 3: Action Plan (Fourth 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 4-18a

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 4-20a

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)

By studying groups in past societies who experiences inequalities, I can explain the reasons to the inequality and evaluate how groups of individuals addressed it
SOC 4-04a

Achieved though looking at how travel has changed: penny-farthing to mountain bike, why car levels have increased that lead to congestion and 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.

SOCIAL STUDIES (People, places and the environment)

I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems
SOC 4-09a

TECHNOLOGIES

(Technological development in society)

I can compare traditional with contemporary production methods to assess their contribution in the world around me and explain the impact of related technological changes .TCH 4-01a

I can debate the possible future impact of new and emerging technology on economic, prosperity and the environment.
TCH 4-01c

Achieved though looking at green travel issues, new inventions to create renewable energy sources, electric cars, other fuels. The rise of the moter car etc

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 4-25a

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 4-27a

I can explain the links between energy I use while physically active, the food I eat and my health and wellbeing
HWB 4-28a

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 (Fourth 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 4-16a

I know and can demonstrate how to travel safely
HWB 4-18a

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

MATHEMATICS (Number, money and measure)

Through investigating real-life problems involving the surface area of simple 3D shapes, I can explore ways to make the most efficient use of materials and carry out the necessary calculations to solve related problems.
HWB 4-11b

Achieved though measuring space for cycle racks/ people shelters

SOCIAL STUDIES

(People, past, place and society)

I can discuss the sustainability of key natural resources and analyse the possible implications for human activity
SOC 4-08a

I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems
SOC 4-09a

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 (Planet earth)

By contributing to an investigation on different ways of meeting society's energy needs. I can express an informed view on the risks and benefits energy sources, including those produced from plants
SCN 4-04a

Through investigation, I can explain the formation and use of fossil fuels and contribute to discussions on the responsible use and conservation of finite resources
SCN 3-04b

Achieved though 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

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)

I can examine a range of materials, processes or designs in my local community to consider and discuss their environmental, social and economic impact, discussing the possible life time cost of the environment in Scotland and beyond
TCH 4-02a

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.

SCIENCES (Topical science)

I have researched new developments in science and can explain how their current or future application might impact on modern life.
SCN 4-20a

Having selected scientific themes of topical interest, I can critically analyse the issues, and use relevant information to develop an informed argument.
SCN 4-20b

Achieved though 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 (Fourth Level)

Suggested Lead Curricular Area – Mathematics

MATHEMATICS

(Shape, position and movement)

I can apply my understanding of the properties of simpler figures to solve problems involving length and area MTH 4-17b

I can plot and describe the position of a point on a 4-quadrant coordinate grid MTH 4-18a

I can apply my understanding of the 4-quadrant coordinate system to move, and describe the transformation of a point or shape on a grid MTH 4-18b

Achieved through 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.

MATHEMATICS (Number, money and measure)

I can research, compare and contrast aspects of time and time management as they impact on me. MTH 4-10a

I can use the link between time, speed and distance to carry out related calculations MTH 4-10b

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.

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, places and the environment)

I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems SOC 4-09a

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

SOCIAL STUDIES

(People place and environment)

I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. SOC 4-10a

I can use specialised maps and geographical information systems to identify patterns of human activity and physical process SOC 4-14a

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 (Fourth Level)

Suggested Lead Curricular Area – Language – Literacy and English

LANGUAGE – LITERACY AND ENGLISH (Writing)

I can justify my choice and use of layout and presentation in terms of the intended impact on my reader
LIT 4-24a

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 4-26b

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)

By working through a design process, in response to a design brief, I can develop and communicate imaginative and original design solutions
EXA 4-06a

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)

Throughout my learning I can make effective use of a computer system to process and organise information
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)

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others
MNU 4-20b

I can select appropriately from a wide range of tables, charts, diagrams and graphs when displaying discrete continuous or grouped data clearly communicating the significant features of the data.
MNU 4-21b

Writing the plan in a presentable way using ICT software.

EXPRESSIVE ARTS (Participation in performance and presenting)

I have experienced the energy and excitement of presenting/ performing for different audiences
EXA 4-01a

A good way to promote the plan is to have a launch involving presenting the work to various interest groups such as parent/ staff/ pupil during assemblies etc