Aberdeenshire COUNCIL

From mountain to sea

LEVEL 1

School Travel Planning and Curriculum for excellence outcomes: LEVEL 1

A school travel plan (STP) is not only beneficial for the school and local community, it is also a great learning opportunity about sustainable, active and safe travel.

This guide demonstrations how STP's fit into the Curriculum for Excellence structure and provides suggested outcomes. Developing a travel plan can be broken into 6 stages: Travel Plan Committee, consultation, action plan, solutions, using maps, and plan design/ promoting.

	Activity	CFE Outcomes
General Outcomes	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, Social Studies Language Mathematics, Technologies
Travel Plan Committee Suggested Lead Curricular Area – Language – Literacy & English	Pupil committee or group to take forward the plan who will be involved in writing the contents, conducting surveys and targets. Discussions with this group over issues at the school i.e. congestion, and why these might exist, for example rise in car ownership,and how communities are structured and what role the car plays in modern society.	LIT 1-02a, LIT 1-05a, LIT 1-07a, LIT 1-09a, LIT 1-23a, LIT 1-28a/1-29a HWB 1-12a, HWB 1-13a, HWB 1-14a, HWB 1-19a SOC 1-04a
Consultation Suggested Lead Curricular Area – Mathematics	To gather information on how people travel and whether there are any barriers, pupils can carry out surveys – bike counts, HUS class surveys and , interview. To analysis of results may involve graph work, percentages and, excel.	LIT 1-05a, LIT 1-07a, LIT 1-09a, LIT 1-23a MTH 1-03a , MTH 1-07c, MTH 1-20b, MTH 1-21a MLAN 1-03a, MLAN 1-13, MNU 1-20b, MNU 1-12b
Using Maps Suggested Lead Curricular Area – Mathematics	Maps used to identify routes to school, how far is this, how long does the journey take using different modes of transport, crossing points, unsafe locations, desirable parking areas.	MTH 1-10a, MTH 1-17a, MTH 1-18a SOC 1-14a
Action Plan Suggested Lead Curricular Area – Health and Wellbeing	What do you what to achieve from the problems identified in S2? E.g. more active pupils, safer school gate and what are the benefits of these targets? What targets can we set and how can we measure them. Possibly discuss with Local authority officers. What is happening in technology that might change the future?	HWB 1-18a, -20a, HWB 1-25a, HWB 1-27a, HWB 1-28a TCH 1-01c
Solutions Suggested Lead Curricular Area – Social Studies	Solutions that meet the targets set in S3. E.g. projects to encourage walking and cycling, improving road safety skills and fitness levels, reduce congestion and pollution and improving air quality. Understanding why this is important and discuss the role renewable energy has in transport.	HWB 1-16a, HWB 1-18a, SCN 1-04b, SCN 1-20a SOC 1-08a, TCH 1-02a, MNU 1-20b
Design Plan/ Promotion Suggested Lead Curricular Area – Mathematics	Presenting all the above in a simple way (template available) as well as promoting the plan and taking forward the projects identified as achieving the targets.	MNU 1-10b, MNU 1-20b, MNU 1-21a TCH 1-04a, TCH 1-04b LIT 1-24a, LIT 1-26b TCH 1-01b MLAN 1-13a