

From mountain to sea

LEVEL 4

School Travel Planning and Curriculum for excellence
outcomes: LEVEL 4

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 demonstrates 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 4-02a, LIT 4-05a, LIT -07a, LIT 4-09a, LIT – 23a, LIT 4-28a, LIT 4-29 HWB 4-12a, HWB 4-13a, HWB 4-14a, HWB 4-19a SOC 4-09b MLAN 4-03a, MLAN 4-13a
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 interviews. To analysis of results may involve graph work, percentages, excel. Meet professional bodies to discuss.	LIT 4-05a, LIT 4-07a, LIT 4-09a, LIT 4-10a, LIT 4-23a MTH 4-07b, MTH 4-07c, MTH 4-20b, MTH 4-21a MNU 4-20b, MNU 4-21a
Using Maps Suggested Lead Curricular Area – Mathematics	Maps used to identify routes to school, distance and time, modes of transport. How planning policy and infrastructure might influence travel choices. Discuss what traffic modelling is.	MTH 4-17b, MTH 4-18a, MTH 4-18b SOC 4-09a, SOC 4-10a, SOC 4-14a MTH 4-17b
Action Plan Suggested Lead Curricular Area – Health and Wellbeing	What do you want 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 4-18a, 4-20a, HWB 4-25a, HWB 4-27a, HWB 4-28a TCH 4-01a, TCH 4-01c
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 3-16a, HWB 3-18a, SCN 4-04a, SCN 4-04b, SCN 4-20a, SCN 4-20b SOC 4-08a, SOC 4-09b TCH 4-02a MNU 4-20b
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. Remember your audience which may include visitors and other users of the building.	MNU 4-20b, MNU 4-21b TCH 4-014a LIT 4-24a, LIT 4-26b MLAN 4-12a, MLAN 4-13a

