

## **Curriculum for excellence outcomes: LEVEL 1**

### **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 (First Level)

Suggested Lead Curricular Area – Language – Literacy & English

## LANGUAGE - LITERACY AND ENGLISH

### (Listening and talking)

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions and clarity points by asking questions or by asking others to say more

LIT 1-09a

## LANGUAGE - LITERACY AND ENGLISH

### (Writing)

I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words

LIT 1-21a

I can write independently use appropriate punctuation and order and link my sentences in a way that makes sense

LIT 1-22a

Throughout the writing process, I can check that my writing makes sense

LIT 1-23a

## TECHNOLOGIES

### (Technological development)

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment

TCH 1-02a

## 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**

## MATHEMATICS

### (Information handling)

Using technology and other methods, I can display data simply clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale

MTH 1-21a

## 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 1-12a

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

HWB 1-13a

I know I can demonstrate how to travel safely

HWB 0-18a

Through taking part in a variety of events and activities, I am learning to recognise my own skills and ability as well as those of others

HWB 1-19a

I can describe some of the kinds of work that people do and I am finding out about the wider world of work

HWB 1-20a

## SOCIAL STUDIES

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

I can consider ways of looking after my school or community and can encourage others to care for their environment

SOC 1-08a

## SCIENCES

### (Planet earth)

I am aware of different types of energy around me and can show their importance to everyday life and my survival

SCN 1-04a

## TECHNOLOGIES

### (Technological developments in society)

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment

TCH 1-02a

## HEALTH AND WELLBEING

### (Physical education, physical activity and sport)

I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest to look after my body

HWB 1-27a

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

Suggested Lead Curricular Area – Language – Literacy & English

## LANGUAGE - LITERACY AND ENGLISH

### (Listening and talking)

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

LIT 1-02a

As I listen or watch I am learning to make notes under given heading and use these to understand what I have listened to or watched and create new texts.

LIT 1-05a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions

LIT 1-07a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions and clarify points by asking questions or by asking others to say more

LIT 1-09a

*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 or processes, share my opinions or persuade my reader in different ways

LIT 1-28a/ LIT 1-29a

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

## TRAVEL PLAN COMMITTEE

**It is a good idea to set up a travel plan committee who can take the plan forward.**

**This can include pupils, staff and parents; guest members could attend such as Grampian Police Road Safety Officers and the School Travel Plan Officer.**

**It could be a class project, form part of the eco group/ pupil council or Junior Road Safety Officers.**

## LANGUAGE – LITERACY AND ENGLISH (Writing)

Throughout the writing process, I can check that my writing makes sense. LIT 1-23a

*Achieved through note taking and minute taking of committee meetings.*

## 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 1-12a

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

HWB 1-13a

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

HWB 1-14a

Through taking part in a variety of events and activities, I am learning to recognise my own skills and ability as well as those of others

HWB 1-19a

*Achieved though committee discussions and shared ideas, which will take forward the school travel plan.*

*Mind maps are useful to note down ideas and suggestions*

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

Suggested Lead Curricular Area – Mathematics

## LANGUAGE - LITERACY AND ENGLISH

### (Listening and talking)

As I listen or watch I am learning to make notes under given heading and use these to understand what I have listened to or watched and create new texts. LIT 1-05a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions LIT 1-07a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions and clarify points by asking questions or by asking others to say more LIT 1-09a

*Achieved though consultation with school users to find out what traffic problems people feel exist, if any and what are the main causes e.g. too many cars parking in unsuitable places, poor crossing facilities etc - ; this may be discussions with classes about what they feel the traffic issues are, discussions with focus groups – involving pupils, parents or staff.*

## MATHEMATICS

### (Information handling)

I have explored a variety of ways in which data is presented and can ask and answer questions about the info it contains MTH 1-20a

Using technology and other methods, I can display data simply clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale MTH 1-21a

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

## CONSULTATION

**To form an understanding of what the travel issues are, it is best to 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. This will involve graph work, percentages, excel etc**

## MATHEMATICS

### (Number, money and measure)

I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MTH 1-03a

Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent MTH 1-07c

*Achieved though analysing survey results or looking at Hands Up Survey information*

*You could look at how your school compares with the Aberdeenshire average, taking the survey information and turning into percentages/ fractions e.g. 20 pupils come to school by car, this is 50% or 1/2 of all pupils.*

## MATHEMATICS

### (Information handling)

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria MTH 1-20b

*Analysing results from surveys, looking at what information is most interesting i.e. only 3% cycle to school but 50% of pupils say they would like to, or 80% of parents feel cars are causing congestion problems around the school.*

# School Travel Plan Outcome Map – Stage 3: Action Plan (First 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 0-18a

*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 can describe some of the kinds of work that people do and I am finding out about the wider world of work  
HWB 1-20a

*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 aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting  
SOC 1-04a

*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)

By exploring current news items of technological interest, I have raised questions on the issues and can share my thoughts  
TCH 1-01C

*Achieved though looking at green travel issues, new inventions to create renewable energy sources, electric cars, other fuels types.*

*Looking at the effects car emissions have on our planet, why it is important to think about your journeys and try other forms of transport where possible i.e. walking or cycling for short distances; rail or buses if available*

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

Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space  
HWB 1-25a

I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest to look after my body  
HWB 1-27a

I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing  
HWB 128a

*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*

# School Travel Plan Outcome Map – Stage 4: Solutions (First 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 1-16a

I know and can demonstrate how to travel safely HWB 1-18a

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

*Being aware of the risks involved in crossing the road, how to avoid them and how to be safe.*

## MATHEMATICS

### (Number, money and measure)

I can estimate how long or heavy an object is, or what amount it holds, using appropriate instruments and units HWB 1-11a

*Achieved through measuring space for cycle racks/ people shelters in the playground.*

## SOCIAL STUDIES

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

I can consider ways of looking after my school or community and can encourage others to care for their environment SOC 1-08a

*Understanding the problems congestion cause to the whole community and the environment – and starting to think of solutions the school, local community and individuals can do to tackle these problems.*

## SCIENCES

### (Planet earth)

I am aware of different types of energy around me and can show their importance to everyday life and my survival SCN 1-04a

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

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

## TECHNOLOGIES

### (Technological developments in society)

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment TCH 1-02a

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

*Learning how one can minimise their impact on the environment when it comes to travel.*

## SCIENCES

### (Topical studies)

I have contributed to discussions of current scientific news items to help develop my awareness of science SCN 1-20a

*Focussing on alternative fuels for transport; the importance it plays on society and current developments in this field.*

# School Travel Plan Outcome Map – Stage 5: Using maps (First Level)

Suggested Lead Curricular Area – Mathematics

## **MATHEMATICS**

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

I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning

MTH 1-17a

I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe positions

MTH 1-18a

*Achieved through looking at maps of the local area: allowing pupils to identify where they live in relation to the school; plan their journey to school from the map; and pointing out possible difficulties they encounter coming to school.*

*Walking distance maps are useful to allow pupils to form an understanding of time related to distance*

*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*

## **MATHEMATICS**

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

I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.

MTH – 1-10a

*Learning what time school starts and how long it would take to walk to school, what time you have to leave in the morning, how long a journey would take you by various means of transport.*

## **USING MAPS**

**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)**

Through activities in my local area, I have developed my mental map and sense of place, I can create and use maps of the area

SOC 1-14a

*Achieved through looking at maps of routes to schools. Walking to school helps children develop 'mental maps' of their local area and form a sense of place i.e.: where the school is located in relation to their house etc.*

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

Suggested Lead Curricular Area – Language – Literacy and English.

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

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture EXA 1-03a

I can use exploration and imagination to solve design problems related to real-life situations EXA 1-06a

*Achieved through pulling together all the information into a readable, visually enticing document.*

## **MATHEMATICS (Information handling)**

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria MTH 1-20b

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale MTH 1-21a

*Use all the information gathered to write the final plan. The use of ICT will be required.*

## **MATHEMATICES**

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

I can use a calendar to plan and be organised for key events for myself and my class throughout the year MNU 1-10b

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

## **DESIGN PLAN/ PROMOTION**

**After gathering all your information you can discuss how you would like to display this information. This could be a series of posters a leaflet or booklet. 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.**

## **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 1-04a

I can explore, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 1-04b

*Trying to develop a plan that will be well presented using different types of visual materials – ICT will help here.*

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

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features LIT 1-24a

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/ or useful for others LIT 1-26a

*Trying to develop a plan that will be well presented using different types of visual materials i.e. word/ graphs/ maps/ illustrations to encourage people to read the plan.*

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

I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for others people's presentations/ performances EXA 1-01a

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks EXA 1-02a

*Pulling together the plan in a presentable way using ICT software. Presenting the plan at an assembly will raise its awareness.*