

School Travel Plans and the School Curriculum Key Stage 3 and 4

The School Travel Plan (STP) is an ideal project for the School Council or a class of students to take on. The STP can provide students with work that enables learning across a range of subjects. Through work on an STP the students can gain very useful transferable skills in project management, negotiation skills, information and data research skills and presentation techniques. It is specifically relevant to Geography, Citizenship, PSHE, Science and English

The guide below gives some ideas for each subject area on how the School Travel Plan can contribute to the enrichment of the KS3 and 4 curriculum

Geography

- Investigate the issue of traffic congestion at a local level, gathering views and factual evidence. Information on [traffic congestion](#) **1b**
- Map the flows of traffic on main routes in the local area, to investigate links to land use and / or physical features **2e**
- Learn about and compare the differences in transport and land use in the UK and a developing country **6a (ii), 6g (iv)**
- Investigate sustainable development in a transport context by studying transport in Denmark, the Netherlands or Germany. Relate this to ideas for action to make travel to school more sustainable. Resources on [Sustainable travel in Denmark](#) **5b, 6j (iii)**
- Investigate changes in urban land use, for example the effects of a large housing development on transport. Suggest strategies that could minimise the impact of large scale developments **1c, 2c, 3d, 6g (iv)**
- Study the impact of the use of oil as an energy resource. Carry out a survey on amount of fuel consumption on the journey to school. Suggest ways of reducing our dependence on oil with reference to transport **5a, 6k (i, ii and iii)**
- Is traffic calming needed? Relate this to the local area around the school as part of the STP Resources on [traffic calming](#) **1e, 7c**

Citizenship

- Learn about the criminal and justice system of the UK through studying road collision cases **1a / 1a**
- Interview / write to local councillors to find out how the Council is improving sustainable transport **1c / 1d**
- Learn about how to take part in democratic decision making in the context of new local transportation developments **3c / 1d, 3b, 3c**
- Research how voluntary groups, local and national, have brought about improvements in sustainable transport locally, nationally, in Europe and internationally **1f / 1f**
- Learn about how employers and employees are impacting on Local Agenda 21 and sustainable development through creating workplace travel plans. Eg GlaxoSmithKline **1i / 1j**

PSHE

- Students keep a weekly activity diary to find out how much exercise they do. Find out if they do more or less than the national average. Students make plans to increase their physical activity including more walking and cycling trips **2f / 2a, 4c**
- Learn about obesity and its causes, linked to eating patterns and self-image. Find out ways in which society can reverse the rise of obesity, through ways in which to promote 'active travel' **2b, 2c, 2f / 2a, 2d**
- Prepare for students future role as drivers, commercial and private, by finding out about the requirements of the driving test and the responsibilities that fall on drivers, including the effects of drink and drug driving and related laws **2d / 2e**
- Discuss and debate the merits of the current sentencing regime available to the judiciary, in light of real cases where the sentencing was brought into question by the public and media **4g / 4g**
- Set up a peer advice service to provide timetables, route planning, lift share services, advice on walking and cycling and bike maintenance to the students in the school for travel to school or around the city **4a, 4c, 4e**
- Involve local councillors, other community leaders and local business people in STP meetings run by the student STP group to discuss improvements to the local area **4a, 4c, 4d, 4e**
- Take responsibility for planning healthy food menus for the school as one of the measures to improve the health of the young people **4a**

English - media and moving image texts

- Explore the differences between print and screen advertisements related to the THINK! Road Safety Campaign **5c**
- Examine various print or screen car advertisements to consider how the portrayal of cars may influence drivers' attitudes to speed **5d**
- Consider how different car advertisements are intended for different audiences, and how people will respond in different ways **5d**
- Investigate the market research that leads to the production of THINK! Road Safety campaigns **5a**
- Produce a drama about a road collision, including moral dilemmas that characters face to increase the tension and atmosphere **4a, 4b**

Science

Light and sound

- Design a test to evaluate the conspicuity / reflectivity of different materials. **Sc1 2a, 2b**

Energy resources and energy transfer

- Learn about and research fossil fuels. Present evidence about fossil fuels in a poster or factsheet. **Sc4 5a**
- Find out how renewable energy resources are / can be used, and any applications of them related to transport **Sc4 5a**

Forces and motion

- Explore the effects stopping distances on a moving object by varying the surface / friction it is travelling on. Relate this to road safety and different types of vehicle **Sc4 2d**
- Learn about safety devices on vehicles that counteract forces in a crash or skid **Sc4 2g**