

Eco-Schools Curricular Maps - Transport Topic

The series of 'Outcome Maps' in this document suggest how Curriculum for Excellence (CfE) Experiences and Outcomes may be delivered through the Eco-Schools Transport Topic

Eco-Schools Scotland commissioned experienced teachers to select outcomes they felt appropriate for each topic.

Please note:

- The selected outcomes for each Map are advisory – teachers may reject or add outcomes which they consider more appropriate to the context in which they plan to teach.
- Eco-Schools 'Outcome Maps' are for guidance purposes only, are not exhaustive and should not be viewed as limiting.
- The first map illustrates how closely the Seven Elements of the Eco-Schools Programme match core outcomes from CfE
- Each subsequent topic map is accompanied by a header which suggests possible 'lead curricular areas'. Again these are open to debate and amendment by teachers.
- While similar in format not all Maps are identical – topics such as Health and Wellbeing are so closely related to Eco-Schools topics that almost all outcomes are relevant.
- Each outcome is normally quoted in full along with its relevant CfE code.



Transport Topic: Early Level



Social studies (People, past events and societies)

- I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me. **SOC 0-04a** *Changes in transport over time*

Social Studies (People in society, economy and business)

- I am aware that different types of evidence can help me to find out about the world around me. **SOC 0-15a** *Gather information on how people get to nursery*

Health and wellbeing (Physical wellbeing)

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a** *Road safety training*
- I know and can demonstrate how to travel safely. **HWB 0-18a** *Safe routes to school, bike safety*

Health and Wellbeing (Physical activity and sport)

- I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a** *Walking to and from school*

Technologies (Technological developments in society and business)

- I enjoy playing with and exploring technologies to discover what they can do and how they can help us. **TCH 0-05a** *Different types of transport – noise and pollution*

Numeracy and Mathematics (Shape, position and movement)

- In movement, games, and using technology I can use simple directions and describe positions. **MTH 0-17a** *Games which include following directions. Simple program for Roamer*
- I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. **MNU 0-20a** *Monitor routes to nursery, what kind of transport is used, make a pictorial representation of results.*



Transport Topic: First Level



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** *Changes in transport over time*

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** *Transport survey*

Health and wellbeing (Physical wellbeing)

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 1-16a** *Road safety training*
- I know and can demonstrate how to travel safely. **HWB 1-18a** *Safe routes to school, bike safety*

Health and wellbeing (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** *Walking or cycling to and from school*

Technologies (Technological developments in society and business)

- I can explore the latest technologies and consider the ways in which they have developed. **TCH 1-05a** *Green travel issues: using renewable energy sources, electric cars, other fuels*

Numeracy and 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** *Simple maps to/from home*

Numeracy (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** *Travel to school surveys, tally marks, graphs*



Transport Topic: Second Level



Social studies (People, place and environment)

- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally- responsible way. **SOC 2-08a** *Transport pollution, healthier ways to travel*
- Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a** *School travel plans, bike lanes, park & ride, walking, buses.*

Health and wellbeing (Physical wellbeing)

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 2-16a** *Road safety training, cycling proficiency*
- I know and can demonstrate how to travel safely. **HWB 2-18a** *Safe routes to school, bike safety*

Health and wellbeing (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 2-25a** *Benefits of walking or cycling to and from school*

Technologies (Digital literacy)

- I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a** *Transport surveys, transport footprint, mapping software*

Technologies (Technological developments in Society and Business)

- I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. **TCH 2-06a** *School travel plans, carbon footprints from flights abroad, park and ride, car sharing*
- I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. **TCH 2-07a** *Green travel issues: new inventions to create new renewable energy sources, hybrid-electric cars*

Numeracy and Mathematics (Shape, position and movement)

- Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. **MTH 2-17c** *Safe routes to school, school travel planning.*

Numeracy and Mathematics (Information handling)

- I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. **MNU 2-20b** *Traffic survey, school journey surveys, maps, graphs*



Transport Topic: Third Level



Social studies (People, past events and societies)

- I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. **SOC 3-05a** *Changes in transport over time and economic growth*
- I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a** *Pollution from transport, impact of catalytic convertors, behavioural solutions: car share etc*

Social Studies (People in society, economy and business)

- I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a** *Obesity in the young due to car use, traffic pollution etc*

Health and wellbeing (Physical wellbeing)

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 3-16a** *Road safety training*
- I know and can demonstrate how to travel safely. **HWB 3-18a** *School travel plan, stranger danger*

Health and Wellbeing (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 3-25a** *Benefits of walking or cycling to and from school*

Technologies (Technological developments in Society and Business)

- I can evaluate the implications for individuals and societies of the ethical issues arising from technological developments. **TCH 3-06a** *Personal and commercial responsibility in choice of transport*
- I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business. **TCH 3-07a** *Relating to different modes of transport including finite and renewable energy sources*

Numeracy and Mathematics (Shape, position and movement)

- Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans and create accurate plans, and scale drawings of routes and journeys. **MTH 3-17b** *Shortest route to/from home*

Numeracy and Mathematics (Information handling)

- I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. **MTH 3-21a** *Travel to school surveys, tally marks, graphs*



Transport Topic: Fourth Level



Social studies (People, place, 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 4-09b** *Pupil involvement in a school travel plan or 'safe routes to school' programme*

Health and wellbeing (Physical wellbeing)

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 4-16a** *Road safety training, preparing future drivers*
- I know and can demonstrate how to travel safely. **HWB 4-18a** *School travel plan*

Technologies Technological developments in Society and Business

- I can present conclusions about the impact of technologies on the economy, politics and the environment. **TCH 4-07a** *Link to peak oil and the need for more sustainable energy sources e.g. hybrid vehicles, low emission, electrical, hydrogen powered*

Numeracy and Mathematics (Number, money and measure)

- I can use the link between time, speed and distance to carry out related calculations. **MNU 4-10b**
- 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 4-20a** *Gathering transport and passenger data from surveys can real-life data for delivering this inter-disciplinary outcome.*

Sciences (Forces, electricity and waves)

- By making accurate measurements of speed and acceleration, I can relate the motion of an object to the forces acting on it and apply this knowledge to transport safety. **SCN 4-07b** *Road safety lessons can provide practical experiences for delivering this outcome*