

Linking STARS to the National Curriculum

The most successful STARS schools find ways to integrate their programme into the curriculum: ensuring that safer, more sustainable transport promotion is embedded into the school's everyday practice. This approach is effective for a number of reasons:

- **Easier-** by integrating STARS into the curriculum, schools are able to meet the objectives of their travel plan while reducing the need for additional, extra-curricular activities
- **More effective-** delivering STARS promotion through the curriculum increases the impact and reach of STARS programmes, ensuring regular and frequent messages reach the school's community
- **Wider benefits-** integrating real-world issues, such as the objectives of the STARS programme, into the curriculum can be of benefit to teaching and learning by making lessons more impactful and creating opportunities for meaningful, task-focussed learning

3 easy steps

Here are three simple activities which will help you to integrate your STARS programme into the National Curriculum:

- **Maths-** work out percentages based on the school's hands-up survey
- **English-** write a news article about the school's STARS programme
- **Science-** compare different modes of travel's contribution to air pollution and climate change

There are almost limitless opportunities to integrate STARS initiatives into the curriculum. The following are some of the most common approaches:

- **Physical Education-** there are a number of opportunities to integrate travel and transport into the PE curriculum. For example, offering accredited cycle training (Bikeability) as part of PE as transport
- **Science-** learning about the impacts of air pollution and climate change offers a clear opportunity to relate the curriculum to your STARS programme: transport is one of the main causes of air pollution and contributes significantly to greenhouse gas emissions. Your school's travel plan and travel survey data can offer a fantastic opportunity to base learning on meaningful data.
- **Geography-** Transport is a common topic within the geography curriculum and offers a wide range of learning outcomes. As with the Science curriculum, school travel data can represent a useful and meaningful source of primary evidence for student's investigations.
- **Art and design-** task-focussed art and design projects, such as creating promotional posters, are a common and effective way of involving pupils in the STARS programme. These can have the added benefit of producing useable publicity materials.
- **English-** creative or persuasive writing can be a great way to engage students into your STARS programme. For example, creating articles to promote STARS initiatives or using travel as a stimulus for short story and poetry writing.

- **Mathematics-** STARS initiatives can offer great opportunities to relate learning to real-world examples. For example, handling hands-up survey data can be a meaningful way to learn to calculate percentages and averages.
- **History-** a range of resources are available which explore specific aspects of the development of the transport network. For instance, TfL's curriculum resources for cycling explore the history of the bicycle in terms of its invention and the cultural impact this had. This kind of learning offers a great way of indirectly promoting and celebrating the bicycle.
- **Citizenship-** Pupil involvement in activities such as JRSO and green travel teams can be a great way to integrate STARS into the citizenship curriculum. The travel plan can be a great opportunity for students to explore the schools and their own roles within the community.

Cross-curricular and project-based learning

Some of the most effective curriculum projects use a task-based approach in order to integrate learning across a range of subjects. Relating task-based learning to real world issues or activities gives an extra focus to projects and helps to make learning meaningful to students. The following case studies highlight examples of cross curricular projects which have supported the delivery of the STARS programme. The most effective of these approaches will explore a common project or topic across a range of subjects. This kind of cross-curricular project can be extremely impactful both in terms of teaching and learning and also in creating beneficial outcomes for your school's STARS programme.

Below are examples of cross-curricular projects and how they might fit into the curriculum:

Bike Week- Bike Week is an annual event which takes place in the early summer (normally around June). Bike week is supported by a range of government and charitable organisations and aims to promote cycling through an intensive burst of promotional and community-engagement activities.

Here are some examples of how your school could include Bike Week across different aspects of the curriculum:

- **Pastoral-** tutor or form time can be the best time to collect and collate information about student's journey to school which can support activities such as inter-school cycle challenges
- **Physical Education (PE)-** Cycling can be easily integrated into the PE curriculum and can be a fun and inclusive activity for students. On-street Bikeability training can be offered to older pupils as part of the PE curriculum. For younger pupils, off-street cycle skills activities such as obstacle courses can be a fun way of including cycling into PE lessons. Competitive cycling and other cycle-related sports, such as bike polo can be offered to older students as part of PE.
- **Science-** Bicycles offer a rich topic of study in the science curriculum. The mechanics of the bicycle can be used to introduce a range of concepts such as leverage and momentum.
- **Geography-** Bicycles offer a similarly rich area for study in Geography. Students could compare bicycles to other modes of transport in terms of their impact on the environment, carbon emissions etc. Alternatively, younger students might examine the cultural importance of the bicycle in different countries.
- **Mathematics-** Travel and transport can offer many opportunities to introduce or revisit previously studied mathematical processes. Finding percentages, averaging and handling statistics could all be introduced in relation to data from across your school, especially where you are taking part in a cycling challenge or similar activity.

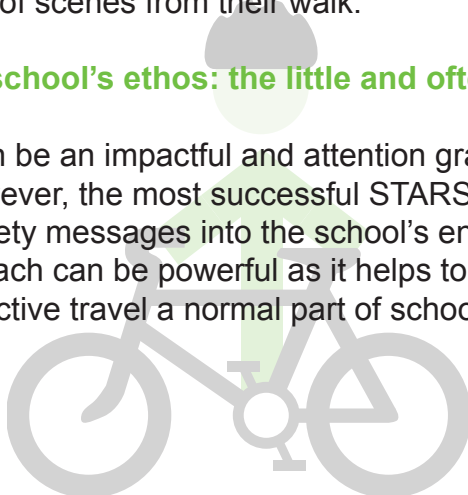
- **English-** You might wish to explore representation of the bicycle in literature and popular culture. There are a huge number of ways creative writing could create links to Bike Week. Writing to inform by composing news articles or personal accounts of cycling. You might want to challenge students to create promotional copy for your school's other Bike Week activities. Alternatively, you may wish to explore the bicycle through creative writing such as poems, acrostics, song lyrics or short stories.
- **History-** You might like to explore the history of the bicycle's invention and its impact on society and culture.
- **Art and design-** Bicycles are something of a design icon. Student could create drawings, paintings or collage of bicycles. You could also challenge students to design publicity materials for Bike Week, such as posters or leaflets. 'Bling your Bike' activities in which students decorate bicycles are often popular and can be a great way to encourage more students to bring their own bicycles to school.

Walk to School Week/Month- Walk to School Week takes place annually in May. International Walk to School Month takes place in October. In Britain, both events are supported by the walking charity Living Streets. There are a range of 'off-the-shelf' promotional materials offered by Living Street to support both primary and secondary schools and these will often offer themes which can be linked to the national curriculum. Furthermore, you could include your school's Walk to School activities into the curriculum in a variety of ways.

- **Pastoral-** collecting modes of travel data during registration.
- **Science-** There are a range of ways in which walking can be linked to the science curriculum. Biology lessons might look at the way the human body has developed for walking and compare this to that of other animals. You may also wish to investigate the effect of walking on physical health
- **Geography-** You may wish students to investigate children's experience of walking in different cultures. If your school is taking part in a walking challenge, it can be interesting to total the distances walked by everyone in your school in order to compare the total to distances between well known landmarks.
- **Mathematics-** As with Bike Week, you could use the data from your pupils' walking activities as the basis for a lesson on data-handling.
- **English-** Students could be asked to keep personal walking diaries, compose poems, acrostics or short stories. You may also wish to challenge them to write newsletters or other articles about the journey to school.
- **Art and design-** Students could design Walk to School posters, a walking trip can be an opportunity to collect materials for a collage or to photograph the local area and pupils could create drawings or paintings of scenes from their walk.

Embedding STARS into your school's ethos: the little and often approach

Large scale bursts of activity can be an impactful and attention grabbing way to include STARS in your school's curriculum. However, the most successful STARS schools will take this further by embedding active travel and safety messages into the school's entire curriculum throughout the year. This 'little and often' approach can be powerful as it helps to maintain the momentum of the STARS programme and make active travel a normal part of school life.



Case Study: St Anthony's Primary School, London Borough of Bromley

The school has fully integrated active travel into the school community's ethos, policy and curriculum. Initiatives such as WoW and JRSO are now embedded in the school and pupils promote and support these schemes by becoming WoW monitors and JRSOs.

The school works hard to incorporate active travel into lessons, assemblies and after-school clubs. All areas of active travel – health, safety and the environment – link into as many subject areas as possible. The school takes advantage of free resources and campaign and activities promoted and provided by the Council, TfL and groups such as Living Streets, as well as visits from outside organisations to provide Theatre in Education, training or talks about active travel.

Each year, the school also plans a series of activities linked to educating pupils about the benefits of using sustainable forms of travel. These are made available to all staff in the school for use in their lessons.

School staff constantly look for ways to develop and extend their already long list of existing activities. For example, the school carries out local walks to help children develop road safety skills and become more familiar with their surroundings. The school has succeeded in creating a substantial increase in active modes of travel to school by embedding their STARS programme into all aspects of the curriculum:

- **Geography**
 1. Traffic surveys of the local area and thinking about what can be done to improve the situation
 2. Thinking about how local land is used
 3. Investigating adult jobs around the school and in the community and how these people travel to work
 4. Ordnance survey mapping work to plan routes to nearby towns
- **PSHE**
 1. the benefits of walking and healthy eating
- **PE**
 1. thinking about how muscles and joints work when exercising and walking
- **History**
 1. visiting local sites on foot helps educate children regarding road safety and their surroundings
- **Science**
 1. the effects of exercise on the body
- **Art and design**
 1. lessons were used to participate in the Walk to School Week T-Shirt competition and the Road safety competition, cycle jersey competition and WoW badge design competition

“Pupils are more eager to engage in lessons and learning when the subject area is linked to their lives, skills and local area. This is because the subject matter is more ‘real’ to them, easier to comprehend and more satisfying if they are talking or learning about things they can really make a difference to. Pupils love to get involved, particularly in the JRSO and WoW monitor schemes. It provides them with a ‘job’ and things they can do to help teachers and other pupils, and often leads to improvements in their local environment.

Lessons are more entertaining when we have visitors coming in to discuss a range of issues. It's one of the things that school travel is great for because it links to many different areas. There are various organisations involved in promoting messages connected to active travel so there are always people you can ask to provide talks and training.

Embedding active travel in the curriculum takes a little initial work and planning, but the resulting benefits are most definitely worth the effort.” - St Anthony’s Primary School

Developing skills to support the curriculum

Your STARS programme will offer lots of content through which to develop students’ skills in core subjects:

English

Writing and compositions:

- Writing narratives about personal experiences and those of others (real and fictional) for example, recording experiences of active travel to school.
- Writing about real events- walk to school events, cycling initiatives, experiences of the journey to school etc
- Writing poetry- reflecting personal experiences can be a great way to explore young people’s experiences of travel and transport
- Writing for different purposes- for examples, writing to inform or persuade the reader-specific task focus relating to the travel plan

Reading- comprehension:

- Comprehension activities could focus on source material related to STARS

Speaking and listening:

- Presentations or assemblies can be a great way to promote STAR initiatives to your school’s community and are often assessable against the national curriculum

Maths and Science

Numeracy

- Handling and grouping travel data
- Working out percentages and deriving statistics from travel data
- Simple algebraic equations for example, deriving the speed of a journey from the distance and time

Measures and ratios

- Exploring the relationships between different measures of distance
- Working out the carbon emissions produced during journeys
- Working out calories burned during active travel

