

# Curriculum map

Age: 13-16



## 1. Speak up

### Learning objectives

- I know my responsibilities as a pedestrian, a passenger and a future driver and can manage difficult situations with my peers
- I know about issues affecting young drivers - such as peer pressure, speeding, seatbelts, inexperience and over confidence
- I have the communication skills that allow me to speak up in potentially dangerous and difficult road safety scenarios to influence a safer outcome

### Learning styles

- Peer to peer learning and mentoring opportunities
- RSE skills linked to wider personal and social skills acquisition e.g. learning to deal with peer pressure, demonstrating independence and leadership
- Active learning opportunities e.g. scripts to help them develop the confidence to know what to say to challenge people's attitudes and behaviours

### KS3 links

**Citizenship:** Developing confidence and responsibility and making the most of their abilities, Preparing to play an active role as citizens, Developing a healthy, safer lifestyle, Developing good relationships and respecting the differences between people

**English:** Reading, Spoken Language

### KS4 links

**Citizenship:** The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

**English:** Spoken English, Reading comprehension

## 2. THINK! Map investigation

### Learning objectives

- I know my responsibilities as a pedestrian, a passenger and a future driver
- I know about issues affecting young drivers such as peer pressure, speeding, seatbelts, inexperience and overconfidence
- I know the training requirements for learner drivers
- I know how to travel safely, independently and understand the benefits of sustainable travel

### Learning styles

- Active learning opportunities e.g. creating own road safety videos, coming up with safety solutions to local accident hot spots, using the THINK! Map tool to identify safer alternative routes
- Development of 'harder hitting' messaging on distractions e.g. mobile phones and headphones, and peer pressure
- A focus in later stages on preparing students for being young drivers

### KS3 links

**Citizenship:** Developing confidence and responsibility and making the most of their abilities, Preparing to play an active role as citizens, Developing a healthy, safer lifestyle, Developing good relationships and respecting the differences between people

**Geography:** Geographical skills and fieldwork

**Maths:** Statistics

### KS4 links

**Citizenship:** The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

**Science:** Energy, Forces and Motion (Physics)

**Maths:** Statistics

**English:** Spoken English, Reading comprehension

**Geography:** (see exam specification)



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## 3. Emergency stop

### Learning objectives

- I know the consequences of drugs and alcohol use in relation to driving
- I know my responsibilities as a pedestrian, a passenger and a future driver
- I know about issues affecting young drivers such as peer pressure, speeding, seatbelts, inexperience and overconfidence
- I know how to travel safely when I am on my own and understand the benefits of sustainable travel

### Learning styles

- Active learning opportunities e.g. physical activity to demonstrate reaction times
- Development of 'harder hitting' messaging on distractions e.g. mobile phones and headphones, and peer pressure e.g. playing chicken by roads
- A focus in later stages on preparing students for being young drivers

### KS3 links

**Citizenship:** Developing confidence and responsibility and making the most of their abilities, Preparing to play an active role as citizens, Developing a healthy, safer lifestyle, Developing good relationships and respecting the differences between people

**Geography:** Geographical skills and fieldwork

**Maths:** Statistics

### KS4 links

**Citizenship:** The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

**Maths:** Statistics

**Geography:** (see exam specification)

## 4. Campaign HQ

### Learning objectives

- I know about issues affecting young drivers such as peer pressure, speeding, seatbelts and inexperience
- I know my responsibilities as a pedestrian, a passenger and a future driver

### Learning styles

- Active learning opportunities e.g. coming up with safety solutions and campaigns to local accident hot spots, using the THINK! Map tool to identify safer alternative routes
- Students will consider the most effective strategies to persuade people to change their behaviour and become more responsible on and around the road whether they are a driver, a cyclist, a pedestrian or a passenger

### KS3 links

**Citizenship:** Developing confidence and responsibility and making the most of their abilities; Preparing to play an active role as citizens; Developing a healthy, safer lifestyle; Developing good relationships and respecting the differences between people

**Maths:** Statistics

**English:** Reading (non-fiction) Writing composition

**Geography:** Geographical skills and fieldwork

### KS4 links

**Citizenship:** The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

**English:** Reading, Writing, Spoken English

**Maths:** Statistics

**Geography:** (see exam specification)



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## 5. Dangerous habits

### Learning objectives

- I know my responsibilities as a pedestrian, a passenger and a future driver
- I know about issues affecting young drivers such as peer pressure, speeding, seatbelts, inexperience and overconfidence

### Learning styles

- Peer to peer learning and mentoring opportunities
- RSE skills linked to wider personal and social skills acquisition e.g. learning to deal with peer pressure, demonstrating independence and leadership
- Development of 'harder hitting' messaging on distractions e.g. mobile phones and headphones, and peer pressure
- A focus in later stages on preparing students for being young drivers

### KS3 links

**Citizenship:** Developing confidence and responsibility and making the most of their abilities; Preparing to play an active role as citizens; Developing a healthy, safer lifestyle; Developing good relationships and respecting the differences between people

**English:** Reading, Spoken language

### KS4 links

**Citizenship:** The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

**English:** Spoken English, Reading comprehension

## 6. Small changes

### Learning objectives

- I know how to travel safely independently and understand the benefits of sustainable travel

### Learning styles

- Peer to peer learning and mentoring opportunities
- RSE skills linked to wider personal and social skills acquisition e.g. learning to deal with peer pressure, demonstrating independence and leadership
- Active learning opportunities e.g. planning alternative routes/modes of transport to school, and recording progress
- A focus in later stages on preparing students for being young drivers

### KS2 links

**Citizenship:** Developing confidence and responsibility and making the most of their abilities; Preparing to play an active role as citizens; Developing a healthy, safer lifestyle; Developing good relationships and respecting the differences between people

**Maths:** Statistics

**English:** Reading (non-fiction), Writing composition, Spoken language

**Geography:** Geographical skills and fieldwork

### KS4 links

**Citizenship:** The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

**English:** Reading, Writing, Spoken English

**Maths:** Statistics

**Geography:** (see exam specification)

