

A quick-start guide

The **Big Street Survey** is a curriculum resource created by **Sustrans** to help pupils investigate their local area, consider what is good and bad, then produce a manifesto for change.

It's fun, it's inspiring and it can make a genuine change in the streets around your school.



Get going...

Visit www.sustrans.org.uk, **Big Street Survey page** and request to **download your resources** – make sure you request the right ones for your class, i.e. age group

- **Have a read through the lesson plan**, so you know what resources you might need and how to run the activities
- **Print out a handbook for each pupil**
- **Print out other resources as required in the lesson plan**
- **Have the PowerPoint up when doing the lesson**, it will take you through step-by-step.



Make your voice heard...

Pupils decide as a class which five changes they want in their manifesto

- **Submit your manifesto to local decision-makers**, such as councillors, local authority officers, transport professionals and the media.
- **Make an impact by being creative** – a manifesto can be five points on a piece of paper, but you could produce a presentation, use video and audio material, or add pictures and evidence.

What next?

Keep an eye on the Sustrans website for additional **Big Street Survey** activities in the future. We also have a wide range of other free resources, challenges and reward schemes. These include:

- **Sustrans Big Walk and Wheel**, the UK's largest walking, wheeling, scooting and cycling to school challenge.
- **Sustrans School Streets**, supporting local authorities, schools and local communities to close the roads around schools to motor traffic at drop off and pick up times
- **Bike to School week**, organised by Sustrans and the Bikeability Trust, celebrates cycling to school and the benefits of travelling actively for children.



Visit sustrans.org.uk/for-professionals/education/



Here are all the curriculum areas that the Big Street Survey can be used to explore.

We advise doing the activities over two afternoon sessions however you can do a shorter version by missing certain activities, as denoted in the lesson plan. These activities can always be done at a later time as extension lessons.

Aim

Exploring our community to make it better for us.

Enquiry theme and key questions

- How well do we know the area around the school?
- How do certain parts of the area around the school make us feel?
- How can we collect information about the area around the school and use it to improve the area?

Learning objectives: knowledge, understanding, skills, values

To establish the students' personal geographies (physical boundaries, perceptions) and emotional responses to different situations.

Prior knowledge

Local Area work in KS1 & 2.

Resources needed:

- PowerPoint
- Stopwatch
- Pupil booklet
- Pencils
- Clipboards
- Street Scenarios
- Tablet or Camera

Primary curriculum links - Northern Ireland

The world around us

- Interdependence
- Place
- Change over time

Language and Literacy

- Talking and listening

The Arts

- Art and design

Fieldwork

Use fieldwork to observe, measure, record and present the human and physical features in the local area. Use a range of methods, including:

- sketch maps, plans and graphs
- digital technologies

Assessment Opportunities:

Formative

Secondary curriculum links

Environment and Society - Geography

- Developing pupils as individuals
- Developing pupils as Contributors to Society
- Developing pupils as Contributors to the Economy and the Environment

Fieldwork

- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.