



## ENQUIRY THEME and key question(s)

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 suggest improvements?

## 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.

## Aim

Exploring our community to make it better.

### Resources and advance preparation:

- PowerPoint
- Pupil resource (handout)
- Pencils
- Street Action Street Trump sheet
- Street Scenarios
- Street Action cards
- Large map

### Cross Curriculum skills covered in this lesson:

Literacy Numeracy ICT

### National Curriculum or Exam Specification links:

KS3 Geography

#### 1. Key Concepts

- 1.1 Place - a, b
- 1.2 Space - a, b
- 1.3 Scale - a
- 1.4 Interdependence - a, b
- 1.7 Cultural understanding and diversity - b

#### 2. Key Processes

- 2.1 Geographical enquiry - a, b, c, d, e, f, g
- 2.2 Fieldwork and out of classroom learning - a
- 2.3 Graphicacy and visual literacy - b
- 2.4 Geographical Communication

#### 3. Range and content

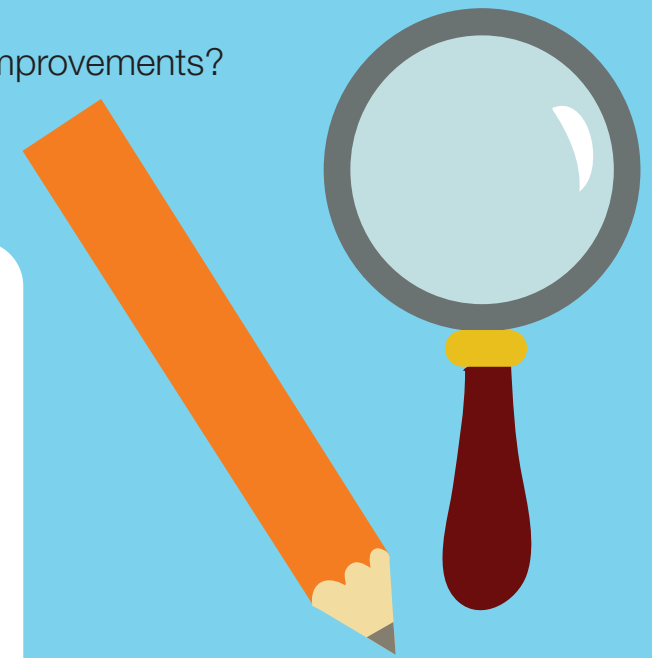
a, b, c, g, h

#### 4. Curriculum opportunities

a, b, c, d, e, f, g, i

### Assessment Opportunities:

Formative



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Starter**  
(10 mins)

Spot the difference

On the PowerPoint (or on printed sheets) put up a picture of a street prior to taking part in a DIY street project for **30 seconds** and get pupils to write down all the things that they notice on it.

Then show a street after the work has been done project for **30 seconds** and get pupils to write down all the things that they notice on it.

Then show both pictures together for the discussion.

- What differences did they see?
- Which picture do they like the most?
- Do they think the changes were expensive?
- Do they think the changes would be easy to do?

- Look at the first picture and write down all the things you notice about it
- Look at the second picture and write down all the things you notice about it
- What differences do you notice between the two photos?
- Answer the questions about the pictures.

- PowerPoint



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Activity 1**  
(25 mins)

Street Trump carousel

Use the PowerPoint to walk the students through the activity

- Place the **street trump card sheets** on each of the desks (you can cut into individual cards if you prefer)
- Place one of the **scenario sheets** on each of the tables (cut these out into individual scenarios)
- Explain that each of the street trump cards describes a **Street Action** and uses the scoring system to show its positives and negatives as well as the cost!
- Explain that that on each table there will be a sheet that explains a specific scenario, they must read the scenario and decide which of the street action street trumps best applies to it (they record this on scrap paper). They will have **5 minutes** to make their choices (as a table group)
- The sheets or pupils will then carousel around the classroom until they have completed all the scenarios
- Discuss with the pupils the solutions they came up with for each scenario and the reasons why they made their choices.

Read the scenario as a table group.

- **Discuss** which of the **Street Actions** from the Street Trumps would be best for scenario described
- **Record** your choices on scrap paper
- **Repeat** for each of the scenarios
- Discuss as a class the **Street Actions** you have chosen and why.

- PowerPoint
- Street Trump sheets
- Scenario sheets



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Activity 2**  
 (15 mins)

Map It Better

Use a large map that you have printed out or sketched of the area around school.

- Stick the map down on a table in a prominent position
- Discuss with the pupils what they thought were good **Street Actions** from the previous activity and which of those do they think will work best where you live
- Using the **Street Action** cards, plan out how you would make your street(s) better. You can rearrange as much as you want, but once you have decided you can stick everything down.

- Put forward the best street actions for the area you live in
- Move the **Street Action** cards around until you have come up with the perfect solution for your street(s).

- Large map of area around school
- Street Action cards



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Plenary**  
(10 mins)

Our Manifesto

- From the solutions that have been suggested from the outcomes of **Map It Better**, ask the pupils to come up with their five actions to improve their community that can be written as a manifesto
- **As a class** go round each group and get them to give you one of their favourite actions (one per table at a time) – ask them to justify their choice and ask the class if they agree with their choice. If it is agreed by all, write it down as one of the five points in your **manifesto**.
- Keep going round the groups until you have all **five**.

**Explore options for bringing the manifesto to life (poster, collage, video, wall display etc.) so it can be effective in lobbying decision makers. You can combine it with your map for a greater visual effect.**

\* If you would like to extend the lesson further, you may want to request a temporary street closure, to work out the actions and plans you came up with in Map It Better. More information on how you can do this can be found at [www.sustrans.org.uk/our-services/what-we-do/improving-streets](http://www.sustrans.org.uk/our-services/what-we-do/improving-streets)

- Share your actions on your table in order to come up with a list of your five best actions. You need to be able to justify your choices
- Share one of your table's best actions when asked; explain why your choice is important, contributing it to the manifesto before presenting it in a creative way to decision-makers.

A decision-maker may be an elected national representative (either in Westminster or in devolved nation government) or elected local representative (eg a councillor). It could also be a local authority officer (such as a head of Children's Services, Education, or Highways/Transport).

- Pupil handout
- Pencils