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.

BIG STREET SURVEY
Making our community a better place

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 neec 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.
- **Contact your MP,** once the changes are decided submit your manifesto straight to your MP.

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 Pedal,** the UK's largest inter-school cycling, walking and scooting 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

- **The Learning Journey,** five key themes to help teachers link active travel with the national curriculum

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

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Curriculum Links

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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 and advance preparation:

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

Primary curriculum links

Locational knowledge
Land-use patterns: understand how some of these aspects have changed over time.

Human and physical geography
Describe and understand key aspects of: human geography including types of settlement and land use.

Geographical skills and 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
- use digital technologies

Assessment Opportunities:
Formative

Secondary curriculum links

KS3 Geography

Locational knowledge
Land-use patterns: understand how some of these aspects have changed over time.

Human and physical geography
Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in Human geography relating to:

- population and urbanisation
- international development
- economic activity in the primary, secondary, tertiary and quaternary sectors
- the use of natural resources

Geographical skills and 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.

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