

The **WORLD** in our street

CDEC has always been fascinated by this wonderfully diverse street – literally the world in our street. We have mapped, photographed and gathered stories of those who live and work in Brook Street. In partnership with Chester Bluecoat CE, Hoole CE and Oldfield Primary Schools.



The Street

Indian curry, Polish sausages, Turkish baklava, Afro hair stylists ... Brook Street has got it all!

Brook Street is alive to the sights, sounds and smells of cuisine from around the world, shops from all corners of the earth, traditional British pubs, second-hand shops and even a Thai massage therapy centre. Brook Street, one of the most culturally diverse streets in the city of Chester and in Cheshire, has a rich in heritage.

Brook Street is the world in miniature; people from all different places, different cultures and different backgrounds, working and living together. You might expect this to cause conflicts, but nothing could be further from the truth. Brook Street is more than bricks and mortar. It is a community, where the elderly and vulnerable are supported and assisted, young people are eagerly accepted and diversity is welcomed. Brook Street is a community where neighbours respect and support one another regardless of age, gender, race or creed.

The Diversity

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences.

It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

“Diversity” means more than just acknowledging and tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of people, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognising that discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

The Resource

This resource has been produced in partnership with the people who live and work in Brook Street. They have contributed their time and information to the project and have worked with children from local schools.

This resource, grounded in the community of Brook Street, as well as in the National Curriculum, will enable other children and schools to develop an understanding of and to celebrate the diversity of Brook Street, either through visiting the street or by visiting it virtually, through photographs, maps and people's stories, both written and audio.

The activities are designed, so they can be used discretely or in combination, to help your pupils, not just look at Brook Street, but to really see and to appreciate, to question and to challenge what they see and so by help them understand the wealth of diversity. It is hoped that the children will find the activities practical, stimulating and fun and that they help them understand the potential richness and variety to be found in Brook Street.

The activities, which link to national curriculum objectives, can be drawn into a cross-curricular (topic) scheme of work with the activities differentiated and amended for different age and ability pupils.

Aspects of the Resource

Before and during any visit or 'virtual visit' to any area, the use of maps is essential.

Today, there are many on-line maps, such as 'Google maps' and 'Digimap,' a members' subscription site, which is effective in supporting the NC Geography.

These maps and resources can be used, not only to plan fieldwork, view current day maps, maps from the past and aerial photographs of the area, but also for the children to customise their maps following fieldwork (or virtual fieldwork) by adding their own text and photographs, to calculate distances and locate features using grid references etc.

Acknowledgments

Author of Resource: Elaine Jackson

Photographs: Colum Wilde,
Heather Swainston

Land Use Survey Map: John Lewis

Interviews with Business proprietors, workers and residents:

Heather Swainston and Emma Kelly

Graphic Design: HKA Design

Funding: Cheshire West and Chester,
Promoting Equality and Diversity Fund.

Author of Resource: Elaine Jackson

Elaine is a graduate in geography and formerly a Primary Head teacher and Head of School Improvement (Trafford Council), currently working as Visiting Lecturer at University of Chester. She was Chair of the Geographical Association's Early Years and Primary Committee (2001 to 2007) and is Chair of Trustees of CDEC Developing Global Learning. Elaine is author of numerous geographical books for primary aged pupils and books to support teachers in planning the curriculum.

Contents



Overview Across the Curriculum

Brief explanation of each curriculum area covered, the activities and the resources, all clearly signposted.



PDF slideshows

- A Trip down Brook Street
- Brook Street Photographs from the Past



Photographs of Brook Street

Each photograph is labeled with name and number of building (April 2016):

- West side of Brook Street
- East side of Brook Street
- Brook Street Sign
- Brookdale Place
- Canal from Cow Lane Bridge
- Brook Street Mural
- Street Views



Land use map(s) of Brook Street (Dec 2014)



The stories from Brook Street

Words from the people of Brook Street.

- Written
- Audio



Areas of the Curriculum covered

The folders contain teachers' notes, pupil activities, PDF slideshow presentations etc.

The resources are clearly signposted from the subject overview, as well as from the 'Overview across the curriculum':

- | | | |
|-------------|-----------|----------------|
| • Geography | • D & T | • Music |
| • Diversity | • English | • P.E. & Dance |
| • History | • Maths | • Citizenship |
| • Art | • IT | |

Overview across the curriculum

ART

- A 1** Select an art technique to create an image of Brook Street– collage, sketch, painting, clay modelling, 3D art, etc.
- A 2** Drawing: Brook Street - one point perspective.
- A 3** Brook Street Mural.
- A 3b** Mural Creation: Create, in any combination of medium, a mural that looks at the past, present and future of Brook Street.
- A 3c** Research the life and work of Gary Drostle. Find out about the work of other street artists, such as Banksy.
- A 4a** Create a photomontage of Brook Street. Some children may wish to use IT to create a montage of Brook Street.
- A 4b** Picture Collage: Using the photographs, ask children to create a 'Picture Collage' of different uses of buildings and land down Brook Street.
- A 4c** Brook Street in just one image!
- A 5** Colourful landscapes: Ask the children to make a simple pencil sketch of Brook Street. Think carefully about colouring in the sketch.
- A 6** Collages & Foodscapes e.g. in the style of artist, Carl Warner (incredible creations using sweets, fruits and vegetables – plus some pins and superglue).

Overview across the curriculum

Design & Technology

- D&T 1a** As a class, construct and create a miniature Brook Street using junk modeling e.g. cardboard boxes.
- D&T 1b** As a class, construct and create a miniature Brook Street using lego.
- D&T 1c** Cereal box suitcases: Make suitcases out of cereal boxes and inside display information about the places where people of Brook Street originally came from.
- D&T 2** Plan, design and create shop front for their intended business on Brook Street (Dragons' den link).
- D&T 3** Opening the doors: Photographs of individual shops can be made to be the front door of the shop, which can then open to reveal some of the thoughts and feelings of the children about what is sold there and why. Use drawings, pictures & text.
- D&T 4a** World Breakfast in Brook Street (Link to IT).
- D&T 4b** Discuss what cuisine is. Cook food from different places in the world, which might be served in a restaurant on Brook Street.
- D&T 5** Write a menu for a new 'global' restaurant opening on Brook Street, which is going to celebrate food from around the world, particularly from places where the residents and business people have connections.
- D&T 6** Explore Asian flavours and cooking.
- D&T 7a** The world in a soup bowl!
- D&T 7b** Bread Around the World.
- D&T 8** If Brook Street was a recipe.
- D&T 9** Guess Where!

Overview across the curriculum

English

- En 1** Dragon's Den Activity: Speaking & listening; Persuasive writing (generate ideas, drafting & redrafting; debating & advertising; exaggeration and persuasion; formal writing; presentation to Dragons etc.)
- En 2** How might an estate agent sell a property in Brook Street?
- En 3a** Write a haiku about the environment in Brook Street.
- En 3b** Write and perform a rap about Brook Street.
- En 3c** Tweet: What message might you Tweet about Brook Street?
- En 3d** Postcard.
- En 4** Wordscapes: Produce a wordscape of this Brook Street.
- En 5** Write the opening of a mystery novel.
- En 6** Write a description (no more than 140 words) of the location of Brook Street, as a geographer.
- D&T 9** Guess Where!

Overview across the curriculum

Maths

M 1

Opening times & Menus: Problem Solving.

M 2

Shopping ... (Polish Supermarket M2a, BG Bulgarian Bakery M2b, Boca Artisan Bakery etc.).

M 3

Distances: Using Digimap or Google maps to calculate distance to places along Brook.

Overview across the curriculum

History

- H 1a** Read 'The History of Brook Street'.
Look at old maps to support your research and understanding of how the area developed.
- H 1b** Why was the street called Brook Street?
- H 2a** Describe the development of Brook Street through history.
- H 2b** What might Brook Street have looked like in the past?
- H 3** Read 'Newtown & the Industrial Revolution'.
Look at old maps to support your research and understanding of how the area developed.
- H 4a** Read 'Brook Street and the Cattle Market'.
Look at old maps to support your research and understanding of how the area developed.
- H 4b** Sights, smells and sounds of the cattle market.
- H 4c** What would you do if a cow or pig escaped as the farmers loaded and unloaded them or herded them along Brook Street in 1900?
- H 4d** Write a report for the local News Paper about a pig or cow that escaped from the market.
- OR
- Write the adventures of a piglet who escaped from the market.
- D&T 9** Guess Where!

Overview across the curriculum

Geography Creating a sense of place

- G** Activities: The World in our Street: Using Photographs PDF slideshow.
- G a** This is Brook Street Fieldwork & Enquiry Questions PDF slideshow.
- G b** Eight ways of thinking about Brook Street.
- G 1** Risk Assessments: Use images of Brook Street to identify hazards and actions you could take to keep safe. Ask the children to write their own risk assessments.
- G 2** Hazards & Accessibility Hazards, different users and making Brook Street more user-friendly?
- G 2** Accessibility (Stepping into other people's shoes)
How does Brook Street look from different people's perspectives.
- G 3** Digimap, Googlemaps & other mapping tools. Using mapping tools to plan fieldwork, customize maps by adding text, photographs, view maps from the past, aerial photographs of the area, calculate distances, locate features using grid references etc. (Link to M3)
Use maps, road atlases and / or online maps, write directions from your school to Brook Street.
- G 4** Nested hierarchies (Activities G4.1; G4.2 & G4.4) & 'Where in the World is Brook Street (Ppt. G4.3).
- G 5** Draw a 'field' sketch to show Brook Street. Don't forget to label it to show key features on your map and which way you are facing.
- En 6** Write a description of Brook Street as a Geographer.
- G 6** How are we connected round the world / linked to other places in the world?
- G 6** Notes on interviews with residents and business owners.
- G 6a** One Place, Many Stories.
- G 6b** Brook Street Washing Line.

Overview across the curriculum

- G 6c** Class Quilt.
- G 6d** Flags of Brook Street.
- G 6e** Elsewhere here. Identify and explain all visible and invisible connections to other places in the world.
- G 7a** Land Use Survey.
- G 7b** Look Up! Look at Brook Street from a different view.
- G 8a** Assessing Brook Street. What's available?
- G 8b** What do the people who live and / or work in the street think about it?
- G 8c** Fieldwork questionnaire.
- G 8d** Record likes & dislikes about the street.
- G 9a** Hear ye ... Produce a sound map of Brook Street at 3 locations.
- or
- G 9b** Hear ye ... Produce a sound map of Brook Street, recording and using recordings of sounds.
- G 10a** Produce and publish a leaflet about the Brook Street for new residents.
- G 10b** The Good, the Bad & the just plain Ugly!
- G 10c** How could the street be improved? Look for derelict or damaged land and buildings. Ask the children to draw up plans for improvements and present them to a "public meeting" OR enter the Dragons' Den.
- G 10d** Imagine staying with friends in the Brook Street area. Write a postcard home describing how you have passed your time.
- G 11a** How is Brook Street changing?
- G 12a** Parking Enquiry.
- G 12b** Litter Problem Enquiry.
- En 13** Dragon's Den Activity.

Overview across the curriculum

Citizenship

EN1

Dragon's Den Activity.

C 1

Homelessness.

Overview across the curriculum

Geography & Diversity

G&D 1

(G6a, G6b, G6c & G6d)

G 6 a

One Place, Many Stories.

G 6 b

Brook Street Washing Line.

G 6 c

Class Quilt - The world in one street.

G 6 d

Flags of Brook Street.

G&D 2a

We all sing with the same voice.

G&D 2b

Hello to all the children of the world song.

G&D 3

The crayon box that talked.

G&D 4 a/b

Something Else.

G&D 5

How many different cultures are reflected in the urban fabric of Brook Street?
How are they represented?

G&D 6

Food around the world.
What different cuisines (food) can I eat at restaurants in Brook Street?

Overview across the curriculum

Modern Foreign Language

- MFL 1a** Saying 'Hello'.
- MFL 1b** Saying 'Thank You' in different languages.
- MFL 1c** School Lunches.
- M 2** Buying snacks at DG Bakery (Bulgarian).
- M 2** Buying groceries at Polish Mini Market.
Researching basic Turkish, Indian and Chinese language and customs.

Overview across the curriculum

Information Technology

IT P1

Produce a promotional calendar for Brook Street to attract tourists to visit.

Use 12 images, one for each month. The images should represent the entire Street and should be captioned to explain why they have been chosen.

Use a calendar creator tool.

D&T 4a

World Breakfast in Brook Street.

Produce a powerpoint slide to add to a presentation.

G 10a

Produce and publish a leaflet about the Brook Street for new residents.

What would you include in the leaflet and what would you leave out?

IT P2

Produce a poster to represent Brook Street

Email council for information about Brook Street (formal writing).

Overview across the curriculum

MUSIC

Mu 1

Listen to music from the different countries / cultures represented in Brook Street. Explain about each culture and how music plays a role in their cultures and celebrating traditions. Talk about what instruments are used.

G&D 1a/1b

Songs: Diversity.

G&D 1a

We all sing with the same voice.

G&D 1b

Hello to all the children of the world song.

Mu 2b

Hello in different languages.

Mu 3

Compose a piece of music to represent Brook Street.

Mu 4

Imagine you are in a music band and have just recorded an album based on the Brook Street area.
What would the track names be?
Write a series of one-line programme notes for each track.

Mu 5

Around the world in 80 songs.
Ask the children to try to find 80 songs, which mention places names from around the world.
Can the children locate these places on a map?

Mu 6

Write a song about Brook Street and put it to music.

Mu 7

Read the notes from the interview with Mike at *'In the Land of Grey n Pink Collectors Records'*.

Do you know what these are?:

- Vinyl LP albums
- Vinyl LP 7" and 12" singles
- CD albums and singles

Discuss the different sorts of music he sells.
See activity sheet.

Overview across the curriculum

Physical Education & Dance

- PE&D 1** Dee Sports Shop: Link to swimming lessons.
Find out about diving. If you could dive, where would you like to go for a diving holiday?
Why?
- PE&D 2** Read the interview with Stewart Tattersall of Dee Sports.
- PE&D 3a** Tutu Shop: Read the notes of the interview with Trudi.
- PE&D 3b** Make a tutu using tulle. Find a simple recipe and make a tutu.
- PE&D 4** Ballet: Learn some simple ballet steps.
- PE&D 5** Possibly use: BBC Dance Workshop (Aut 2016) iPlayer radio:
Street Dance & Extreme sport.