



Where
CURIOSITY
HATCHES,
creativity takes *flight* and *learning* SOARS
TO A SKY OF
opportunity.

Geography (Fieldwork)

In June 2021, Ofsted published a review of the geography curriculum and the factors that influence the quality of the subject. Gov.co.uk states that:

“The subject has had a relatively low status in primary schools, and over time there has been a gradual decline in the amount of time spent studying geography in the classroom.” - [Gov.co.uk](https://www.gov.uk)

Conceptual development

Fieldwork helps to bridge the divide between the classroom and the real world. It also helps to reinforce the children’s knowledge of geographical vocabulary such as, ‘natural resources’, ‘human geography’, ‘settlement’, and ‘vegetation.’

Real research skills

Children will be given the opportunity to learn skills of enquiry, such as:

- observational skills;
- data collection;

- data analysis;
- map work; and
- investigative skills

EYFS

EYFS pupils have plentiful opportunities to freely **explore their EYFS setting** and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church or mosque). They can become familiar with these places through first-hand sensory exploration, observation and talk.

They should have opportunities to ask questions and follow their own interests. These early experiences will provide opportunities for language development as pupils name and describe what they see in discussion with peers and adults. Young pupils should be provided with opportunities to:

- explore their setting's outdoor area, noticing and **naming its features** (e.g. play equipment, different areas and surfaces, flower beds)
- experience different **weather conditions** and their impact on the environment
- examine and discuss natural objects (e.g. leaves, twigs, stones)
- explore the immediate local area through walks and visits to selected sites during and after their explorations, pupils should have opportunities to record what they observe and notice by: using small world play or the role play area to represent a visited place, making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park), taking digital photos (e.g. of a collection of natural objects, buildings in the locality), sequencing photos to recall features seen on a visit or short walk, drawing a map (e.g. of the outdoor area)
- counting (e.g. cars parked at the start/end of the day) or expressing their feelings about places they visit, saying which features they like/dislike.

Children can:

- use **large scale maps and aerial images** from Digimap for Schools, either printed or accessed directly tablets, to match features they encounter on their route to features on the map.
- **create journey strings** by collecting e.g. leaves and other natural objects, or by taking photographs for a digital version.
- notice seasonal changes and / or gather weather data. The school grounds could be used to fly kites or wind streamers and use compasses with support to check the wind direction.
- **carry out a 'Geographical Drift' walk**. This involves deciding what to look out for whilst on the walk. It might be an object such as a post box, a colour or patterns of straight lines. Children enjoy choosing something as a class they can search for together and it helps focus attention to what they see. A Drift can also provoke much discussion and surprise, for example the colour yellow might be found on gates, doors, parking lines and flowers. Children can discuss what they spot and where, and whether they managed many observations or just a few. Back in class they can add their findings to a class map.
- use the school grounds for a treasure hunt following clues on a map.
- investigate the best place to hold a Teddy Bear's Picnic in the school grounds.

Fieldwork skills:

Below is a list of many of the fieldwork skills featured in our curriculum.

<u>Observing</u>	<u>Measuring</u>
<ul style="list-style-type: none">• Maps and compasses to follow routes.• Annotated field sketches.• Aerial photographs (London Eye trip)• Magnifying glasses to observe in more detail and classify.• Sketch maps.	<ul style="list-style-type: none">• Rain gauges• Thermometers.• Non-standard measurements (for example, drawing around a puddle with chalk in EYFS).
<u>Recording</u>	<u>Presenting</u>
<ul style="list-style-type: none">• Drawing routes on maps.• Annotated maps.• Digital photographs.• Questionnaires.• Interviews.• Tally charts.• Tick sheets• Sketch maps to show spatial patterns.	<ul style="list-style-type: none">• Bar charts• Presentations.• Slideshows.• Verbal.• Video.


Fieldwork Vocabulary Progression:

<u>EYFS</u>		<u>Year 1</u>	<u>Year 2</u>
<ul style="list-style-type: none"> ● identify ● look ● photograph ● route ● search ● feel ● notice ● observe ● see ● smell ● sound ● touch 		<ul style="list-style-type: none"> ● compass ● rain gauge ● thermometer ● temperature ● weather vane ● birds eye view ● tick list ● data 	<ul style="list-style-type: none"> ● survey ● tally chart ● bar chart ● data collection
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> ● destination ● evaluate ● compare ● improvement ● annotate 	<ul style="list-style-type: none"> ● risk ● enquiry ● analyse ● present ● interpret 	<ul style="list-style-type: none"> ● sample ● evidence ● digital technologies 	<ul style="list-style-type: none"> ● interview ● quote ● live data ● consideration ● justify

	<ul style="list-style-type: none"> ● source ● sample size ● reliability ● limitations 		<ul style="list-style-type: none"> ● issue ● viewpoint ● data collection methods ● subjective ● audience ● recommendation
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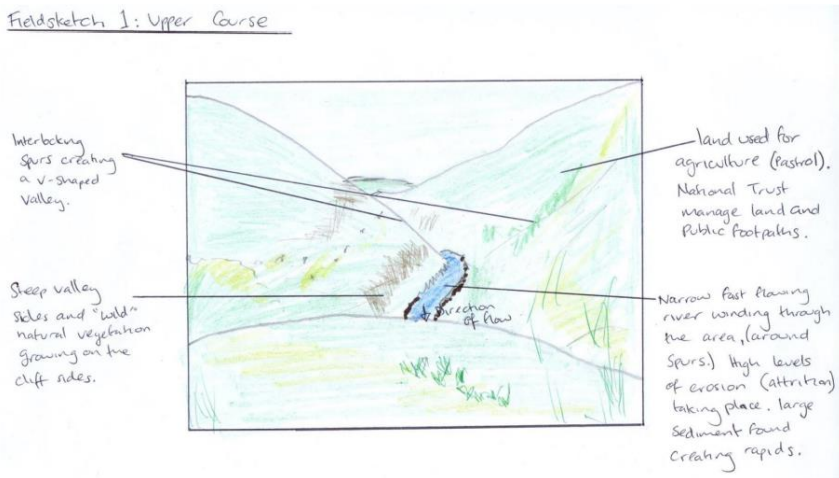
Key Stage 1

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
	<i>Year 1</i>	<i>Year 2</i>
Taught within the Geography FOS units	<p>Autumn Term 2 Companion Project 'Our Wonderful World.'</p> <p>LI: Physical features of local area (lesson Woodlands, Hedgerows and Meadows and lesson 'local human physical enquiry.')</p> <ul style="list-style-type: none"> ➔ Walk within school grounds. Tick sheet recording what they have spotted. Answer geographical questions e.g. What would happen if a logging company cut down all the trees? ➔ Local and physical enquiry. Children walk around the local area to spot the river, offices etc. Tick sheet activity with geographical questioning at the end. <p>Spring Term (London's Calling)</p> <p>LI: Human features of a local area (Lesson human features in the locality)</p>	<p>Autumn Term Companion Project 'Let's Explore the world.'</p> <p>LI: Ask and answer simple geographical questions through observation or simple data collection</p> <ul style="list-style-type: none"> ➔ 'How many different vehicle types travel past our school?' (Collect as a tally chart and present as a block chart. Answer questions relating to the data collected)

	<p>→ Local walk. Tick sheet of human features e.g. church, factory</p>	
Curriculum linked opportunities	<p>Science (All year)</p> <p>LI: To find out what the weather is like in the school grounds</p> <p>→ Temperature recording using a thermometer.</p>  <p>DT (Autumn Term 1: Shelters)</p> <p>LI: Identify human features of a local area</p> <p>→ Children to go on a local walk and identify different shelters that they can spot (tick sheet)</p>	
Trip opportunities		<p>Southend on Sea (Summer Term)</p> <p>LI: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p>→ Recording data: Complete a tally chart for the number of certain types of features e.g. fish & chip shops / arcades / hotels. Present results and answer questions.</p> <p>→ Observation: What living / non-living items can you find in a 1m² area on the beach. How does it compare to other areas of the beach?</p>

Lower Key Stage 2

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Year 3	Year 4
<p>Taught within the Geography FOS units</p>	<p>Autumn Term Companion Project 'One Planet, Our World.'</p> <p>LI: Explain how the weather affects the use of urban and rural environments (Lesson: Weather and the local environment)</p> <p>→ 'How does the weather affect our local environment?' (tally)</p>	
<p>Trip opportunities</p>	<p>Experience: Quarredon Ruins (Autumn 2 walk)</p> <p>LI: To explore changes in Geography of your local area</p> <p>→ Children will walk to Quarrendon Ruins. Before the day and along the way they will:</p> <p>1. Mapping your local area and planning your investigation</p> <p>In order to plan your fieldwork you will need maps of your local area, which can be sourced from the Ordnance Survey, Esri UK or Google Earth. School has a subscription to: Ordnance Survey's Digi Map (Digital technology)</p> <p>Plan the route:</p> <ul style="list-style-type: none"> • Children to use geographical terminology when they are describing directions, e.g. north, south, east and west; use the scale (or ruler bar on Google Earth) to measure the length of their route • What information can you find from the key e.g. are there green spaces already marked on a map? From the map symbols, can you see whether the housing is terraced, detached or semi-detached? • Can the children identify places on the local map that they already know about, such as their homes or places of local interest? • What physical features can you identify from the map e.g. streams and rivers, hills and valleys, woodland or fields? <p>Recording data in the field: (Need to take the cameras for children to take their own photographs)</p>	<p>Henley River & Rowing Museum (River walk – Spring Term)</p> <p>LI: To create a field sketch, identifying the geographical features of a river.</p> <p>→ Draw a brief sketch of the river, looking either up or down stream. Take a compass and record the direction they are looking for their sketches and also which direction the river is flowing.</p> <p>→ Using the sketches, focus on the key features of the river and label the sketches using appropriate geographical terms e.g. bank, channel, meander.</p> <p>Example drawings:</p> <p><i>Fieldsketch 1: Upper Course</i></p> 

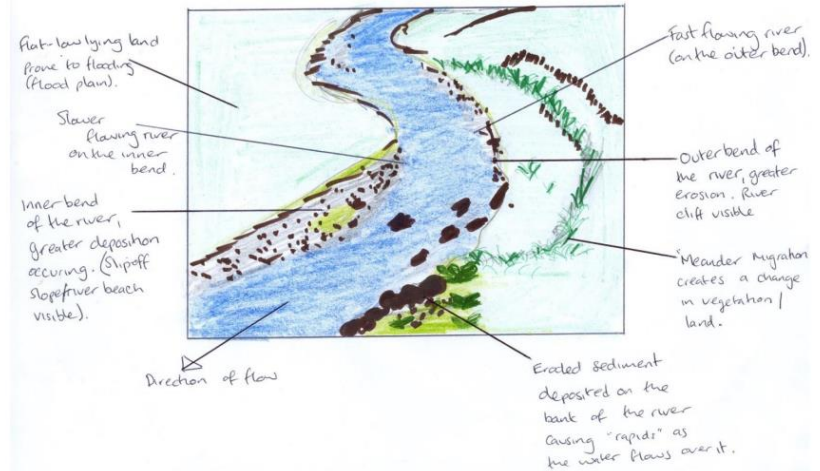
- **Field sketches** of different scenes
 - Taking photographs and recording the location and information they are collecting (**digital technology**)
- The following table could be adapted for this.

Can we find the following in our local area?	Evidence
Terrace housing	Field sketch or photograph
Semi-detached housing	Field sketch or photograph
A river	Field sketch or photograph
A park	Field sketch or photograph
etc	

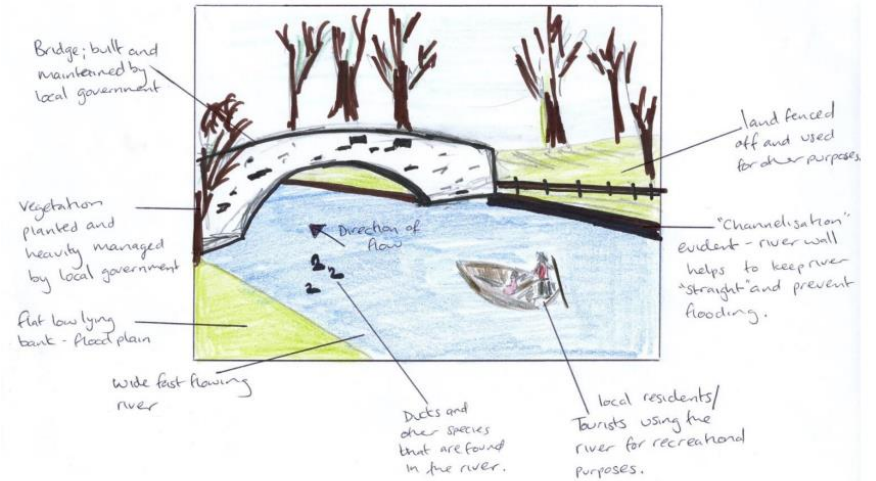
Back in school:

Annotating a copy of a historic photograph (Pictures of the Quarrendon ruins) to identify what changes have taken place.

Field sketch 2: Middle Course



Field sketch 3: Lower Course



LI: To **measure** (how quickly the river flows)

- ➔ how fast is our river flowing?
To record and calculate how quickly the water in your river is flowing.
You will need the following equipment:

		<ul style="list-style-type: none"> • Floats – dog biscuits are a cheap source of floats and will degrade safely • Tape measure • Stop watch • Metre ruler – or a ranging pole (to mark a start and stop point) • Map of the river (investigated area) and/or old photos • Clipboards, data collection sheet and pencils <p>Children to measure a 10 metre stretch of the river.</p> <p>You can use the following table to collect your results.</p> <table border="1"> <thead> <tr> <th></th> <th>Time (seconds)</th> </tr> </thead> <tbody> <tr> <td>First recording</td> <td></td> </tr> <tr> <td>Second recording</td> <td></td> </tr> <tr> <td>Third recording</td> <td></td> </tr> <tr> <td>etc</td> <td></td> </tr> <tr> <td>Average time</td> <td></td> </tr> </tbody> </table> <p>(Sum total ÷ number of recordings = average time)</p>		Time (seconds)	First recording		Second recording		Third recording		etc		Average time	
	Time (seconds)													
First recording														
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etc														
Average time														

Upper Key Stage 2

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
	Year 5	Year 6
Taught within the Geography FOS units	<p>Autumn Term Companion Project ‘Investigating our world’</p> <p>LI: Describe how the characteristic of a settlement (human and physical features) (Lesson: Local settlement enquiry)</p> <ul style="list-style-type: none"> ➔ Local walk into Aylesbury town ➔ Enquiry question, 'What typical features and evidence can we find to identify and classify a local settlement?' ➔ Children will create sketch maps and take photographs. ➔ Place enquiry work onto Google Classroom for children’s response (Digital technologies) <p>Spring Term: ‘Food Discovery’</p> <p>Additional teaching opportunity linked to this FOS.</p>	<p>Autumn Term Companion Project ‘Our Changing World’</p> <p>LI: Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p> <ul style="list-style-type: none"> ➔ Choose a road to study in the locality, preferably an urban road with a 30mph speed limit or a rural road with a 60mph speed limit. ➔ Draw a sketch map of the road ➔ Interview a person on how they feel using the road

	<p>Children to complete fieldwork on soil types around the school: A practical observation activity looking at soil in detail, with discussion points about soil contents and soil quality for plants and earthworms.</p> <ul style="list-style-type: none"> • What can you see in the soil? • Is there anything that animals such as earthworms would like to eat (organic matter such as leaves)? • Which sample(s) would you expect to see lots of animals living in? Why might they be living here? • Which ones would you not expect to see many earthworms in? Why would they not like to live here? • Which sample(s) would you expect to see plants living in? Why? 	
<p>Trip opportunities</p>	<p><i>Farm visit (Spring Term) (Decoy Farm – Upper Winchendon)</i></p> <ul style="list-style-type: none"> ➔ Plot the grid references on a map of the farm - Plot human and physical features e.g. Natural Spring / Farm house (Creating a land-use map of their local area with a key and symbols and annotated sketches or photos (including aerial photographs) to record the information from their field notes.) 	