

## Loseley Fields Primary School

### Sustainability Projects to develop fieldwork and enquiry skills - years R - 6

The following projects are linked to the sustainability and environmental part of our geography curriculum and where possible have also been linked to the science units studied as part of this year. To provide an additional real-world focus, there are also suggestions for relevant links to the key areas of the ten-year Earthshot Programme.

The focus is to develop fieldwork and enquiry skills (linking to progression of skills). The enquiry areas are only suggestions, however if a year group wishes to choose another area to focus on, please ensure that you consider what other year groups are covering and that the relevant enquiry and fieldwork skills for that year group are covered.

Each Key Stage has been given an overall focus that has an environmental impact:

- EYFS/KS1 - Materials
- LKS2 - Food/ Plants
- UKS2 - Energy

NB: These projects may not be the only fieldwork and enquiries carried out within a particular year group, other smaller fieldwork opportunities are listed on the progression of skills document.

<b>Reception – introduce ideas about sustainability through story</b>	
<b>Project focus/ enquiry question:</b>	<b>Story focus: Little Turtle and the Sea – exploring plastic pollution</b>
<b>Curriculum links</b>	Knowledge and Understanding of the World  Specific focus: The Natural World
<b>Links to knowledge and understanding of the world</b>	Explore natural world around them, making observations about animals and places

**Loseley Fields Primary School**  
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<b>Year One</b>	
<p><b>Project focus/ enquiry question:</b></p> <p><b>(Materials)</b></p>	<p><b>Where can we see the most litter in our local community and what type of waste is it?</b></p> <p>Litter survey - within school grounds and within local area            Use digital photographs to record findings            Mark location of litter found on large scale map/plan using different symbols/colours - e.g. by type, by amount</p> <p><b>Additional campaign focus:</b> “Keep our local community tidy” campaign</p>
<p><b>Curriculum links</b></p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Understanding of local area (place)</li> <li>• Understanding of interaction between human processes and physical environments (patterns and processes)</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Materials - types of materials found</li> <li>• Conservation/ looking after our world unit</li> </ul>
<p><b>Geographical and fieldwork skills/ techniques</b></p>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Observe and record simple information about the local area</li> <li>• Use simple map and aerial photos of local area to identify places where litter is seen and nearby facilities - e.g. litter bins, shops etc</li> <li>• Mark information on a simple map using basic symbols to show information.</li> <li>• Record ideas using words, pictures (including photographs), maps and diagrams.</li> <li>• Use simple recording techniques, including digital photography, to express feelings about a place and what they have found out.</li> </ul> <p><b>Focus: understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>• Express an opinion on how people are affecting a particular locality (or habitat).</li> <li>• Suggest how a locality can be improved.</li> </ul>
<p><b>Links to Earthshot Prize key areas:</b></p>	<p><b>Build a Waste Free World</b></p>

**Loseley Fields Primary School**  
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Year Two	
<p><b>Project focus/ enquiry question:</b></p> <p><b>(Materials)</b></p>	<p><b>How can we reuse materials in innovative ways to avoid waste?</b></p> <p>Create a questionnaire to ask school community what items would be most useful to create - e.g. planters for use for growing seeds/veg, etc...</p> <p>Use fieldwork to map where within school the items they create could be located/ create own map of area where these items are placed.</p> <p>Could choose to extend this to wider areas of community.</p> <p>Re-use items to make useful items (science/DT)</p> <p>(can also link to year 1 and look at data they collect on type of litter /waste found)</p> <p><b>Possible additional campaign focus:</b> Ask local community to donate specific items for us to reuse, therefore avoiding additional waste.</p>
<p><b>Curriculum links</b></p>	<p><b>Science/ STEM</b></p> <ul style="list-style-type: none"> <li>• Materials - suitability of purpose</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of interaction between human processes and physical environments (patterns and processes)</li> </ul>
<p><b>Geographical skills -</b></p>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use a questionnaire and analyse results</li> <li>• Look at quantitative data (collected by year 1)</li> <li>• Record information on a simple map using basic symbols to show information.</li> <li>• Record ideas using words, pictures (including photographs), maps and diagrams.</li> </ul> <p><b>Focus: understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>• Identify how a place has changed over time.</li> <li>• Say how people are affecting a particular locality (or habitat) and express opinions about the impact of this.</li> <li>• Suggest solutions to how a locality can be improved.</li> </ul>
<p><b>Links to Earthshot Prize key areas:</b></p>	<p><b>Build a Waste Free World</b></p>

**Loseley Fields Primary School**  
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<b>Year Three</b>	
<p><b>Project focus/ enquiry question:</b></p> <p><b>(Food/plants)</b></p>	<p><b>Where are the best places in our school grounds to grow our own vegetables / bee-friendly flowers?</b></p> <p>Survey different areas of school grounds for weather/climate conditions - e.g. sun/ shade/ sheltered etc            e.g. map out locations where vegetables are growing most successfully            Design a questionnaire or interviews for other year groups to collect data about how successful their planting is in different areas.</p> <p><b>Possible additional campaign focus:</b> Promote grow your own/ flowers for pollinators/ run a competition to grow the best bee-friendly flowers (year group/ wider community - map where children/community have grown these on map of local area)            Could also use some of recycled planters if made as part of year 2 project?</p>
<p><b>Curriculum links</b></p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Links to Cycles in Nature topic</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Links to local area study</li> </ul>
<p><b>Geographical skills -</b></p>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Create own maps using symbols and a key (freehand and/or digital)</li> <li>• Record selected geographical information on a map or plan using symbols, colours, keys, digital photography etc.</li> <li>• Begin to use simple sampling techniques (e.g. location sampling to find the best places around the school to find the warmer and sunnier spots)</li> <li>• Design and use a questionnaire to collect fieldwork data and think how to present this</li> <li>• Design and conduct interviews to investigate a particular issue</li> </ul> <p><b>Focus: understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>• Investigate and summarise my findings of an environmental issue in my local area and make suggestions on how to improve this.</li> </ul>
<p><b>Links to Earthshot Prize key areas:</b></p>	<p><b>Protect and Restore Nature</b></p>

**Loseley Fields Primary School**  
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<b>Year Four</b>	
<p><b>Project focus/ enquiry question:</b></p> <p><b>(Food/plants)</b></p>	<p><b>How 'local' is our food?</b></p> <p>Look at food miles of their shopping, packed lunch, or food that Aspens provide. Locate where the food comes from, plot/map distances of different foods and research more local alternatives - e.g. visits to farm shops.</p> <p>Devise questionnaire about food shopping choices of class/ staff (possible resources from educational links at National Farmers Union)</p> <p>Visit local farm/ farm shop (record what they see using field sketches, hand-drawn maps etc)</p> <p><b>Possible additional campaign focus:</b> Promote 'buy local' within our school/ community - linking to local farm shops etc.</p>
<p><b>Curriculum links</b></p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Understanding of world geography (location)</li> <li>• Interaction between human processes and physical environments (patterns and processes)</li> </ul>
<p><b>Geographical skills -</b></p>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Record selected geographical information on a map, including compass directions, using symbols, colours and a key</li> <li>• Use the scale on a map to measure distance</li> <li>• Design and use a questionnaire to collect quantitative data (e.g. including a simple Likert scale), analyse and present in charts and graphs</li> <li>• Design and conduct interviews to investigate a particular issue</li> </ul> <p><b>Focus: understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>• Investigate a key environmental issue in my local area, including how the impact on local people and research possible solutions to this.</li> <li>• Explain how human changes to land-use have impacted on our environment.</li> <li>• Explain what sustainable farming is and how this can support both a community and the environment.</li> </ul>
<p><b>Links to Earthshot Prize key areas:</b></p>	<p><b>Build a Waste Free World (food waste/ packaging/ fuel)</b></p> <p><b>Protect and Restore Nature (local sustainable farming)</b></p>

**Loseley Fields Primary School**  
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<b>Year Five</b>	
<b>Project focus/ enquiry question:</b>  <b>(Energy)</b>	<p><b>Where are the best places in our school to use/ position renewable energy sources?</b></p> <p>Survey places around the school grounds where we could use renewable power, e.g. portable wind charging devices, solar powered lighting or other devices.            Sample places around the school that we get the most sun to run solar powered equipment or areas exposed to wind (consider best times of year/weather etc)</p> <p><b>Possible additional campaign focus:</b> Persuade SLT to invest in some renewable energy.</p>
<b>Curriculum links</b>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Understanding of interaction between human processes and physical environments (patterns and processes)</li> <li>• Natural resources, land-usage and economic characteristics of a particular environment.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Electricity</li> </ul>
<b>Geographical skills -</b>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Draw freehand maps/ plans or annotated scaled drawings (e.g. 1sq cm = 1 sq m) of school site showing different locations</li> <li>• Use sampling techniques appropriately (e.g. location sampling to find the best places around the school - windier/ sheltered/ sunniest)</li> <li>• Record selected geographical information on a map or plan, using symbols, colours and a key, including compass rose and 4-point grid references</li> <li>• Combine field sketches and maps with digital photography</li> <li>• Collect, analyse and present quantitative data in charts and graphs</li> </ul> <p><b>Focus: understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>• Summarise a key environmental issue in the UK, such as use of natural resources or renewable energy, describing the physical, human and/or economic impact of this, giving possible causes and solutions to this problem.</li> <li>• Explain what climate change is and give specific examples of how we can contribute to reducing the impact of this.</li> </ul>
<b>Links to Earthshot Prize key areas:</b>	<p><b>Clean our Air</b></p> <p><b>Fix our Climate</b></p>

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<b>Year Six</b>	
<b>Project focus/ enquiry question:</b>  <b>(Energy)</b>	<p><b>How can we use less energy by switching off?</b></p> <p>Map energy usage around the school using sampling techniques.            Consider times of day, weather etc.            Look at ways to reduce this, including devising a questionnaire that considers views of different members of school community.</p> <p><b>Possible additional campaign focus:</b> Run 'switch off' campaign across whole school, and consider how to monitor, share successes with community.</p>
<b>Curriculum links</b>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Understanding of interaction between human processes and physical environments (patterns and processes)</li> <li>• Natural resources and economic characteristics of a particular environment (land-usage)</li> </ul>
<b>Geographical skills -</b>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Draw freehand maps/ plans or annotated scaled drawings (based around power of 10) of school site showing different locations</li> <li>• Use field sampling techniques appropriately (e.g. location sampling to energy usage around school)</li> <li>• Collect, analyse and present quantitative data in charts and graphs</li> <li>• Create simple thematic maps using data collected</li> <li>• Design a questionnaire to collect qualitative data (e.g. views of different parts of school community)</li> <li>• Design a tool to record feelings and/or advantages and disadvantages of this issue (e.g. based on a version of Likert scale)</li> </ul> <p><b>Focus: understanding of environmental change and sustainable development</b></p> <ul style="list-style-type: none"> <li>• Summarise ways that people are trying to manage a particular environment.</li> <li>• Investigate a key environmental issue and describe the physical, human and/or economic impact of this, giving possible causes and solutions to this problem.</li> <li>• Explain what climate change is, how it is impacting on us and give examples of how we can contribute to reducing this impact.</li> </ul>
<b>Links to Earthshot Prize key areas:</b>	<p><b>Clean our Air</b></p> <p><b>Fix our Climate</b></p>