

Geography - Progression of fieldwork opportunities and techniques

Framework for developing fieldwork opportunities from reception to year 6.

At Loseley Fields, fieldwork ranges from pupil-centred discovery type fieldwork, through enquiry focussed fieldwork generated by either topic or children's own interests, to the more structured teacher-led field visits and planned investigations. The emphasis can be either on measuring and hypothesis testing activities or a more holistic approach based around environmental learning activities with an emphasis in affecting a personal response and/or engagement with an issue. Children from Year 1 to 6 should have opportunities for all types of fieldwork, from discovery through to enquiry and structured investigations, while Early years fieldwork experiences are based around exploration and play opportunities. This will include fieldwork activities within our school grounds and in fieldtrips around our local area.

EYFS: Early fieldwork experiences

EYFS pupils have opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school or small local trip (e.g. local streets, park, shop, woodland). They can become familiar with these places through first-hand sensory exploration, observation and talk, asking questions and following their own interests.

Early geographical fieldwork experiences include:

- explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)
- creating and annotating real and imaginary maps
- 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
- explore the natural world around them, making observations and drawing pictures of animals and plants;
- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

During and after their explorations, pupils 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)
- expressing their feelings about places they visit, saying which features they like/dislike

KS1: Fieldwork experiences

Children in key stage 1 should have a wide range of fieldwork experiences, from free exploration and imaginative engagement with outdoor environments, first-hand sensory exploration, observation and discussion, to more structured enquiries, which involve the use of simple techniques to record field data to answer geographical questions.

Fieldwork investigations should be linked to topics across each year where possible. Fieldwork opportunities should be planned to enhance and enrich pupils' knowledge and understanding of places and of physical, human and environmental geography. Most fieldwork opportunities will be planned within the school grounds and the local area within walking distance. Where feasible, children should also have opportunities to visit a place that is different from the local area.

Children should have opportunities to plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork.

Fieldwork opportunities

Children should be provided with opportunities to:

- investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on
- investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall)
- observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area
- explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features
- visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there
- take a short journey (field trip) to investigate a slightly more distant site that contrasts with the immediate local area
- visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it
- investigate environmental issues in the school grounds or local area

Year 1: *survey areas where litter collects (school and local area)*

Year 2: *traffic surveys and road safety issues*

Fieldwork techniques

Year 1:

- use small world play, model making, or the classroom role-play area to represent a known place
- collect and sort natural objects (e.g. leaves, twigs, stones) to investigate their properties and use these to create a memory map of a journey or place.
- relate a large-scale plan or map (e.g. of the school grounds) to the environment, identifying known features
- mark information on a large-scale plan or teacher prepared drawing/diagram (e.g. of the school grounds or a local street) using colour or symbols to record observations
- draw a freehand map (e.g. of the school grounds, local street or park)
- use aerial photographs of the school and label key features
- take digital photos (e.g. of buildings in the locality)
- use simple recording technique (e.g. smiley/sad faces) to express their feelings about a specific place and explain why they like/dislike some of its features

Year 2:

- make annotated drawings or models to show variations (e.g. in a row of houses in a local street)
- draw own maps (e.g. of the school grounds or a local street) using symbols to record observations, and construct a simple key.
- use aerial photographs of the local area and recognise key features, e.g. church, playground, shops
- observe and record features around school or local area, e.g. different types of plants or animals by river compared to a road, and make suggestions for the cause of the difference.
- use a simple compass and cardinal compass directions (north, south, west, east) and locational and directional language to describe locations and routes on a map.
- use a questionnaire (e.g. to find out the most popular options for improving playtimes)
- collect quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)
- communicate findings in a variety of ways, such as digital photographs, pictograms, diagrams, maps, sketches with notes

Lower KS2: Developing fieldwork experiences

Children in lower key stage 2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement. They should also undertake structured enquiries that involve the use of specific fieldwork techniques to record data to answer geographical questions.

Fieldwork activities will still primarily be planned using the school grounds and the local area but pupils should have more opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and to develop and apply their fieldwork skills.

As with younger pupils, key stage 2 fieldwork should continue to involve opportunities for first-hand sensory exploration, observation and discussion with peers and adults. Fieldwork investigations should link where possible to topics across the year group. Fieldwork opportunities should enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Children should be provided with opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork.

Fieldwork opportunities

Children in lower key stage 2 should be provided with opportunities to:

- to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school or 'How can we make our school grounds more wildlife friendly?'
- when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)
- when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past
- when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community)
- when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices
- take fieldtrips to more distant places to investigate their physical and human geography, as appropriate to topics and curriculum links

Fieldwork techniques

Year 3: *(includes local area study)*

- make models, annotated drawings and field sketches to record observations
- draw freehand maps of routes (e.g. of a walk to a site in the local area) showing 8-point compass directions
- relate a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry, e.g. land use, features of the Wey navigation
- record selected geographical information on a map or large-scale plan, using colour or symbols and a key
- take digital photos and annotating them with labels or captions
- make digital audio recordings for a specific purpose (e.g. traffic noise)
- design and use a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop) and think how to present the data
- design and conduct interviews (e.g. to investigate which spaces/places local people value)

Year 4: *(includes orienteering skills)*

- make models, annotated drawings with a simple scale and field sketches to record observations
- draw freehand maps of a small area studied or visited (e.g. part of a local town, park or woodland)
- use a compass and compass directions (N, NE, E, SE, S, SW, W, NW) and locational and directional language to describe locations and routes on a map.
- record selected geographical information on a map, including 4-point grid references, an 8-point compass rose and a key
- Take measurements of areas and begin to relate these to scale on a map.
- take digital photos and use these to create a simple sketch or plot them on a map using co-ordinates
- collect, analyse and present quantitative data in charts and graphs
- use simple sampling techniques appropriately (e.g. location sampling in weather investigation - find the best places around the school to capture rainfall or the warmer and sunnier spots in our school!)
- use a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school)
- use thematic maps of an area to show change or to support an enquiry

Upper KS2: Extending fieldwork experiences

Children in upper key stage 2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement as well as more structured enquiries that involve the use of more specific fieldwork techniques to record field data to answer geographical questions.

The school grounds and the local area still provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. Upper key stage 2 pupils should also have more opportunities to visit unfamiliar places, including (wherever possible) a residential visit.

As with younger pupils, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Fieldwork investigations in upper key stage 2 should link to the themes and topics in each year group and be planned to enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Children should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork.

Fieldwork opportunities

Children in upper key stage 2 should be provided with opportunities to:

- to use the school, its grounds and the local area as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' or 'What industries do we have in our local area?'
- when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed
- when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area
- when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling
- when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem
- take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to topics and curriculum links

Fieldwork techniques

Year 5:

- make models, annotated scaled (e.g. 1sq cm = 1sq m) drawings and field sketches to record observations
- draw freehand maps (e.g. of a site they have visited)
- relate large-scale plans to the fieldwork site, identifying relevant features
- record selected geographical data on a map or large-scale plan, using colour or symbols, 4-figure grid references, compass rose, a key etc.
- combine field sketches and maps with digital images to record findings.
- make digital audio recordings (e.g. to create soundscapes)
- collect, analyse and present quantitative data in charts and graphs
- design and conduct fieldwork interviews (e.g. to establish the range of views local people hold about a local issue/proposed development)
- use thematic maps of an area to show change or to support an enquiry

Year 6:

- make models, annotated scaled (based around power of 10) drawings and field sketches to record observations
- collect, analyse and present quantitative data in charts and graphs
- create simple thematic maps using data collected
- design and use a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)
- use field sampling techniques appropriately e.g. science link - soil samples, or water quality sampling (looking after school pond etc)
- design and use a tool to record their feelings the advantages and disadvantages of a local issue (e.g. based on a version of Likert scale)
- use photographs and standard and non-standard measurements to create an accurate map of school grounds or part of the local area.