

Fieldwork 2024

Reception	
<p>Fieldwork opportunities</p> <p>Walk around the school. Visit Mrs Ts office, sensory garden and school library and school grounds to investigate important places and use directional language. Look out of yr 4 classroom windows across to EYFS outdoor area: Identify known objects and areas.</p> <p>Know that some words can describe the direction. Left, right, in front of, behind, next to, forwards, backwards, straight on. Follow directions in the school and school grounds and give directions.</p> <p>Know how to describe scale: close, near, further away, in the distance.</p> <p>How tidy is our school playground?</p> <p>On the main playground: collect information about the amount and type of rubbish that they see e.g. fruit peel, crisp packets, etc</p>	<p>Fieldwork techniques</p> <p>Know that we can make a drawing from above. Make a drawing from above of a part of the EYFS area e.g. a wigwam, or the bushes. Take a photo from above and compare it to what they can see. Use ipads</p> <p>Know that a drawing can represent something real and its location.</p> <p>Present:</p> <p>Describe what they see in the school ground, its location and size, identity trees, bushes, plants and playground equipment.</p> <p>Analyse what they have found on their litter survey and possible solutions. Present their ideas to others e.g. more bins or better location for bins.</p>
year 1	
<p>Fieldwork opportunities</p> <p>Walk of the local area: Myrtle Street, Blackrock street, school grounds, collect data about the weather: rainfall, temperature, wind. Repeat winter and summer to :</p> <p>How do places make me feel?</p> <p>Investigate the physical and human features of the school and school grounds through a sensory walk: naming and describing what they see/ hear/ smell etc (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.</p>	<p>Fieldwork techniques</p> <p>Pupils 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, including:</p> <ul style="list-style-type: none"> • using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) • adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) • making annotated drawings to show variations (e.g. in a row of houses in a local street) • drawing a freehand map (e.g. of the school grounds, Myrtle street or park) • relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features

What is the weather like at our school?

Create a weather station:

Use a map to plan where to place a thermometer to measure temperature, to place a cup to capture rain or a windmill to capture wind speed. Draw a map when they are outside in the area. Start to understand how to depict scale with some things larger than others.

- marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations
 - using a simple compass and cardinal compass directions (north, south, west, east)
 - Ask geographical questions about the areas visited and make comparisons between the school playground and street: trees, hard surface, fences
 - taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)
 - using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features
- Present. Use a freehand map to describe their walk and their feeling and senses experienced.**

- 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
- Ask questions and make comparisons

Present: Discuss observations relating to weather and explain why they located their weather recording instruments in certain places.

year 2	
<p>Fieldwork opportunities How enjoyable is Bradford Park?</p> <p>Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features</p> <ul style="list-style-type: none"> • visit Bradford Park and talk about what happens there and investigate why people go there • observe its physical and human features and investigate how people use and enjoy it <ul style="list-style-type: none"> • collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties • investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the local area • take a longer walk to investigate a slightly more distant site that contrasts with the immediate local area : On local walk to Bradford park, include Leisure centre, Beswick Library, Sweet City, Park and come back past the Corner Shop Pub. With adult support, classify features into human and physical. <p>Are our hippo bins in the correct place?</p> <p>Pupil survey: EG Are the hippo bins in the correct places? Should we have more bins? Where should they be?</p>	<p>Fieldwork techniques</p> <p>Use techniques learnt in yr 1 plus:</p> <ul style="list-style-type: none"> • using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features <p>Use compass directions (NSEW) and points on the street map to direct someone. Use compass directions and points on the street map to re-direct someone who is lost. Know that a compass faces North.</p> <ul style="list-style-type: none"> • collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) • using a questionnaire (e.g. to find out the most popular options for improving playtimes) • Know the features of towns and locate them on a street map: office, factory, shop, school, college, leisure centre, library, church, mosque, café, restaurant. Use aerial photographs to compare what some of the places look like on a map and on a photograph. Devise a key to show how the land is used e.g. green for food shops, blue for restaurants etc. Add labels to aerial photographs and street maps. <p>Present: Using their smiley / sad face worksheet, say why they like/ dislike some of the features in their local area.</p> <ul style="list-style-type: none"> • Discuss an environmental issue. Decide what information to collect. Know that there are different ways of recording numbers e.g. pictogram, tally. • Decide on how they want to display the data that they have recorded and what it is telling them. Ask questions about what they have found <p>Present data in pictograms and discuss with Mark O where he should put the bins and why.</p>
year 3	
<p>Fieldwork opportunities What types of transport use Rylance street and how do they affect the people living there?</p>	<p>Fieldwork techniques.</p> <ul style="list-style-type: none"> • Decide what information they want to record e.g. direction, type of vehicle, number of passengers in the vehicle, time of day, how noisy is it? etc. Decide what they want to know.

<p>Complete a traffic survey at different times of the day on Ryland street, from our carpark. Pose question relating to impact of cars and air pollution. Ask geographical questions e.g. if the road was closed where would the cars go? What is it like to live in this location near busy roads?</p> <p>Design a questionnaire about how pupils journey to school?</p> <p>Present data using bar charts, pictograms and tables about journeys to school and traffic in Manchester.</p> <p>Take a field trip to Blackpool to investigate the physical and human geography, as appropriate to the curriculum plan for coasts.</p>	<ul style="list-style-type: none"> ● Use a measure to find out the level of air pollution near the school at different times of the day. Compare the readings to near Ashton Old Road ● making digital audio recordings for a specific purpose (e.g. traffic noise) ● Draw an annotated sketch from an observation including descriptive labels(including senses) and indicating direction and position of cars and other vehicles. ● Consider questions for questionnaires and target audience. ● Design questionnaire and how they are to record responses ● Collect data and decide how they want to present it e.g, bar chart, pictogram, tables. Know that a picture in a pictogram can represent one or more of an object. Know that the scale on a bar chart can go up in ones, but also increments of other numbers. Know that the key in a pictogram tells you how much each picture is worth. ● Think about the impact of journeys and describe how the air pollution makes them feel. ● relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry <p>Present: In parents assembly, present information to parents, using graphical boards.</p> <ul style="list-style-type: none"> ● recording selected geographical information on a map or large-scale plan, using colour or symbols and a key ● taking digital photos and annotating them with labels or captions ● making models, annotated drawings and field sketches to record observations
<p>year 4</p>	
<p>Fieldwork opportunities Where does water go when it rains?</p>	<p>Fieldwork techniques</p>

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?' Visit street grids on Myrtle street, where does the water go?.

When learning about the water cycle, weather and climate, and use this knowledge to conduct a weather survey: investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)

Use met office 3 min explanations.

How have we impacted on the Ashton Canal?

Walk along the path alongside the Ashton Canal. Focus enquiry on impact of man.

Understand that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area.

Understand that a geographical process is a sequence of actions that shape or change our environment.

- Draw a map of an area of school using different scales and discuss the difference e.g. 1m = 1cm, 10m = 1cm etc and locate surface water run off grids
 - Use data loggers to measure temperature, and take measurements for rainfall & wind. Consider some geography questions they would like to answer e.g. where is the best place for the measurement equipment? Should the equipment be in the same place? If not, why not?
 - Measure wetness /dryness of different parts of our school field
 - Collecting over time, analysing and presenting quantitative data in charts
- Present: Present data in a 'weather book', including charts and graphs.**

- Pose a geographical enquiry question> Eg: What is the impact of litter on the quality of the experience when walking along the canal path?
- How is litter impacting on the plants and animals along the canal walk?
- Draw a map based on a fieldwork sketch with positioning of key features located accurately in relation to one another. In the sketch, identify with symbols and a key any rubbish/litter that they find and any natural or man-made features e.g. bridge, steps, footpath, fence, grass verge, hedge, trees.
- Select appropriate methods for data collection such as interviews, questionnaires, observations. Collect both quantitative and qualitative data
- Discuss how much data is needed to make it reliable
- Take photographs and collect data relating to the situation, type and amount of rubbish.
- Evaluate the quality of evidence collected and suggest improvements. Ask geographical questions e.g. How can we prevent the effect of litter? What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?

	<ul style="list-style-type: none"> ● Draw a conclusion to the enquiry question. Consider the significance of the data collected ● Present: Create a booklet to take to our local councilor to suggest ways the canal environment can be improved, evidencing data and sketches, photos .
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year 5	
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<p>Fieldwork opportunities</p> <p>How far has our food travelled?</p> <p>Whilst studying the unit food journeys: Visit a supermarket and look at unloading and loading bays. Collect data to answer questions about farming, trade, food miles. Use marine traffic live data and flightradar 24. Visit ASDA and research primary starting points of food. Understand that land use can be classified, such as city, residential, suburban, farmland. Understand that environments change over time due to natural and human processes.</p> <p>Relate the graphical representation of data to recording change over time. Use a street view time machine.</p> <p>Use local historical maps to determine the changes in land use over time due to natural and human processes.</p> <p>Use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘ How can we make our school grounds more bee friendly?’</p> <p>Relate to Grow Manchester, sow the city. Perform an investigation and produce conclusions with viable recommendations. Collect data using a range of data collection techniques, e.g. landuse, areas suitable for bee friendly plants, levels of shade, sunlight</p>	<p>Fieldwork techniques</p> <ul style="list-style-type: none"> ● Compare two landscapes using maps and aerial photographs. Find and recognise places on maps of different scales. ● Show the route of food across the world on different scaled maps. Collect data to answer questions about farming, trade, food miles. Use marine traffic live data and flightradar 24. ● Use maps to classify land use, such as city, residential, suburban, farmland. ● Collect data using a range of data collection techniques, e.g. land use, environmental quality. Ask geographical questions. E.g. What is this landscape like? What natural and man-made features are in this location? What will it be like in the future, what was it like in the past? Relate the graphical representation of data to recording change over time. Use a street view time machine. ● Use images to build up a graphical picture of an area over time. <ul style="list-style-type: none"> ● making models, annotated drawings and field sketches to record observations Present: Create a graphical board to present each groups’ findings and produce a written explanation of those findings <ul style="list-style-type: none"> ● drawing freehand maps (e.g. of a site they have visited) ● relating large-scale plans to the fieldwork site, identifying relevant features ● recording selected geographical data on a map or large-scale plan, using colour or symbols and a key ● taking digital photos and annotating them with labels or captions ● making digital audio recordings (e.g. to create soundscapes) ● collecting, analysing and presenting quantitative data in charts and graphs
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<p>Ask geographical questions. E.g. What is this landscape like? What natural and man-made features are in this location? What will it be like in the future, what was it like in the past? How could it be improved to attract bees?</p> <p>Relate the graphical representation of data to recording change over time.</p>	<ul style="list-style-type: none"> designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on a range of ideas to make our school grounds more bee friendly) <p>Present:</p> <p>Create a video to present each groups' argument for where and how we can make our school grounds more bee friendly.</p>
<p>year 6</p>	
<p>Fieldwork opportunities</p> <p>How much plastic do we have and where is all this plastic going?</p> <p>Whilst studying the climate change unit: Look at evidence of climate change in our area. Undertake a 'plastic walk' of local area. Collect data on plastic rubbish and plastic uses, eg fencing, cladding, car parts. Use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?'</p> <p>How has landuse in our local area changed over time?</p> <p>Whilst studying the unit: Our world in the future</p> <ul style="list-style-type: none"> 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 	<p>Fieldwork techniques</p> <p>Pupils 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, including:</p> <ul style="list-style-type: none"> making models, annotated drawings and field sketches to record observations. Evaluate their sketch against set criteria and improve it drawing freehand maps (e.g. of a site they have visited) relating large-scale plans to the fieldwork site, identifying relevant features recording selected geographical data on a map or large-scale plan, using colour or symbols and a key Make geographical conclusions based on analysis of a landscape using maps and aerial photographs. E.g. many large buildings / factories can be found around the outskirts of Manchester or much farmland can be found in Cheshire taking digital photos and annotating them with labels or captions making digital audio recordings (e.g. to create soundscapes) collecting, analysing and presenting quantitative data in charts and graphs

- designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)
- designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)
- designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance
- conducting a transect to observe changes in buildings and land use

Understand that summative data adds different degrees of value to a geographical enquiry depending on what is being investigated.

Present:

For both enquiries, work in small groups to create a digital presentation, including presenting data using pie charts, lines graphs and graphs with two variables. Ensure presentations are graphical. I.e., photos etc and present to a group from the other class.