



**Fieldwork Overview**

Year group	Geographical topic	Term	Fieldwork aim	Fieldwork activities	Skills covered
Year 1	<p><i>Our school</i></p> <p><b>Fieldwork experience:</b> Walk around our school grounds</p>	Aut 2	To use simple observational skills to study the geography of the school and its grounds.	<p><b>Planning phase:</b></p> <ol style="list-style-type: none"> <li>1. Locate the school on google maps and google earth.</li> <li>2. Plan a route of the school and its grounds.</li> <li>3. Discuss how to be safe (risk assessment)</li> </ol> <p><b>Fieldwork experience:</b></p> <ol style="list-style-type: none"> <li>1. Locate the key areas and features of the school environment.</li> <li>2. Investigation: Where are significant areas for Year 1 located?</li> <li>3. Fieldwork sketches</li> </ol> <p><b>Reflection phase:</b></p> <ol style="list-style-type: none"> <li>1. Suggest improvements for the school environment.</li> <li>2. Identify how the school has changed over time.</li> <li>3. Where is our school in relation to local amenities, roads, bus stops and our street/house?</li> </ol>	<ul style="list-style-type: none"> <li>• I can use simple observational skills to study the geography of the school and its grounds.</li> <li>• I can use simple maps of the school.</li> <li>• I can ask simple geographical questions.</li> <li>• I can make simple maps and plans.</li> <li>• I can understand how some places are linked to other places e.g. roads, trains.</li> <li>• I can link home with other places in my area.</li> <li>• I can show I know about changes that are happening in the local environment e.g. school.</li> <li>• I can suggest ideas for improving the school environment.</li> </ul>
Year 2	<p><i>The city of Liverpool</i></p> <p><b>Fieldwork experience:</b> Bus tour of Liverpool City Centre</p>	Aut 2	<ol style="list-style-type: none"> <li>1.To identify a variety of famous Liverpool buildings.</li> <li>2. To understand the functions/uses of each famous Liverpool building.</li> </ol>	<p><b>Planning phase:</b></p> <ul style="list-style-type: none"> <li>• Research 5 famous Liverpool buildings and find these on a map.</li> <li>• Use Digimaps to plan a route to the city centre.</li> <li>• Complete risk assessment prior to visit.</li> </ul> <p><b>Fieldwork experience:</b></p> <ul style="list-style-type: none"> <li>• Fieldwork sketching of Liver Buildings</li> <li>• Investigation: What are the uses of the Liver Building?</li> </ul> <p><b>Reflection phase:</b></p> <ul style="list-style-type: none"> <li>• Create an information text to explain the uses/features of the Liver Buildings.</li> <li>• Compare uses and features of all 5 famous Liverpool buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• To ask simple geographical questions.</li> <li>• To investigate their surroundings.</li> <li>• To make appropriate observations about why things happen.</li> <li>• To make simple comparisons between features of different places.</li> </ul>

<p><b>Year 3</b></p>	<p><b>Norris Green land use</b></p> <p><b>Fieldwork experience:</b> <b>Walk to Norris Green Park</b></p>	<p>Spr9 2</p>	<p>1.To identify features of urban life.</p> <p>2. To provide opportunities to use and read maps.</p>	<p><b>Planning phase:</b></p> <ol style="list-style-type: none"> <li>1. Use digimaps to compare historical Norris Green maps.</li> <li>2. Plan the route from school to Norris Green Park.</li> <li>3. Children identify risks and complete risk assessment.</li> </ol> <p><b>Fieldwork experience:</b></p> <ol style="list-style-type: none"> <li>4. Sketch a map of the park and annotate human and physical features.</li> </ol> <p><b>Reflection phase:</b></p> <ol style="list-style-type: none"> <li>5. Creating a map of our local area.</li> <li>6. Make a list of key features along the route.</li> </ol>	<ul style="list-style-type: none"> <li>• Begin to ask and initiate geographical questions.</li> <li>• Use books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>• Investigate places and themes at more than one scale.</li> <li>• Begin to collect and record evidence.</li> <li>• Try to make a map of a short route experienced, with features in correct order.</li> <li>• Try to make a simple scale drawing.</li> <li>• Know why a key is needed.</li> <li>• Follow a route on a map with some accuracy.</li> <li>• Begin to draw a sketch map from a high view point.</li> <li>• Begin to use map sites on the internet.</li> <li>• I can show I know the physical and human features of a locality.</li> </ul>
<p><b>Year 4</b></p>	<p><b>Rivers</b></p> <p><b>Fieldwork experience:</b> <b>Bus tour following the River Alt</b></p> <p><b>Stop at</b> <b>1.The source- Huyton Lane Wetland Park</b> <b>2. Croxteth Park</b> <b>3. Hightown</b></p>	<p>Sum 2</p>	<p>1. To identify features of a river</p> <p>2. To provide opportunities to using mapping skills to read and sketch maps</p> <p>3. To complete fieldwork activities e.g. investigate water speed</p>	<p><b>Planning phase:</b></p> <ol style="list-style-type: none"> <li>1. Locate the river Mersey using Digimap</li> <li>2. Plan a route of the River Alt</li> <li>3. Draw a sketch map of the fieldwork area (analyse land use)</li> <li>4. Complete risk assessment</li> </ol> <p><b>Fieldwork experience:</b></p> <ol style="list-style-type: none"> <li>5. Fieldwork sketches</li> <li>6. Investigation: How fast is the river flowing?</li> </ol> <p><b>Reflection phase:</b></p> <ol style="list-style-type: none"> <li>7. Create a graph to show results</li> <li>8. Calculate river speed</li> <li>9. Annotate photographs from our experience- label parts of the river</li> </ol>	<ul style="list-style-type: none"> <li>• Ask and respond to questions and offer their own ideas.</li> <li>• Investigate places and themes at more than one scale</li> <li>• Collect and record evidence with some aid</li> <li>• Analyse evidence and draw conclusions</li> <li>• Make a map of a short route experienced, with features in correct order;</li> <li>• Make a simple scale drawing.</li> <li>• Draw a sketch map from a high view point</li> <li>• Use map sites on internet.</li> <li>• Identify features on aerial/oblique photographs</li> <li>• Understand the effect of landscape features on the development of a locality.</li> </ul>

Year 5	<p><b>Mountains</b></p> <p><b>Fieldwork experience:</b> <b>Hike Moel Famau</b></p>	Sum 2	<p>1.To identify features of a mountain</p> <p>2.To provide opportunities to use mapping skills to interpret mountains and their features</p> <p>3. To complete fieldwork activities e.g. explore mountain features</p>	<p><b>Planning phase:</b></p> <ol style="list-style-type: none"> <li>1. Locate Moel Famau mountain using Digimaps</li> <li>2. Plan a route from school to Moel Famau and plan a route up Moel Famau</li> <li>3. Draw a sketch map of the mountain using keys e.g. elevation, contour lines</li> <li>4. Complete risk assessment</li> </ol> <p><b>Fieldwork experience:</b></p> <ol style="list-style-type: none"> <li>5. Fieldwork sketches</li> <li>6. Investigation: What are the features of the mountain?</li> <li>7. Using compass points and 8 figure grid references to locate certain points of the mountain.</li> </ol> <p><b>Reflection phase:</b></p> <ol style="list-style-type: none"> <li>8. Identify the features of Moel Famau e.g. contour lines, elevation, physical features etc.</li> <li>9. Annotate photographs from our experience-label parts of the mountain.</li> </ol>	<ul style="list-style-type: none"> <li>• Begin to suggest questions for investigating</li> <li>• Collect and record evidence unaided</li> <li>• Use 8 compass points;</li> <li>• Draw a sketch map using symbols and a key;</li> <li>• Use/recognise OS map symbols.</li> <li>• Compare maps with aerial photographs.</li> <li>• Measure straight line distance on a plan.</li> <li>• Identify significant places and environments</li> <li>• Understand how humans affect the environment.</li> <li>• Understand why people seek to manage and sustain their environment</li> <li>• Use and understand geographical vocabulary from the year 5-word list</li> </ul>
Year 6	<p><b>Local area</b></p> <p><b>Fieldwork experience:</b> <b>Walk to Broadway</b></p>	Aut 1	<p>1.To identify local area landmarks</p> <p>2.To discover how land is used in the local area</p> <p>3.To plan a route in the local area</p>	<p><b>Planning phase:</b></p> <ol style="list-style-type: none"> <li>1. Locate the school and their home using Digimap</li> <li>2. Plan a route from school to their home adding measurements.</li> <li>3. Write directions to ASDA from school.</li> <li>4. Write questions for our questionnaire.</li> <li>5. Complete risk assessment</li> </ol> <p><b>Fieldwork experience:</b></p> <ol style="list-style-type: none"> <li>1. Sketch local landmarks/ buildings</li> <li>2. Collect information by asking people questions on questionnaire.</li> </ol> <p><b>Reflection phase:</b></p> <ol style="list-style-type: none"> <li>1. Collate data from answers</li> <li>2. Draw graph representing use of the local area.</li> <li>3. Analyse and explain land use/ transportation in local area.</li> </ol>	<ul style="list-style-type: none"> <li>• Suggest questions for investigating</li> <li>• Collect and record evidence unaided</li> <li>• Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> <li>• 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.</li> <li>• Follow a short route on an OS map. Describe features shown on OS map.</li> </ul>