Leamington Community Primary School

Fieldwork Overview

Year group	*Geographical topic*	Term	Fieldwork aim	Fieldwork activities	Skills covered
Year 1	***Our school*** **Fieldwork experience: Walk around our school grounds**	Aut 2	To use simple observational skills to study the geography of the school and its grounds.	**Planning phase**: 1. Locate the school on google maps and google earth. 2. Plan a route of the school and its grounds. 3. Discuss how to be safe (risk assessment) **Fieldwork experience**: 1. Locate the key areas and features of the school environment. 2. Investigation: Where are significant areas for Year 1 located? 3. Fieldwork sketches **Reflection phase:** 1. Suggest improvements for the school environment. 2. Identify how the school has changed over time. 3. Where is our school in relation to local amenities, roads, bus stops and our street/house?	• I can use simple observational skills to study the geography of the school and its grounds. • I can use simple maps of the school. • I can ask simple geographical questions. • I can make simple maps and plans. • I can understand how some places are linked to other places e.g. roads, trains. • I can link home with other places in my area. • I can show I know about changes that are happening in the local environment e.g. school. • I can suggest ideas for improving the school environment.
Year 2	***The city of Liverpool*** **Fieldwork experience: Bus tour of Liverpool City Centre**	Aut 2	1.To identify a variety of famous Liverpool buildings. 2. To understand the functions/uses of each famous Liverpool building.	**Planning phase**: • Research 5 famous Liverpool buildings and find these on a map. • Use Digimaps to plan a route to the city centre. • Complete risk assessment prior to visit. **Fieldwork experience**: • Fieldwork sketching of Liver Buildings • Investigation: What are the uses of the Liver Building? **Reflection phase:** • Create an information text to explain the uses/features of the Liver Buildings. • Compare uses and features of all 5 famous Liverpool buildings.	• To ask simple geographical questions. • To investigate their surroundings. • To make appropriate observations about why things happen. • To make simple comparisons between features of different places.

Year 3	***Norris Green land use*** **<u>Fieldwork experience:</u> Walk to Norris Green Park**	Spr 2	1.To identify features of urban life. 2. To provide opportunities to use and read maps.	**<u>Planning phase</u>**: 1. Use digimaps to compare historical Norris Green maps. 2. Plan the route from school to Norris Green Park. 3. Children identify risks and complete risk assessment. **<u>Fieldwork experience</u>**: 4. Sketch a map of the park and annotate human and physical features. **<u>Reflection phase:</u>** 5. Creating a map of our local area. 6. Make a list of key features along the route.	• Begin to ask and initiate geographical questions. • Use books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale. • Begin to collect and record evidence. • Try to make a map of a short route experienced, with features in correct order. • Try to make a simple scale drawing. • Know why a key is needed. • Follow a route on a map with some accuracy. • Begin to draw a sketch map from a high view point. • Begin to use map sites on the internet. • I can show I know the physical and human features of a locality.
Year 4	***Rivers*** **<u>Fieldwork experience:</u> Trip to Wepre Park**	Sum 2	1. To identify features of a river 2. To provide opportunities to using mapping skills to read and sketch maps 3. To complete fieldwork activities e.g. investigate water speed	**<u>Planning phase</u>**: 1. Locate the river using Digimap 2. Plan a route of the River Alt 3. Draw a sketch map of the fieldwork area (analyse land use) 4. Complete risk assessment **<u>Fieldwork experience</u>**: 5. Fieldwork sketches 6. Investigation: How fast is the river flowing? **<u>Reflection phase:</u>** 7. Create a graph to show results 8. Calculate river speed 9. Annotate photographs from our experience- label parts of the river	• Ask and respond to questions and offer their own ideas. • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing. • Draw a sketch map from a high view point • Use map sites on internet. • Identify features on aerial/oblique photographs • Understand the effect of landscape features on the development of a locality.

Year 5	***Mountains*** **<u>Fieldwork experience:</u> Hike Moel Famau**	Sum 2	1.To identify features of a mountain 2.To provide opportunities to use mapping skills to interpret mountains and their features 3. To complete fieldwork activities e.g. explore mountain features	**<u>Planning phase</u>**: 1. Locate Moel Famau mountain using Digimaps 2. Plan a route from school to Moel Famau and plan a route up Moel Famau 3. Draw a sketch map of the mountain using keys e.g. elevation, contour lines 4. Complete risk assessment **<u>Fieldwork experience</u>**: 5. Fieldwork sketches 6. Investigation: What are the features of the mountain? 7. Using compass points and 8 figure grid refences to locate certain points of the mountain. **<u>Reflection phase:</u>** 8. Identify the features of Moel Famau e.g. contour lines, elevation, physical features etc. 9. Annotate photographs from our experience- label parts of the mountain.	• Begin to suggest questions for investigating • Collect and record evidence unaided • Use 8 compass points; • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. • Compare maps with aerial photographs. • Measure straight line distance on a plan. • Identify significant places and environments • Understand how humans affect the environment. • Understand why people seek to manage and sustain their environment • Use and understand geographical vocabulary from the year 5-word list
Year 6	***Local area*** **<u>Fieldwork experience:</u> Walk around Norris Green**	Aut 1	1. To identify local area landmarks 2. To discover how land is used in the local area 3. To plan a route in the local area	**<u>Planning phase</u>**: 1. Locate the school and their home using Digimap 2. Plan a route from school to their home adding measurements. 3. Write questions for our questionnaire. 4. Complete risk assessment **<u>Fieldwork experience</u>**: 1. Sketch local landmarks/ buildings 2. Collect information by asking people questions on questionnaire. **<u>Reflection phase:</u>** 1. Collate data from answers 2. Draw graph representing use of the local area. 3. Analyse and explain land use/ transportation in local area.	• Suggest questions for investigating • Collect and record evidence unaided • 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 • 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. • Follow a short route on an OS map. Describe features shown on OS map.