

Fieldwork techniques Chacewater School

Children should be provided with opportunities to:

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, including:

Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> • using small world play, model making, or the designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) 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) 	<ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations (eg: river model, showing features/ river sketch) 	
<ul style="list-style-type: none"> • drawing a freehand map (e.g. of the school grounds, local street or park) sketch map drawing freehand maps of routes (e.g. of a walk to a site in the local area) 	sketch map drawing freehand maps of routes (e.g. of a walk to a site in the local area) river: from SOURCE to MOUTH (River Allen/ River Kenwyn/ Truro River)	drawing freehand maps (e.g. of a site they have visited)
relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features	<ul style="list-style-type: none"> • relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry 	<ul style="list-style-type: none"> • relating large-scale plans to the fieldwork site, identifying relevant features
<ul style="list-style-type: none"> • marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations 		
<ul style="list-style-type: none"> • using a simple compass and cardinal compass directions (north, south, west, east) 	<ul style="list-style-type: none"> • using a simple compass and cardinal compass directions (north, south, west, east) 8 compass points 	
<ul style="list-style-type: none"> • taking digital photos (e.g. of buildings in the locality) 	<ul style="list-style-type: none"> • taking digital photos and annotating them with labels or captions (river features/ human and physical features study) 	
making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job	<ul style="list-style-type: none"> • making digital audio recordings for a specific purpose (e.g. traffic noise) 	
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	<ul style="list-style-type: none"> • developing a simple method of recording their feelings about a place or site • designing and conducting interviews (e.g. to investigate which spaces/places local people value) 	designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance <ul style="list-style-type: none"> • designing and conducting fieldwork interviews (e.g. to

		establish the range of views local people hold about a proposed development)
	<ul style="list-style-type: none"> • using standard field sampling techniques appropriately (e.g. taking water samples from a stream) 	<ul style="list-style-type: none"> • using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)
<ul style="list-style-type: none"> • collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties 	<ul style="list-style-type: none"> • Traffic survey: link to School Parliament 	conducting a transect to observe changes in buildings and land use