

Fieldwork opportunities Chacewater School

Children should be provided with opportunities to:

Reception	Y1/2	Y3/4	Y5/6	
<p>EYFS pupils should have plentiful opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church or mosque). They can become familiar with these places through first-hand sensory exploration, observation and talk. They should have opportunities to ask questions and follow their own interests. These early experiences will provide opportunities for language development as pupils name and describe what they see in discussion with peers and adults. Young pupils should be provided with opportunities to:</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • 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 <p>During and</p>	<p>take a short journey by bus, coach or train to investigate a slightly more distant site that contrasts with the immediate local area. (Seaside/ island home St Michael's Mount/ Marazion/ compare to village).</p>			
	<p>Observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area. (Community garden)</p>			<p>When learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem (temperate biome). Y6 Summer 2</p>
	<p>Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features. Visit a park or local green space (Millenium Green) to observe its physical and human features and investigate how people use and enjoy it Visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there</p>	<p>When learning about land use (settlements) 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).</p> <p>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</p>		
	<p>Investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including</p>	<ul style="list-style-type: none"> • 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?' Link to source 	<ul style="list-style-type: none"> • to 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 	

<p>after their explorations, pupils should have opportunities to record what they observe and notice by:</p> <ul style="list-style-type: none"> • 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 	<p>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</p> <ul style="list-style-type: none"> • investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall) 	<p>of the Carnon River: Spring/ water cycle)</p> <ul style="list-style-type: none"> • 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). (Y3/ Y4) <p>Y3 Eden Visit</p> <p>When learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of Carnon River / Truro River</p>	<p>waste?' and ' How can we make our school grounds more bee friendly?</p>
		<p>When learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area. (Y3 small link Fair trading South America/ Brazil: How does that food get into our supermarkets? Tesco visit/ Eden Project/ Tropical Biome) Shelter Box: Link to Y5 Natural Disaster visitor to come to school.</p>	<p>When learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area (Y5 Global Trading Link) extension</p>
		<ul style="list-style-type: none"> • take field trips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan 	<p>Take field trips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan. (London residential)</p>

