It is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so the lessons involving fieldwork and the suggested locations to carry out this fieldwork are listed below. It is important to risk-assess the proposed fieldwork taking into account any relevant school risk assessment policies and procedures. Refer to the Before the lesson section in each fieldwork lesson to prepare. Please be aware fieldwork lessons may take longer than one hour.

|  | Autumn term  | Spring term | Summer term |
| --- | --- | --- | --- |
| EYFS | 3D maps/ story mapsOutdoor adventure **Where do we live? Where is our school? What is our school like?****(Autumn 1)** | **Newquay zoo visit: Where do different animals live?****(Spring 2)** | **Come outside: What are Seasons?****(Summer 1)****What season are we in?** **What do we see when we are at the beach?****(Summer 2)** |
| Year 1 | Lessons involving fieldwork**Local Area (Aut 1)****What is the geography of the place in which we live?****Lesson 3**Location: School Grounds**Lesson 4:** Location: School Grounds and  | Lessons involving fieldwork**What is it like in the United Kingdom? (Spring 1)** **Lesson 5:** Location: Virtual fieldwork London | Lessons involving fieldwork**What is the weather like in the UK? (Summer 2)** **Lesson 2:** What are the differences between the four seasons? Location: School grounds**Lesson 6:** What is the weather like today? Location: School grounds |
| Focus of fieldwork | Human/ physical  | Human/ physical  | Physical  |
| Fieldwork recording/ data collecting  | Chacewater village (human and physical features)Aerial maps/ Simple mapsPositional and directional language: left/ right/ infront/ behind | ObservationRecord observations by drawing and through discussion: teacher to collect questions and answers. | Journey sticks: collect seasonal objects on a routeCompass directions instruments that measure the weather e.g. thermometers, rain gauges and weather vanes.Weather diary/ weather symbolsWind streamers |
| Year 2 | Lessons involving fieldwork**What does the UK look like from above? (Aut 2)****Lesson 2:** Compass points School grounds | Lessons involving fieldwork**What would we see at the seaside?** **(Spring 1/2)****Lesson 5: How do people use our local coast? (Data Collection)** **Lesson 6: To investigate how local people use** **How do people use our local coast? (Findings)** | Lessons involving fieldwork**What is life like in Mugurameno Village, Zambia compared to Chacewater Village? (Summer 2)****Lesson 4: 4.How does our life compare to that of Muguraneno village?****(Fieldwork: interview Miss Laskowski)** |
| Focus of fieldwork | Human/ physical | Human | Human |
| Fieldwork recording/ data collecting  | Mapping sketch maps Use compass points to describe a route  | Follow a route on a mapData Collection using a Tally chart; recording the number of human features they see throughout their fieldwork. | Interview Miss Laskowski to find out what life was like in a school in Zambia. Ask questionsCollect answersMeasure temperature using a thermometer of Local AreaCompare to temperature Zambia’s temperature.  |
| Year 3 |  | Lessons involving fieldwork**What on earth is a climate zone?****(Spring 1)****Lesson 6: How is the climate at Eden (temperate) different to that in the tropical biome? (tropical climate)**Location: Eden visit | Lessons involving fieldwork |
| Focus of fieldwork |  | Physical:  | Human/ physical  |
| Fieldwork recording/ data collecting |  | Sketches/ measure the temperature/ bar chart comparisonMapping my route in the biome  |  |
| Year 4 | Lessons involving fieldwork**How do people choose where to settle? (Aut 2)****Lesson 3:** Can I explain the location of features in my local area? Location: Local area | Lessons involving fieldwork**How important are rivers?****Lesson 5:** What features does our local river have?Location: Carnon River Chacewater or larger scale fieldwork River Kenwyn/ Truro River  | Lessons involving fieldwork**What is life like in the Alps and mountains in the UK?**Lesson 6: How are the Alps and the 3 Peaks different from our local area? Comparing the human and physical area of an Alpine region and our local area.  |
| Focus of fieldwork | human | human/ physical | human/ physical |
| Fieldwork recording/ data collecting | What types of settlements do we have in Chacewater?Survey/ data collection/ bar chart  | Sketch map/ river journey books identifying the features.Judge the quality of the environment using a Likert scale. | Venn diagram |
| Year 5 | Lessons involving fieldwork**What is my local area and region like and how has it changed overtime? Aut 1** To gather evidence through urban fieldwork of how a region is meeting people’s needs  | **How do volcanic eruptions and earthquakes affect humans and the Earth?****Geothermal energy?**  | Lessons involving fieldwork**How did trade get global?**Lesson 9 /10**Are all school dinners locally sourced?** |
|  | human |  | human |
|  | Interviews/ questionnaires/ sketch maps/  |  | Bar charts and interpret them. InterviewQuestionnaireSound recordings/ photographs |
| Year 6 | Lessons involving fieldwork**Fieldwork Unit****Can I carry out an independent fieldwork enquiry?** **To do in Summer term 2 2024**  | L essons involving fieldwork**Would you like to live in the desert?** **(Spring term 1 and 2)****Lesson 1:** Virtual fieldwork Mojave Desert | Lessons involving fieldwork**Summer 1: Why would you visit the region Ile-de-France and London?** **Summer 2: (Fieldwork lesson 6: What is the best place for a solar panel on the school grounds?** |
|  | human/ physical  | physical | Human/ physical  |
|  | Varied data collections | videos/ observation/ discussion | use camera and locate photographs on a mapdraw sketch maps locating human and physical featuresdevise and answer questions using geographical vocabulary Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  |