

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 maps Outdoor adventure Where do we live? Where is our school? What is our school like? (Autumn 1)	<u>Newquay zoo visit: Where do different animals live? (Spring 2)</u>	<u>Come outside: What are Seasons? (Summer 1)</u> <u>What season are we in? What do we see when we are at the beach? (Summer 2)</u>
Year 1	Lessons involving fieldwork <u>Local Area (Aut 1)</u> <u>What is the geography of the place in which we live?</u> Lesson 3 Location: School Grounds Lesson 4: Location: School Grounds and	Lessons involving fieldwork <u>What is it like in the United Kingdom? (Spring 1)</u> Lesson 5: Location: Virtual fieldwork London	Lessons involving fieldwork <u>What is the weather like in the UK? (Summer 2)</u> 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 maps Positional and directional language: left/ right/ in front/ behind	Observation Record observations by drawing and through discussion: teacher to collect questions and answers.	Journey sticks: collect seasonal objects on a route Compass directions instruments that measure the weather e.g. thermometers, rain gauges and weather vanes. Weather diary/ weather symbols

			Wind streamers
Year 2		<p>Lessons involving fieldwork</p> <p><u>What would we see at the seaside?</u> <u>(Spring 1/2)</u></p> <p>Lesson 5: How do people use our local coast? (Data Collection)</p> <p>Lesson 6: To investigate how local people use How do people use our local coast? (Findings)</p>	<p>Lessons involving fieldwork</p> <p><u>What is life like in Mugurameno Village, Zambia compared to Chacewater Village? (Summer 2)</u></p> <p>Lesson 4: 4.How does our life compare to that of Muguraneno village? (Fieldwork: interview Miss Laskowski)</p>
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 map Data 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 questions Collect answers Measure temperature using a thermometer of Local Area Compare to temperature Zambia's temperature.
Year 3		<p>Lessons involving fieldwork</p> <p><u>What on earth is a climate zone?</u> <u>(Spring 1)</u></p>	Lessons involving fieldwork

		<p>Lesson 6: <u>How is the climate at Eden (temperate) different to that in the tropical biome? (tropical climate)</u></p> <p>Location: Eden visit</p>	
Focus of fieldwork		Physical:	Human/ physical
Fieldwork recording/ data collecting		<p>Sketches/ measure the temperature/ bar chart comparison</p> <p>Mapping my route in the biome</p>	
Year 4	<p>Lessons involving fieldwork</p> <p><u>How do people choose where to settle? (Aut 2)</u></p> <p>Lesson 3: Can I explain the location of features in my local area?</p> <p>Location: Local area</p>	<p>Lessons involving fieldwork</p> <p><u>How important are rivers?</u></p> <p>Lesson 5: What features does our local river have?</p> <p>Location: Carnon River Chacewater or larger scale fieldwork River Kenwyn/ Truro River</p>	<p>Lessons involving fieldwork</p> <p><u>What is life like in the Alps and mountains in the UK?</u></p> <p>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.</p>
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 <u>What is my local area and region like and how has it changed overtime? Aut 1</u> To gather evidence through urban fieldwork of how a region is meeting people's needs	<u>How do volcanic eruptions and earthquakes affect humans and the Earth?</u> <u>Geothermal energy?</u>	Lessons involving fieldwork <u>How did trade get global?</u> Lesson 9 /10 <u>Are all school dinners locally sourced?</u>
	human		human
	Interviews/ questionnaires/ sketch maps/		Bar charts and interpret them. Interview Questionnaire Sound recordings/ photographs
Year 6		Lessons involving fieldwork <u>Would you like to live in the desert? (Spring term 1 and 2)</u> Lesson 1: Virtual fieldwork Mojave Desert	Lessons involving fieldwork <u>Summer 1: Why would you visit the region Ile-de-France and London?</u>
	human/ physical	physical	Human/ physical
	Varied data collections	videos/ observation/ discussion	use camera and locate photographs on a map

			<p>draw sketch maps locating human and physical features</p> <p>devise and answer questions using geographical vocabulary</p> <p>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.</p>
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