



	Fieldwork Skills
EYFS (Nursery and Reception)	<ol style="list-style-type: none"> 1. explore their setting outdoor area, noticing and naming its features e.g. play equipment, different areas and surfaces. 2. experience different weather conditions and their impact on the environment. 3. examine and discuss natural objects e.g. autumn leaves, stones 4. explore the immediate vicinity of the setting through walks. <p>During and after their explorations, children should have opportunities to record what they observe and have noticed by</p> <ol style="list-style-type: none"> 1. using small world play or the role play area to represent a visited place 2. making drawings e.g. of their favourite place in the outdoor area, what they saw at the park, etc. 3. taking digital photographs e.g. of a collection of natural objects, buildings in the locality, etc. 4. sequencing photographs to recall features seen on a visit or short walk in the setting vicinity 5. drawing a map e.g. of the setting outdoor area 6. express their feelings about places they visit, saying which features they like/dislike.
<u>Year 1</u> Where do I live?	<ol style="list-style-type: none"> 1. I can observe and record information about the school. 2. I can study aerial photographs of the school and identify features I have seen. 3. I can recognise features of my local area on my walk. 4. I can make a group map of my local area walk. 5. I can use simple compass directions (North, South, East and West) to describe a route at school.
<u>Year 2</u> We are map makers.	<ol style="list-style-type: none"> 1. I can observe and record information about traffic in my local area. 2. I can look at an ordnance survey map of the local area and identify the things I know and have seen. 3. I can use simple compass directions (North, South, East and West) to describe my walk to the church. 4. I can use locational and directional language to describe the routes on a map. 5. I can draw my own map of my walk to the church. 6. I can use and construct basic symbols in a key.
<u>Year 3</u> What is our local climate like?	<ol style="list-style-type: none"> 1. I can use weather monitoring equipment eg. thermometer, rain gauge, wind vane, barometer. 2. I can undertake a weather survey of the local area and record changes over time. 3. I can plot and record my data on a graph. 4. I can present findings in different ways e.g. reports, sketches, diagrams. 5. I can compare my local climate data with that of a contrasting location that I have studied (India).



<p><u>Year 4</u></p> <p>What is land used for in our local area?</p>	<ol style="list-style-type: none"> 1. I can undertake a survey of local land use. 2. I can make models, annotated drawings, and field sketches to record observations of the local area. 3. I can record selected geographical information on a map or large-scale plan, using colour or symbols and a key. 4. I can take digital photographs, annotating these with captions. 5. I can record a soundscape of the local area with compass points. 6. I can use a simple Likert Scale to record my judgements about environmental quality in streets near the school.
<p><u>Year 5</u></p> <p>What are the features of the river at Flatford Mill?</p>	<ol style="list-style-type: none"> 1. I can visit a local river to investigate its physical features (meanders, sites of erosion and deposition, etc.) 2. I can make field notes/observational notes about local river features. 3. I can take river samples to measure flow rate etc. 4. I can plan a river route using a compass. 5. I can take photographs to support my findings and annotate them. 6. I can make a model of the River features. 7. I can draw a freehand map of the Flatford Mill river site and create a key using multiple symbols.
<p><u>Year 6</u></p> <p>What are the regional economic activities? How do they impact the environment?</p>	<ol style="list-style-type: none"> 1. I can investigate the range and location of primary, secondary and tertiary economic activities in the local area. 2. I can record geographical research data on regional economic activities on a map or large-scale plan, using symbols and a key 3. I can design and use a questionnaire to collect quantitative data e.g. to find out and compare pupils' views on plastic waste. 4. I can design and conduct interviews, e.g. to establish the range of views local people hold 5. I can report on the effects of environmental change on myself and the wider school community.