Geography Fieldwork Skills

Communicate
Live Healthily
Accept and Respect
Understand the Wider World
Dream Big
Explore

The purpose of field work is to develop children's sense of place, scale and space.

National Curriculum objectives that must be met:	Progression of fieldwork skills through activities.				
	<u>Questionnaires</u>	<u>Field Sketching</u>	<u>Photography</u>	<u>Video/Audio recording</u>	<u>Measurement</u>
<u>Foundation Stage:</u> <u>22-36 months</u> U - Beginning to understand simple concepts (e.g. big/small). SSM – Begins to use language of size. <u>30-50 months</u> U - Shows understanding of simple prepositions. SSM – Shows an awareness of shapes in the environment. SSM – Uses positional language.	Have a conversation with an adult about a familiar place.	Create a simple drawing of a familiar place.	Look at a picture of a familiar place and recognise the place. E.g why they recognise the familiar place.	Watch a video clip involving a familiar place and recognise the place. E.g why they recognise the familiar place.	Use everyday language to Describe. E.g. Which house is bigger?
<u>Year 1:</u> - Use simple fieldwork and observational skills to study the geography of their school and its grounds - Begin to use simple compass directions (NESW) - Begin to use locational/directional language to describe	Ask a familiar adult questions about a familiar place (no recording needed).	Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Recognise a photo taken by a teacher as a record of what they have seen.	Recognise a video/recording taken by a teacher as a record of what they have seen/heard.	Use everyday language to describe features *E.g. bigger, smaller than.*

features and routes.					
Year 2: - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment. - Use simple compass directions (NESW) - Use locational/directional language to describe features and routes.	Ask a familiar person prepared questions. Use a pro-forma and put ticks in boxes.	Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features.	Use a camera in the field with help to record what they have seen. Label the photo with help.	Recognise the features/activities/ sounds on a recording taken by the teacher. Operate, with help, recording equipment.	Use everyday non-standard units *E.g. hands for length.* Counts the number of. *E.g.* *How many pieces of play equipment are in the park?*
Year 3: - Begin to use 8-point compass directions. - Begin to observe, measure and record human and physical features in the local area. - Begin to make links between features observed in the environment and those on maps / aerial photographs.	Gain confidence in speaking to an unfamiliar person. Records some of what they found out. Use a simple database to present findings.	Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help	Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.	Point out useful views/sounds to record for their investigation. Watch/listen carefully to recordings and write what they find out.	Use everyday standard and nonstandard units occasionally *E.g. A trundle wheel for metres.* Count up to 100 *E.g. for a traffic survey they cross number on a hundred square for each vehicle.* Begin to organise recordings.
Year 4: - Use 8-point compass directions to locate places on a map of the UK - Observe, measure and record human and physical features in the local area. - Make links between features observed in the environment and those on maps / aerial photographs.	Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Record the main points shortly after. Use a database to present findings.	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch.	Suggest how photos provide useful evidence for their investigations. Use a camera independently Locate a photo on a map. Annotate the photo.	Suggest what to record for their investigation. Commentate on the recording, describing and suggesting explanations of what they see.	Use easy to read instruments *E.g. rain gauge or metre tape.* Count and record different types at the same time using a tally *E.g. counting types of shops.* Organise results in a spreadsheet.
Year 5: - Use 8-point compass directions to locate places in a region of Europe and	Prepare questions for an interview. Use appropriate language.	Evaluate their sketch against criteria and improve it. Use sketches as	Make a judgement about the best angle or viewpoint. Evaluate usefulness of	Make a judgement about the best angle or viewpoint. Evaluate usefulness of	Select and use a range of measuring instruments in

begin to give directions and instructions. - Begin to use grid references, symbols and keys. - Begin to observe, measure and record human and physical features using a range of methods	Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected.	evidence in an investigation.	their photos. Use photos for their investigations.	their recordings. Use recordings for their investigations.	investigations. Design own census, pilot, with help, and evaluate it.
Year 6: - Use 8-point compass directions to locate places and to give directions and instructions. - Use grid refs, symbols and keys. - Observe, measure and record human and physical features using a range of methods. - Interpret and present data collected.	Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected.	Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.	Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.	Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.	Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it.

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