GEOGRAPHY FIELDWORK SKILLS DOCUMENT

ASSESSMENT	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
EYFS / National Curriculum Reference	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.	**Children at the expected level of development will:** -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		**By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.** **The KS1 Programme of Study requires that pupils should be taught:** -use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		**By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.** **The KS2 Programme of Study requires that pupils should be taught:** -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Progression of Fieldwork and Map Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Fieldwork environment	Immediate classroom environment – indoors and outdoors. School environment – indoors and outdoors	School location with reference to immediate surroundings e.g. park behind school, Scots Hill, Rickmansworth centre. Roads to Croxley, Rickmansworth	School location with reference to Rickmansworth – focus on homes. (Victorian cottages (Park Road), Flats (Cloisters, Ashley Court, Goral Mead).	Rickmansworth – Aquadrome and a focus on Leisure	Rickmansworth – with a focus on Transport and links to other areas (tube, train, car, buses, motorway, canal)	Rickmansworth with a focus on local shops.	Rickmansworth with a focus on local amenities, e.g. theatre, library, police station, leisure centre. Also hidden amenities, e.g. water, electricity, phone lines etc.

		and Chorleywood.					
Enquiry Question	What can we find in our school and where is it in relation to my home? Who visits our classroom?	What is the weather like in Rickmansworth? Who visits our school?	What are the houses like in Rickmansworth and who lives in them?	Is there a green space in Rickmansworth and what is it used for?	What types of transport links can we find in Rickmansworth? What evidence is there of connections to other places?	What types of shops can we find in Rickmansworth? Do they meet the needs of the local population?	What amenities are there in Rickmansworth? How do they compare to other local towns? Do they meet the needs of the local population?
Physical	Walk around classroom. Talk about the different areas in the classroom. Can you walk….. Talk about what they have observed and draw a map Walk around school grounds Draw a map of school grounds. Talk, draw and label things they have observed such as plants, animal, natural objects and draw a map and label Show care and concern for living things and their environment.	Walk around school grounds (up to park) with map provided to guide them. Create a memory map to show their journey Repeat once each term and note weather on map (links to Weather and Seasons unit) Use Google Earth / Digimap to look at aerial view of school and locate it in context of local area. Identify different areas of school	Walk around local area with reference to the homes. Take photos of different types of houses and explain what photos show. Locate houses photographed on Google Earth map. Draw a simple map of local area as a class and label the types of homes and location. Then draw own map of local area and use own	Walk the Aquadrome and take photos of main features physical and human. (café, lake, sailing club, play area, lakes, car park) Back in classroom use co-ordinates to show where key features are. (4 grid figure references) On map of Aquadrome label 4 compass points and use them to explain/ identify points on a map.	On a map of local area and aerial map locate the train station, bus routes and roads (inc as far out as M25). Talk about these and how they link to other places. Why are they important? Walk around local area to visit tube / train station and main roads in/out of Rickmansworth and canal. Locate bus stops. Mark on the map and use 8 compass points to discuss locations.	Walk to Rickmansworth town centre. Investigate types of shops and survey the types e.g. banks, coffee shops. Use digmap to describe and locate the high street and location in reference to supermarkets – Tesco and Waitrose. Compare this to the shops in Croxley Green. Use 4 figure grid references.	Look at a map to compare school journey location. (Wales) Walk to Rickmansworth town centre. Investigate all amenities paying attention to hidden amenities. Investigate which amenities are missing. Back in class, use digimap to look at a 30-mile radius of Rickmansworth. Use 6 figure grid references to locate amenities.

		from the aerial photos and from visiting them.	symbols to create a key. Label Compass points.		Use 4 figure grid references to locate and describe features. Back in class draw own map on pre-drawn grid with 4 fig references, using a more complex key and symbols.	Create a map showing shop type.	Create a map to scale?
Human	Talk about who uses the classroom, e.g. pupils, teachers, dinner staff, visitors. Photos of visitors to classroom.	Talk about who uses the school e.g. pupils, teachers, dinner staff, visitors (look at visitor book), deliveries etc. Photos of visitors to the school.	Talk about who lives in these homes e.g. families, older people,	At Aquadrome in location of café undertake surveys: Count cars coming in Count number of people using café Count dog walkers Count joggers Count families. Present data. As a class create paper questionnaire to ask friends and family about Aquadrome for homework.	Prior to walk, create own questionnaires / surveys with guidance e.g. how many people use station in 10 minutes? How many buses /cars etc. Canal – boats etc.? Undertake these surveys when out and present findings back in class.	Prior to walk, create own questionnaires / surveys with guidance on shop use. Out of the class carry out the surveys on high street and Waitrose. Back in class present findings in bar chart and draw conclusions e.g. do we have too many of one type of shop? What do we need? As a class in Computing	Select an appropriate methods for data collection such as interviews. Carry out the surveys on High Street to find out which needs are not being/are being met in Ricky. Evaluate the quality of evidence collected and suggest improvements. After looking at other towns on digimap, compare amenities to

						create google form to survey families about their use of the shops and about what they feel Rickmansworth is lacking.	ascertain how far Ricky residents have to travel to reach the amenities which Rickmansworth is lacking. As a class in Computing create google form to survey families about their use of the local amenities and what they Rickmansworth is lacking. Write a report on their findings.