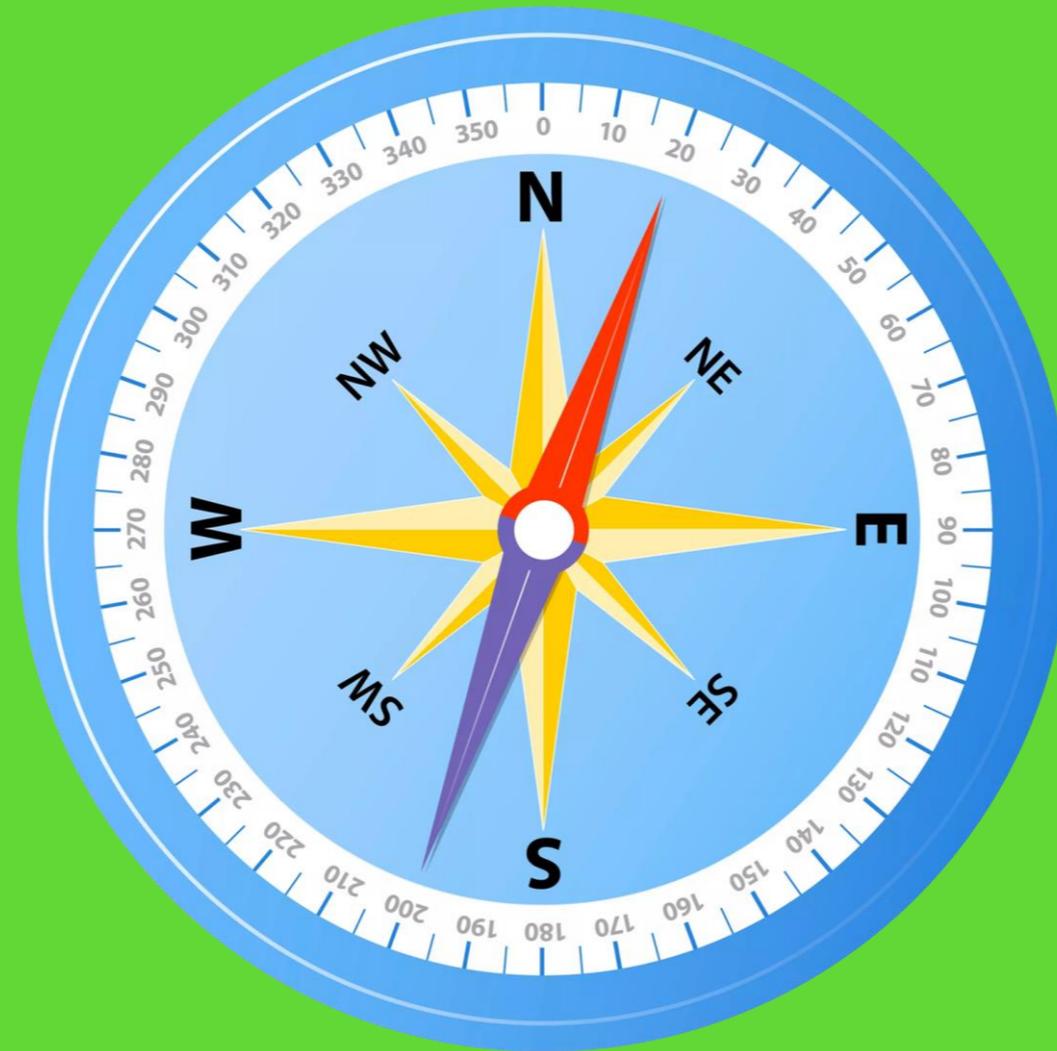


Fieldwork activities

EYFS-KS2

2023-24



The planned activities for fieldwork across the school have come from these sources and have been cross checked with both the EYFS Statutory Framework and The National Curriculum.

Digimap for Schools



THE UNIVERSITY
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Primary History and Geography Network 2022



Geographical
Association

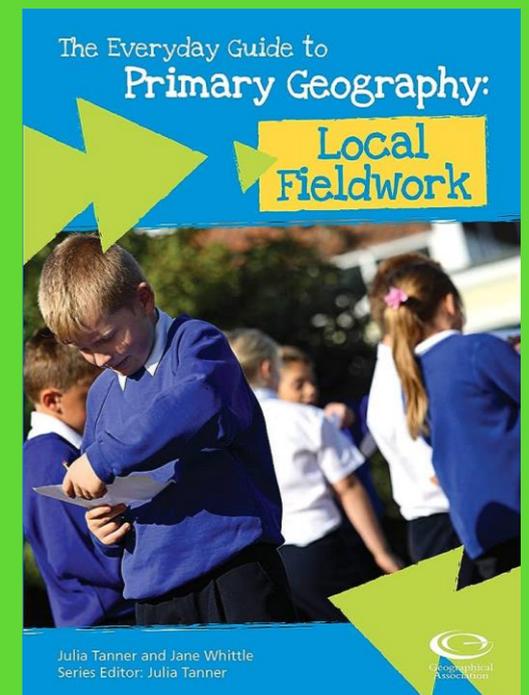
Statutory guidance

**Early years foundation stage (EYFS)
statutory framework**

**The national
curriculum in
England**

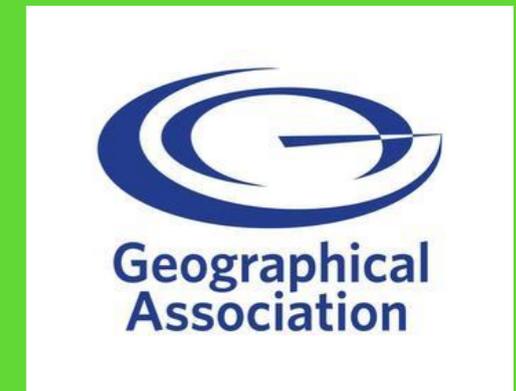
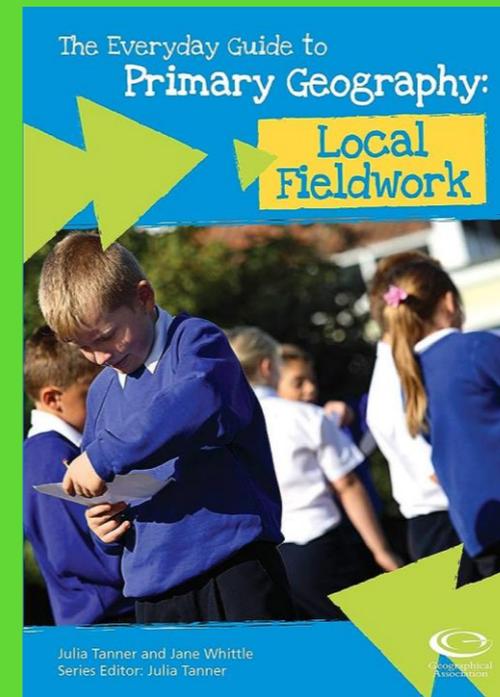
Key stages 1 and 2 framework document

**National
Fieldwork
Fortnight**



Resources needed for effective fieldwork:

- Clipboards
- Magnifying glasses
- Compasses
- Timers
- Weather monitoring equipment
- Digital cameras (iPads)
- A range of maps of the local area and school grounds.



Statutory guidance
**Early years foundation stage (EYFS)
statutory framework**



The national curriculum in England
Key stages 1 and 2 framework document

Primary History and Geography Network 2022



There will be three fieldwork activities that each Key Stage take part in throughout the year based on the themes of:

Autumn Term: Investigating our school

Spring Term: Experiencing today's weather

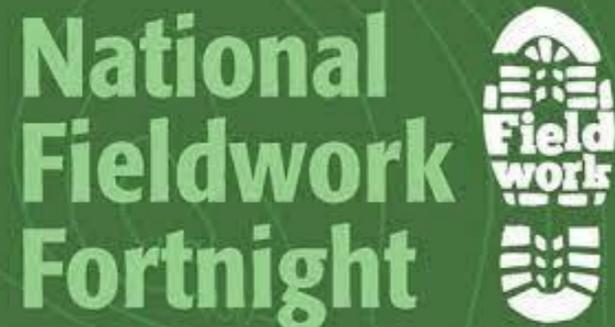
Summer term: Our local area



Primary History and Geography Network 2022

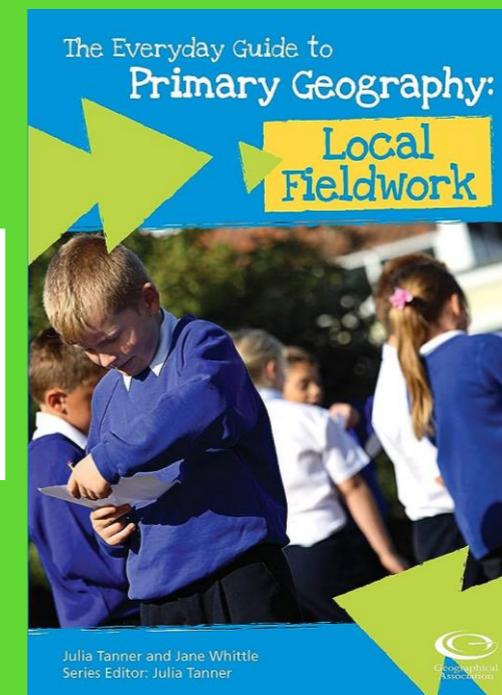
Statutory guidance

Early years foundation stage (EYFS) statutory framework



The national curriculum in England

Key stages 1 and 2 framework document



Digimap for Schools



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EYFS Framework

Curriculum Weft and Weave	Communication and Language	Physical (gross and fine motor skills)	Personal, Social and Emotional
Literacy	Communicating through maps: vocabulary, narratives, and stories.	Maps and active exploration; identifying and naming features.	Using personal and story maps to write emotive responses to place.
Maths	Communicating and organising spatial information through number, shape, direction.	Opportunities through maps to think about scale, in contexts using gross and fine motor skills.	Confidently using maps to evaluate and estimate distance and direction.
Understanding the World	Using and making maps to describe and compare people and places.	Active exploration of the world around us and increasingly detailed representations of it.	Using maps to investigate and represent culture and diversity.
Art and Design	Making maps using a range of media.	Drawing maps and fine motor skills.	Using creative media to represent feelings about places in maps.

National Curriculum

Key Stage One

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- 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.

National Curriculum Key Stage Two

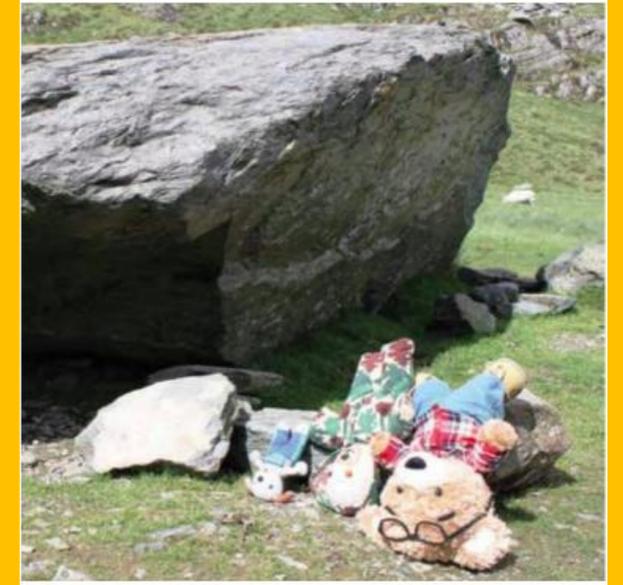
Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.

Autumn Term: Investigating our school EYFS

Where is Barnaby Bear?

**This activity can be done
in a number of ways across a term:**



- **Take photos of a toy or teddy in different places in the classroom or playground, give them to children and ask them to try and find the toy. Once found ask the children to describe the whereabouts of the toy. Encourage locational language. "near the shed, to the right of the cupboard" etc**
- **Children can then take turns to hide the toy and search in groups. Children have to describe where they found the toy either orally or in writing. Each group takes a photo and creates their own map symbol for where it was found.**
- **Create a class map and add the photos and symbols.**

Autumn Term: Investigating our school

Key Stage One

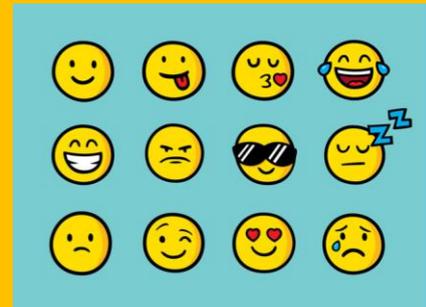
Year One

How do we feel when we are here?

Spend time in different areas of the school, different playgrounds, rooms etc. What can you see? What can you hear? Where was it (N,E,S,W)? How did it make you feel? Can you draw a simple map of where you were? Can you label this with emojis?

How can we improve our school grounds?

Using the compass points N,E,S,W take photos in an area of the school print and annotate these. What do we like about them? What don't we like about these areas? Create a map of where you photographed and create a symbol to represent the things you found there. Come up with ideas for things that would make these areas better? Why would they improve them? Can we make a junk model of our area with the improvements?



Autumn Term: Investigating our school

Key Stage One

Year Two

Create a journey stick

Decide on two points in the school to walk between e.g. from the Willow Garden to the KS2 playground and create a journey stick for this journey. Which direction did you travel in? What did you find? How many steps were in between each item? Can you measure this with a trundle wheel or something else? The 3d journey stick can then be used to create a 2d map.

Who works in our school?

Using the staff board create a list of the people who work in our school. Can you map where these people work in the building? What symbol can you come up with for each person? Can you organise these people into categories? Could you come up with directions to get to certain people you might need? Can you photograph and annotate this route like a mini google maps?



Autumn Term: Investigating our school

Key Stage Two

Year Three

Choose five words which describe this school

Take a walk around the school and see if in pairs and groups children can think of five words to describe the school. Which words have they chosen? Why? Take photos and make notes on where you Can you create a 2d or 3d map of the school grounds? Can you create symbols for the different areas? Can you add in your 5 words? Can you use the eight compass points to describe where you put your words?

Can you get back to class?

In small groups blindfold someone and take them to a part of the school, can the children decide on a list of directions to get back to class using eight compass points. Can the children create a simple map with directions to get back from different parts of the school? Where is the easiest place to get back from? Why? Where is the hardest place to get back from? Why?



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Maskarade Languages
WORKSHEET : WS-PRIM-L38A
YEAR : LESSON : 38 LEVEL : 02 TOPIC : Directions

Directions

STRAIGHT ON TURN LEFT TURN RIGHT TRAFFIC LIGHTS

Complete the list below following the numbers and symbols on the map:

- The bakery
- The school
- The hairdresser
- The post office
- The fishmongers
- The grocers
- The butchers
- The bank
- The cemetery

Follow the directions below to work out where Baldo is hiding.

1. Go straight on.
2. At the traffic lights, turn left.
3. At the next traffic lights, turn right then left towards the butchers.
4. Turn right again towards the post office.
5. Continue towards the traffic lights then turn right.
6. At the traffic lights, turn right again.

Answer: Baldo is inside _____

Autumn Term: Investigating our school

Key Stage Two

Year Four

What do people think of the school?

Children in small groups ask children and staff from different classes and year groups to complete a questionnaire with these questions: Children: What year group are you in? What do you like about the school grounds? What do you dislike about the school grounds? What could be improved? Where is the safest place in school? Is there anywhere that doesn't feel safe? Staff: How long have you worked here? What do you like about the school grounds? What do you dislike about the school grounds? What could be improved? Where is the safest place in school? Is there anywhere that doesn't feel safe? Children create a graph of the answers and make a map of the school labelled and annotated based on their data.

Our school in 12 photos

Children imagine a new child is coming into our school. What are the 12 photos that will help them the most? Why? These could be places that they find special or useful. In groups children create a map of the school grounds using these images and eight compass points. Then as a class evaluate each map to try and find the most useful one for different purposes e.g. an EAL child, an autistic child, a child who might be anxious.



WHAT DO OTHER PEOPLE THINK OF THE SCHOOL GROUNDS?			
At break or lunch time, ask a combination of staff and students to answer a short questionnaire. Record their responses below.			
	STUDENTS		STAFF
1. What year are you in?		How long have you worked at the school?	
2. What do you like about the school grounds? Why?		What do you like about the school grounds? Why?	
3. What do you dislike about the school grounds? Why?		What do you dislike about the school grounds? Why?	
4. What do you think could be improved?		What do you think could be improved?	
5. What area(s) of the grounds do you feel safest in and why?		What area(s) of the grounds do you feel most comfortable in and why?	

Autumn Term: Investigating our school

Key Stage Two

Year Five

How can our school use less energy?

Which area of the school uses the most energy? Which uses the least energy? Why? How can we map this? Can pupils create a survey to investigate which rooms use the most energy? Could the school use any renewable energy solutions e.g. solar panels? Where would be the best place to put them? Why? Add this information to a map and write up a proposal to the board of governors as a class.

How can our school be more accessible?

What are the most accessible areas of the school? Why? Which areas are not as accessible? How can they be improved? In groups children create a map of the school grounds suggesting improvements and annotating why they would be needed.



Autumn Term: Investigating our school

Key Stage Two

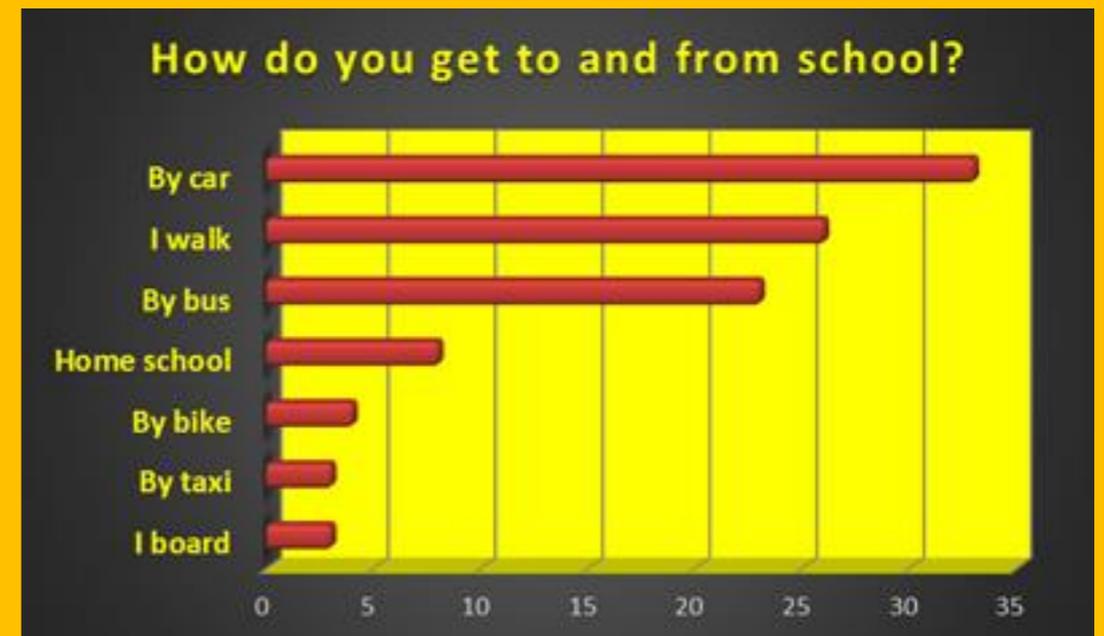
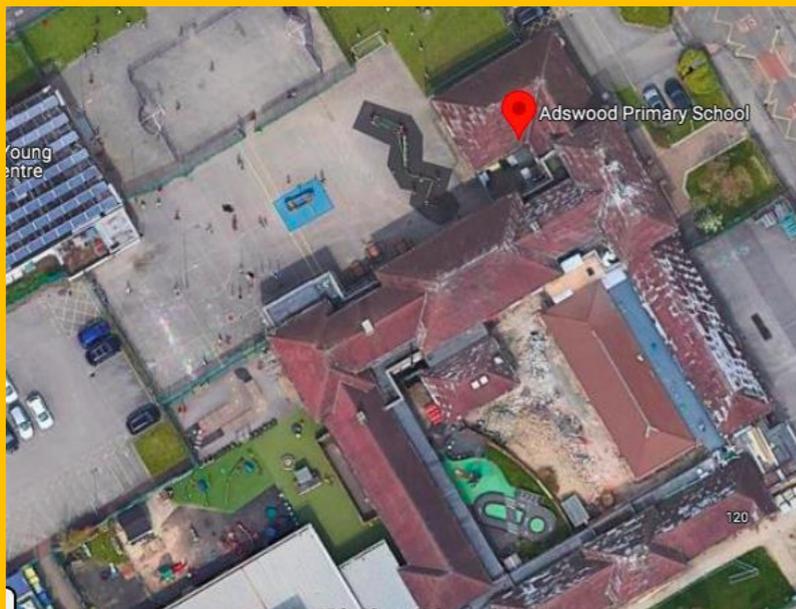
Year Six

How many people use our school each day?

Children conduct a survey in groups over the course of a week to see how many people come into the school grounds. Which area of the school is the most busy? Why? How do people travel to school? Which is the most popular method? Children could create a graph of their results and annotate a map of the school with this information.

How has our school changed?

What does our school look like now? Which features can we notice from satellite images? Can we label them and annotate them? Why is the school laid out like this? Look at old images of the school, can we compare and contrast them with the current photos? How do we think the school will look in the future?



Spring Term: Experiencing today's weather

EYFS: What will we need to wear today?

- Create a weather chart for the classroom and talk about what the weather is each day/the next day.
- Watch the weather forecast for tomorrow and talk about what you might need to wear.
- Have clothes for either a soft toy or that the children can wear near the weather chart so the children can discuss what they will need to wear to be safe or comfortable in today's weather.
- Build up to showing simple maps of the local area's weather and discuss them.



Spring Term: Experiencing today's weather

Year 1: Bubble Chase

Bubble Chase to Measure Wind Direction

Place a marker at your start location. Choose an area of the playground.

Blow some bubbles then pick one to follow.

Chase your chosen bubble, without getting in its way, until it pops or floats somewhere you cannot follow.

Blow another bubble from where you end up and follow that one.

Wherever you end up, look back at where you have come from.

Now use your compass to work out the direction back to the starting point. This will give you the wind direction, because wind direction refers to where the wind is blowing from.

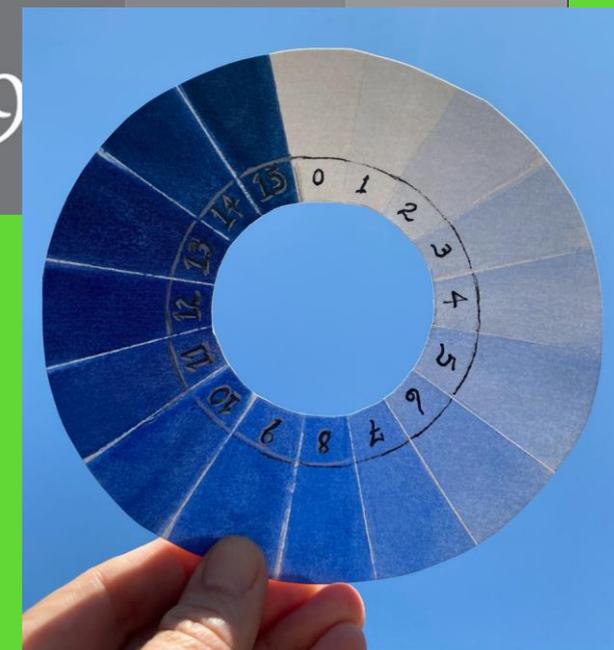
Repeat a few times if possible.



Spring Term: Experiencing today's weather

Year 2: Does rain always come from dark clouds?

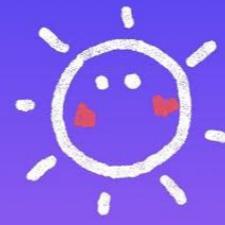
Does rain always come from dark clouds? Use this colour chart to find out. Or, use a home made cyanometer to see how blue the sky is, and link it to art or to discussions about why the sky is blue, and how pollution affects it. Link it to compass directions, which way are the clouds moving? Can pupils research the correct names for the different types of clouds?



Spring Term: Experiencing today's weather Year 3: Shadows

Observe shadows over the course of a day at different times, marking which direction they seem to move in with compass points.

Take photos of the shadows and create a piece of work where each picture links to a direction point on the compass.



SHADOW
OBSERVATION

Spring Term: Experiencing today's weather Year 4 : Puddles

Observe puddles over the course of the day in relation to evaporation.

Draw around them with chalk and measure them.

Measure depth with a metre stick or ruler.

Create a chart of the observations: try this on a cloudy and sunny day and compare.



Spring Term: Experiencing today's weather

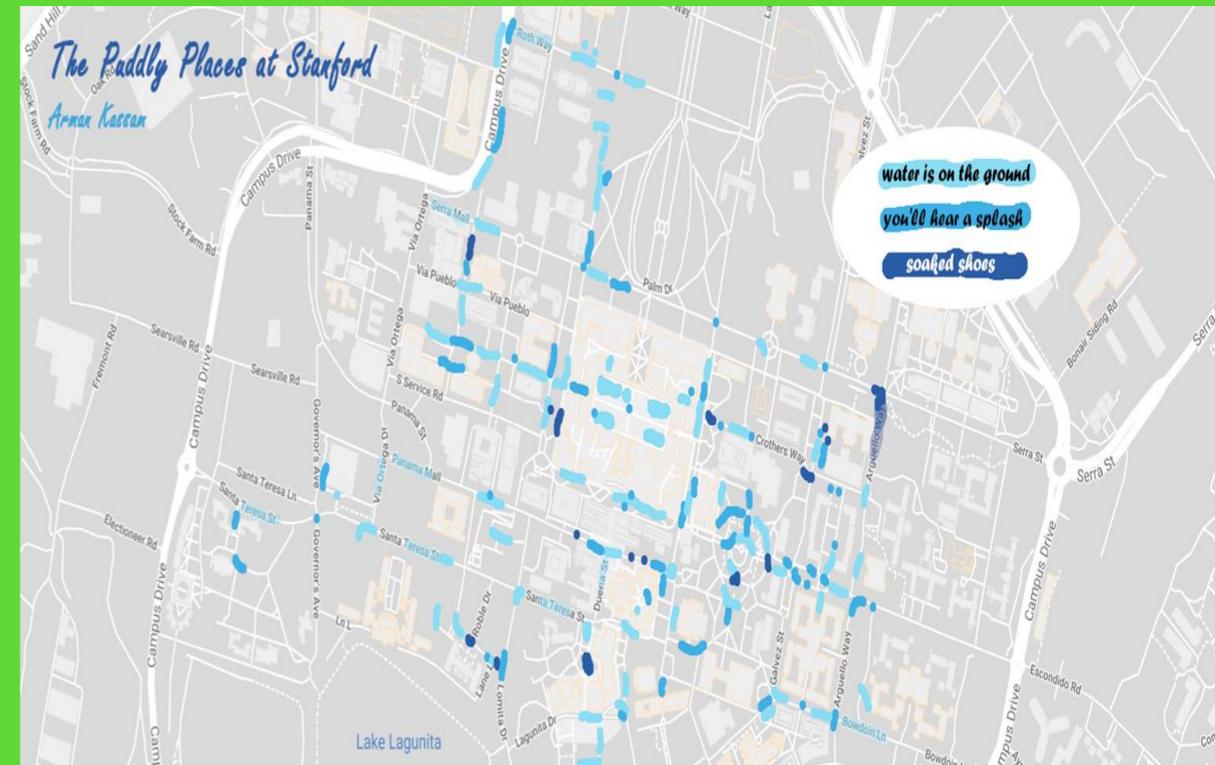
Year 5 : Where are the biggest puddles? Why?

Pupils go outside in the rain with a laminated map of the school grounds.

How can they describe the rain?
Drizzle, shower, etc
Use rain gauge to measure the amount of rainfall.

Where are the most puddles located? Why? What issues might this cause?

Create a map and chart of their observations and link to previous accessibility activity.



Spring Term: Experiencing today's weather

Year 6 : Where is the most windy place in Adswood?

Pupils go outside in the rain with a laminated map of the school grounds and local area.

How does the way they stand affect how they notice the wind? What happens if they open their coats?

Make observations as you move, where was the most windy? Where was the least windy? Why do you think? What makes this change? Can you use a wind gauge to measure the direction and speed? Can pupils create their own wind gauge?

Create a map and daily chart of their observations.

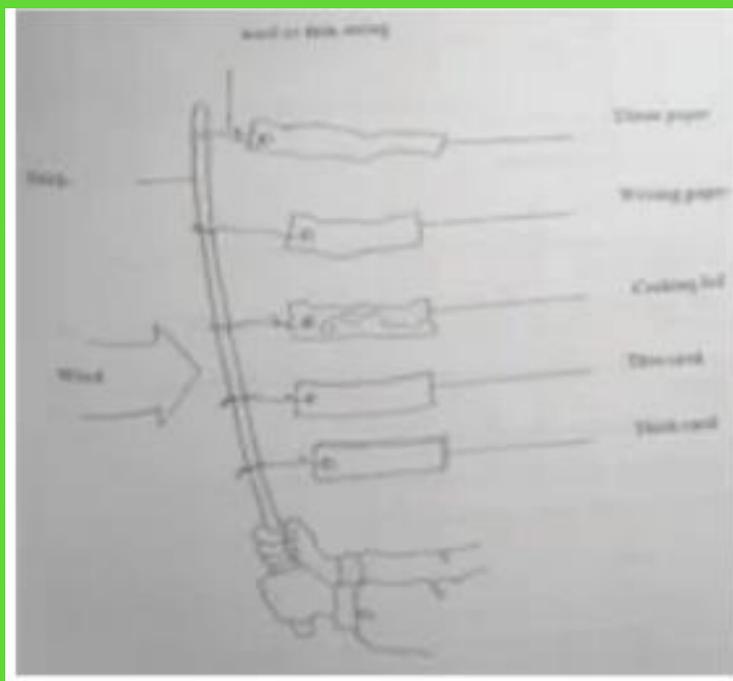
Create routes using compass points of where to avoid if you don't like the wind or where to go if you want to fly a kite.



Spring Term: Experiencing today's weather

Year 6 : Where is the most windy place in Adswood?

<https://www.youtube.com/watch?v=Af0LB3abBsk>



Summer Term: Our Local Area

EYFS: Pixie World

- Children create dens or houses for pixies or characters of their choosing in pairs using things they find. This can be done in the Willow Garden, on the school field etc.
- When all the houses are complete the pairs are divided into 'walkers' and 'talkers'.
- The walkers tour all the pixie houses and the talkers describe their house.
- Pairs then take photos of their houses and as a class or small groups they can with adult support create picture maps of their 'Pixie World'.



Summer Term: Our Local Area

Year 1: My Ideal play space

- As a class visit the local park.
- Take photos of the equipment/facilities there.
- Decide where people's favourite places are in the park.
- Map peoples favourite places or things in the park.
- Do some junk modelling in groups of improvements you could make to the park.



Summer Term: Our Local Area

Year 2: Our walk to the park

- As a class look at google maps/street view of the route from school to the park.
- Discuss the potential risks on the way e.g. roads, narrow paths etc.
- Ask children to suggest and plan routes using printed maps.
- Take photos along the way, create journey sticks and create a class display annotated of your walk to the park.



Summer Term: Our Local Area

Year 3: A soundscape trail of Adswood

- As a class look at google maps/street view of the route from school in each of the different compass
- Discuss what is in each direction, what things can you see. Where can you get to?
- Listen to some different soundscapes of places e.g. a quiet suburban street, a city centre. See if pupils can work out which is which.
- Children go out in groups into the local area and record soundscapes of where they are. Ask children to suggest and plan routes using printed maps.
- When each group has done this listen to the soundscapes and try to mark them on a map by listening to the features you can hear.



Summer Term: Our Local Area

Year 4: Different viewpoints in our local area

- As a class make a list of the different people that use our local area: motorists, people using public transport, school children, people who live in our area.
- Think of something that might improve life in the local area for one of those groups e.g. cycle lanes, more bus stops, a low emission zone.
- Design this change on a map of the local area, where would it go? Why? How would it help? Who would it help?
- Create a survey as a class to be completed by people in the local area about this proposed change.
- Decide on the best way to distribute this? Paper copies, QR codes, website link etc.
- Create a graph/chart/presentation of the results.

Name of place:

1. On a scale of 1-5, how hilly is it?
very flat 1 2 3 4 5 very hilly

2. What does the weather tend to be like?
.....

3. Tick which of these can be found nearby.

<input type="checkbox"/> Big sports grounds	<input type="checkbox"/> Woodland	<input type="checkbox"/> Farmland
<input type="checkbox"/> Theatres & concert halls	<input type="checkbox"/> Lots of big shops	<input type="checkbox"/> University
<input type="checkbox"/> Factories & warehouses	<input type="checkbox"/> Power station	<input type="checkbox"/> Beach

4. What activities can you do there that you can't easily do in all parts of the UK?
.....

5. Are there any local words or phrases that people in other parts of the UK don't use?
.....

6. What tourist attractions are there in the area?
.....

Summer Term: Our Local Area

Year 5: Taking action in our local area

- As a class make a list of the different people that use our local area: motorists, people using public transport, school children, people who live in our area.
- Take a local walk around the area and make a list of any issues that you might see e.g. lack of public transport, litter, not enough things to do for children.
- Once you are back in class vote on what you think the biggest issue is.
- What can be done to help with this issue? Are there any national campaigns or charities that exist for similar issues?
- Could the pupils research the best ways to tackle the issue?
- Can they come up with a plan of action that can help to solve the issue in the local area?



Summer Term: Our Local Area

Year 6: Land use in our local area

- Look at birds eye view maps of the local area and discuss what different buildings, roads.
- How has this changed over the years?
- Can the children use old photographs of the area and match them up with current photos taken during their fieldwork?
- Can they locate the places from the photos?
- Can they write directions to the places and create a map?
- Can they create a map of places of local historical interest?
- Can they create a class display of their findings or presentations in a group.

