# Fieldwork Progression

| Intentions |
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| As part of fieldwork tasks students will be required to read a map, compose a map and collect data in line with this progression document. Progression will clearly be shown through the students composition of maps and their presentation of data. Students will be assessed against the criteria below: these assessments will be completed on a fieldwork tracker. |

| Year | Reading Maps | Composing Maps | Collecting Data |
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| Nursery | Identify features of their immediate environment using knowledge from non-fiction texts and maps. | Explore the natural world around them, making observations and drawing pictures of animals and plants. | Identify features of their immediate environment using knowledge from observation. |
| **Enquiry Question**<br>What can I see, hear and smell in our school fields?<br><br>**Reading Maps**<br>Ask students to locate nursery and the fields on an aerial photograph of the school. Discuss how they know this.<br><br>**Composing Maps**<br>Give the students a map of the school fields. Cut out symbols of things they could see, hear and smell. Ask students to place these items in the correct location.<br><br>**Collecting Data**<br>In this instance, data will be qualitative. Create a class list of items they could see, hear and smell. When students return to the nursery, use items found on the journey to recount the fieldwork experiences. | | | |
| Reception | Describe their immediate environment using knowledge from non-fiction texts and maps. | Explore the natural world around them, making observations and drawing pictures of animals and plants. | Describe their immediate environment using knowledge from observation. |
| **Enquiry Question**<br>If I was to describe the school to a visitor, what would I say?<br><br>**Reading Maps** | | | |

Ask students to locate their classroom, the school hall and the fields on an aerial photograph of the school. Discuss how they know this.

**Composing Maps**
Give the students a map of the school. Cut out symbols of things they could see, hear and smell. Ask students to place these items in the correct location.

**Collecting Data**
In this instance, data will be qualitative. Create a class list of items they could see, hear and smell and develop a tally chart. When returning to the classroom, ask students to recount their journey using collected data.

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| Year 1 | Use maps to move around **known** areas under the supervision of staff. | Compose maps of a **known** geographical area by using a simple key. | Collect data as a class and comment upon their findings using numbers. |

**Enquiry Question**
What is littering? Is their littering on the KS1 playground?

**Reading Maps**
Ask students to locate their classroom, the school hall and the fields an aerial photograph of the school and the orienteering maps. Discuss how they know this. Use these maps to orientate themselves around the school by using directional language, the key and compass points.

**Composing Maps**
Using skills from geography lessons this year, ask students to create a "birds eye" map of the KS2 playground. Ask students to mark where they found litter.

**Collecting Data**
Students to collect litter from playgrounds. Use a tally chart to count the amount of litter collected. Discuss how the school can reduce the amount of litter on the KS1 playground.

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| Year 2 | Under supervision, use maps to move around **known** areas. Students should be referring to the key throughout their fieldwork. | Compose maps of a **known** geographical area by using a key. | Use simple mathematical charts, such as a tally chart, to record the results of fieldwork. |

**Enquiry Question**
What is littering? Is their littering in Shortlanesend?

**Reading Maps**
Ask students to locate the school on an aerial photograph of Shortlanesend and local maps. Discuss how they know this. Use these maps to navigate to the local park by using directional language, the key and compass points.

**Composing Maps**
Using skills from geography lessons this year, ask students to create a map of the journey from school to the local park. Ask students to colour code man made and natural areas and to mark roads.

**Collecting Data**
Students to collect litter along their journey. Use a tally chart to count the amount and forms of litter collected. Discuss how Shortlanesend can reduce the amount of litter.

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| Year 3 | Whilst undergoing fieldwork, students should use maps to mark their journey and later recall their travails through a **known** area. Recall should be supported by a key. | Compose maps using a key to highlight topographical features. Some awareness of scaling. | Answer simple questions of causality (why?) by using collected data. Make further geographical comments in conjunction with the given topic. Form appropriate mathematical representations of found data in line with mathematical curriculum – line graphs, pie charts, two way tables. Use found data as a tool for geographical **description** and presentation. |

**Enquiry Question**
What evidence of sustainability can we find in Shortlanesend?

**Reading Maps**
Students are to use OS maps to traverse St Shortlanesend. Ensure students are using the key and considering the scale of the map they are using.

**Composing Maps**
Work with students to develop a class key before asking students to draw a map of their journey. Support students with scale by placing simple markers on a prepared example (the Co-op and the school as an example).

**Collecting Data**

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| Students to collect numerical data on the amount of and types of sustainability found in Shortlanesend. This will be transferred into a bar chart. | | | |
| Year 4 | Whilst undergoing fieldwork, students should use maps to mark their journey and later recall their travails through an **unknown** area. Recall should be supported by a key. | Compose maps using a key to highlight topographical features and appropriate scaling. | Answer simple questions of causality (why?). Make further geographical comments based on their observations.<br>Form appropriate mathematical representations of found data in line with mathematical curriculum – line graphs, pie charts, two way tables.<br>Use found data as a tool for geographical **summaries**. |
| **Enquiry Question**<br>Is their life in our streams? How could we support our eco-system?<br><br>**Reading Maps**<br>Under supervision, students are to independently use OS maps to traverse Shortlanesend. Ensure students are describing their journey through the use of compass points, scale and perspective.<br><br>**Composing Maps**<br>Students are to draw a detailed map of the journey from school to the stream chosen. Support students with their perspective by using compass points. Students should be independently forming keys.<br><br>**Collecting Data**<br>Numerical data on wildlife found. Further numerical detail as to where along the stream wildlife was found. Translate this data into age appropriate graph. | | | |
| Year 5 | Under supervision, traverse **unknown** areas using their knowledge of a key, scale, perspective and the compass points. | Compose highly detailed maps using a key to highlight topographical features, appropriate scaling and appropriate perspective. | Answer questions of causality (why?). Raise further questions based on geographical knowledge.<br>Form appropriate mathematical representations of found data in line with mathematical curriculum – line graphs, pie charts, two way tables. |

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| | | | Use found data as a tool for geographical analysis of **impact**. |
| **Enquiry Question**<br>Historically, how was land used in Tehidy woods? Why is it no longer used?<br><br>**Reading Maps**<br>Under supervision, independent use of map to traverse through Tehidy Woods along a given route.<br><br>**Composing Maps**<br>Composition of map in relation to route around Tehidy woods. Students should be accurately using scale, perspective and their own key.<br><br>**Collecting Data**<br>Qualitative research of settlement. How does historical evidence support their understanding of local geography and geographical changes? | | | |
| Year 6 | Independently traverse **unknown** areas using their knowledge of a key, scale, perspective and the compass points. | Compose highly detailed maps using a key to highlight topographical features, accurate scaling and accurate perspective. | Ask and answer geography questions of causality (why?). Raise further questions with cross curricular ties.<br>Form appropriate mathematical representations of found data in line with mathematical curriculum – line graphs, pie charts, two way tables.<br>Use found data as a tool for geographical **analysis** of causality, consequence and impact. |
| **Enquiry Question**<br>How could we expand the settlement of Shortlanesend?<br><br>**Reading Maps**<br>Students to devise their own routes around Shortlanesend in a way which will be most time efficient and give them the opportunity to see potential sites for expansion. Students to walk in small groups with staff.<br><br>**Composing Maps**<br>Full map of Shortlanesend with detailed use of topographical features. Use of a scaled grid. Students to add their ideas for expansion to scale. | | | |

**Collecting Data**

Students to collect data on area. As an example, how much space would they need for a hospital? Where could this feasibly be built in the settlement? Are the hills around St Stephen appropriate? Use of pie graph to show percentage of their land used for a given purpose.