

## Geography Fieldwork Experiences

	<b>Fieldwork Unit</b>	<b>Objectives</b>
<b>Year 1</b>	<p><b>Spring 1</b></p> <p><b>Our Local Area</b> What is it like where we live?</p>	<p><b>School Grounds - Mapping</b></p> <ul style="list-style-type: none"> <li>• Look at human and physical features (playgrounds, playing field, classrooms, car park etc) and what they are used for.</li> <li>• Add features to a basic map of an area of the school grounds (eg KS1 playground)</li> <li>• Look at maps of the local area (aerial maps)– what features/landmarks do they recognise? Can they find our school? Can they find a green space?</li> <li>• Identify human and physical features of the greenspace in school (school field, forest school, playgrounds) – what do people use this area for?</li> <li>• Describe features using simple compass directions, locational and directional language.</li> </ul>
<b>Year 2</b>	<p><b>Spring 1</b></p> <p><b>Journeys – Food</b> Where does our food come from?</p>	<p><b>Local Area Walk - Guiseley High Street</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of food shops (butchers, fast food etc)</li> <li>• Create an annotated sketch map with a key, locating some of these shops.</li> </ul>

		<ul style="list-style-type: none"> <li>• Describe features using simple compass directions, locational and directional language.</li> <li>• Also visit Morrison's supermarket to see their version of a traditional market place with different 'shops'.</li> <li>• Collect quantitative data about the different types of food available and record in a pictogram.</li> </ul>
<b>Year 3</b>	<b>Autumn 2</b>  <b>Climate &amp; Weather</b> Why is climate important?  Possible coasts fieldwork trip	<b>School Grounds - Weather Recording</b> <ul style="list-style-type: none"> <li>• Use the 'weather station' to look at wind direction, wind strength (compass directions), temperature and rainfall.</li> <li>• Collect and analyse data across the half term.</li> <li>• Present data in charts, graphs, pictograms etc and describe findings.</li> </ul>
<b>Year 4</b>	<b>Spring 1</b>  <b>Rivers and the Water Cycle</b> How does the water go round and round?	<b>Local Area Walk - Guiseley Beck (Esholt Woods)</b> <ul style="list-style-type: none"> <li>• Take digital photographs and annotate with labels and captions relating to key river features and vocabulary.</li> <li>• Use of language such as 'tributary, valley, river'. Look at maps to see where this stream goes, what river it merges with and where is the source?</li> </ul>

		<ul style="list-style-type: none"> <li>• Create a sketch map of the journey, annotated with a key and map symbols.</li> <li>• Remove the stream from an area of a map – children to plot it on, using key landmarks to guide them.</li> </ul>
<b>Year 5</b>	<p>Autumn 2</p> <p><b>Changes in our Local Environment</b></p> <p>How is our country changing?</p>	<p><b>Local Area Walk - Parkinson's Park</b></p> <ul style="list-style-type: none"> <li>• Use current and older maps of the land around the park. What has changed?</li> <li>• Make field sketches showing the changes and take photographs to annotate.</li> <li>• Record land use, human &amp; physical features.</li> <li>• Do some emotional mapping – how do the children feel about changes in the area?</li> <li>• Would the children make any further changes to the area? A new crossing for example.</li> <li>• Collect views from local people about their views on the proposed multi storey car park on Netherfield Road.</li> </ul>
<b>Year 6</b>	<p>Summer 1</p> <p><b>Our World in the Future</b></p>	<p><b>Community Spirit</b></p> <ul style="list-style-type: none"> <li>• Look at local area maps – what facilities are there for the community to come together?</li> </ul>

	<p>How will our world look in the future?</p>	<ul style="list-style-type: none"><li>• How could we improve facilities in Guiseley?</li></ul> <p><b>Local Area Walk – The Green/Town Gate</b></p> <ul style="list-style-type: none"><li>• Collect views from local people about what they feel should be preserved in Guiseley for the future and what they would like to change/improve in the future. Children to plan their own questions.</li><li>• Edit maps with predicted/proposed changes.</li><li>• Record current land use and overlay with potential changes.</li><li>• A traffic survey – collecting and analysing the data. How do you think traffic will change in the future? Will Guiseley need to adapt it's infrastructure for travel?</li></ul>
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