



# FIELDWORK UNITS IN GEOGRAPHY @ Over Hall Community School

updated January 2024

FIELDWORK FOCUS			
	Focus Question	Activity	Skills
Reception	'Where do I live?'	<p>Children will undertake a walk of the local area and make a map using concrete models.</p> <p>They will answer questions such as:</p> <ul style="list-style-type: none"> <li>• Where is their house?</li> <li>• What places do they know in Winsford?</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositional language</li> <li>• Following and giving simple instructions</li> <li>• Making simple maps</li> <li>• Talking about place</li> <li>• Drawing and following simple maps</li> <li>• Identifying North on a simple compass</li> <li>• Drawing from first-hand experience and observations.</li> </ul>
Year 1	Where do I go to school?	<p>The focus is on which features in our school grounds encourage plant life.</p> <p>Children will be exposed to key questions and the knowledge needed to answer those questions.</p> <p>They will complete a mind map on what they already know about the school grounds.</p> <p>Children will go out into the school grounds and identify areas where plant life is able to grow. They will then create observational sketches of some of the features that might be found around the grounds.</p>	<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and physical geography</li> <li>• Geography skills and fieldwork</li> <li>• Place</li> <li>• Space</li> <li>• Scale</li> <li>• Physical and Human Processes</li> </ul>
Year 2	'What makes Winsford wonderful?'	<p>This investigation will focus on the weather and climate of Winsford. The class will make a rain</p>	<ul style="list-style-type: none"> <li>• Physical Geography</li> <li>• Geography skills and fieldwork</li> <li>• Physical processes</li> </ul>



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		gauge and each child will make their own cloud coverage counter to investigate cloud coverage.	
<b>Year 3</b>	'How is Winsford linked to salt?'	<p>The fieldwork focus starts this Year 3 unit. Children will begin to explore the settlement types commonly found in the North West.</p> <p>Children will research a number of settlements in the North West- they will answer the following questions:</p> <ul style="list-style-type: none"> <li>• What types of land use can they find?</li> <li>• What types did they not find and why?</li> <li>• What are the differences between each settlement?</li> <li>• What are the similarities between each settlement?</li> </ul> <p>Children will then use this chart to identify what sort of settlement Winsford is and what land use we find here.</p>	<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human Geography</li> <li>• Place</li> <li>• Space</li> <li>• Scale</li> <li>• Interdependence</li> <li>• Human processes</li> </ul>
<b>Year 4</b>	'Why do some Earthquakes cause more damage?'	<p>Children will conduct their fieldwork investigation at the end of this unit of work.</p> <p>Children will be asked to consider where the riskiest areas are during an earthquake. They will decide on three areas around school to investigate and make predictions and evaluations based on this. The children will assess level of risk with an aim to discovering the safest place to be in school should there be an earthquake.</p>	<ul style="list-style-type: none"> <li>• Human Geography</li> <li>• Place</li> <li>• Space</li> <li>• Scale</li> </ul>



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<b>Year 5</b>	'Why are mountains so important?'	<p>Children will plan and carry out their own fieldwork investigation on the school grounds as part of this unit of work. Whilst the school is not located on a mountain, this will provide the children with the opportunity to explore local ecosystems and biomes so that they can then understand the impact that mountains have on biomes. Children will choose one of three fieldwork questions:</p> <ul style="list-style-type: none"><li>• What animals are in my local woodland ecosystem?</li><li>• What trees are in my local woodland ecosystem?</li><li>• What plants are in my local woodland ecosystem?</li></ul>	<ul style="list-style-type: none"><li>• Locational knowledge</li><li>• Place knowledge</li><li>• Physical geography</li><li>• Geography skills and Fieldwork</li><li>• Place</li><li>• Space</li><li>• Scale</li><li>• Physical Processes</li></ul>
<b>Year 6</b>	'How can we live more sustainably?'	<p>Children will complete this fieldwork session at the end of their Sustainability unit. They will be focusing on what the school can do to reduce plastic waste. To begin with, children will look at plastic waste currently in school. They will then move on to keep a single-use plastic diary for the week, from this they will then create a pie chart to showcase their findings.</p>	<ul style="list-style-type: none"><li>• Human and Physical geography</li><li>• Interdependence</li><li>• Physical and Human processes</li><li>• Environmental Impact</li><li>• Sustainable Development</li></ul>