



Geography

Fieldwork guide

Contents:

A complete guide to Fieldwork in the Kapow Primary curriculum.

Please note that the information in this document has been collated from other Kapow Primary documents.

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What is fieldwork and why is it important?

Fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings. It allows pupils to explain, ask questions and make discoveries about the world around them. This approach is crucial because it provides children with real-life contexts to develop their geographical skills, such as observation, measurement and data collection.

Fieldwork also enhances critical thinking and problem-solving abilities, as pupils learn to analyse and interpret the information they gather. Additionally, it fosters an appreciation of both local and global environments, encouraging responsible attitudes towards the world. By participating in fieldwork, children connect classroom learning with the outside world, making geography both relevant and exciting.

Read our blog post [‘What is fieldwork and why is it important?’](#) to find out more.



What does Kapow offer?

- **National curriculum coverage:** our scheme implements fieldwork according to the 'geographical skills and fieldwork' strand. Please see our [National curriculum coverage](#) document for more information on how the Kapow Primary scheme covers the National curriculum Programme of study for Geography.
- **Progressive development:** fieldwork skills progressively build across year groups through their application in practical fieldwork. Pupils become proficient in questioning, observing, measuring, recording, and presenting through an enquiry cycle approach. See our [Progression of knowledge and skills](#) document for more information on progression within the Kapow Primary curriculum and our [Key knowledge and skills by unit](#) document which shows which units target each skill or knowledge statement.
- **Diverse fieldwork opportunities:** fieldwork ranges from on-site exercises to more extensive explorations, enhancing pupils' understanding of their local environment, building confidence using a variety of data collection methods and providing a solid understanding of their locality; crucial when comparing it to other places.



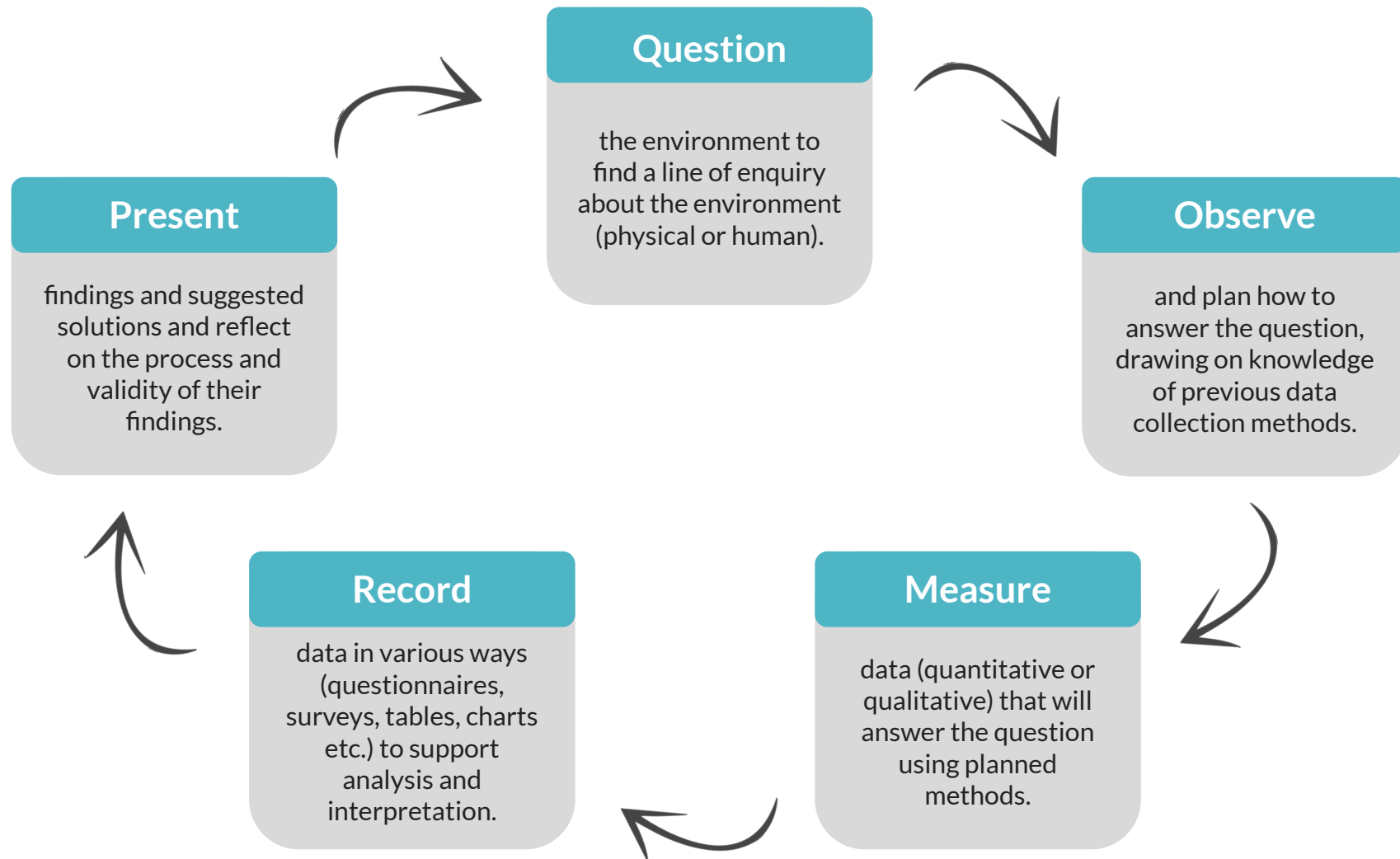
What does Kapow offer?

- **Social development:** social skills are strengthened through collaborative fieldwork, encouraging teamwork, communication and positive contributions. Refer to our [Personal development, SMSC and British values mapping](#) to see where our units contribute to pupils' personal development.
- **Integration of climate change:** through fieldwork opportunities, children can contextualise what contributes to climate change in their local environment and explore the environmental health of their locality. Pupils present suggestions for how to improve their locality to relevant audiences such as local councils. Kapow Primary have partnered with Eco-Schools to help you on your journey to Eco-School accreditation (see our [Eco-Schools mapping document](#)).
- **Personalised curriculum:** using the presentation mode, there is opportunity to upload local maps, sketches or photographs sourced or made, to ensure children are familiar with features or routes of a place before visiting themselves.
- **A whole-school [Fieldwork planner](#) and [Equipment list](#)** to ensure that you are prepared for the fieldwork lessons in advance.



The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are to be built upon over time and feature across units where most appropriate for the enquiry question.

Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

Recording

- Drawing routes on maps.
- Annotated maps.
- Digital photographs.
- Using simple recording techniques to record their feelings.
- Questionnaires.
- Interviews.
- Tally charts.
- Audio recordings.
- Sketch maps to show spatial patterns.

Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

Different types of knowledge in Geography

Disciplinary knowledge

('ways of knowing')

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our [enquiry cycle](#) for further information on these processes.

Progression in disciplinary knowledge is shown in our [Geographical skills and fieldwork](#) strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

Procedural knowledge

('knowing how to')

Pupils gain procedural knowledge primarily through the [Geographical skills and fieldwork](#) strand and learn about the process of enquiry when following our [enquiry cycle](#).

They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

Substantive knowledge

('knowing about')

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

This content is separated into the following areas in the National curriculum and within our scheme of work:

- ★ **Locational knowledge**
- ★ **Place knowledge**
- ★ **Human and physical geography**
- ★ **Geographical skills and fieldwork**

These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

Fieldwork vocabulary progression

EYFS		Year 1	Year 2
• identify • look • photograph • route • search • feel • look	• notice • observe • see • smell • sound • touch	• survey • questionnaire • compass • rain gauge • thermometer • temperature • weather vane	• sample • tally chart • pictogram • bar chart • data collection
Year 3	Year 4	Year 5	Year 6
• expedition • magnetic/magnetic field • research • intention • destination • evaluate • compare • improvement	• investigate • interview • method • risk • enquiry • data • analyse • present • quantitative/qualitative data • summarise • interpret • quote • source • sample size • reliability • limitations • open-ended/closed question • Likert scale	• fieldwork • evidence	• digital technologies • conclusion • cartogram • Geographic Information System (GIS) • pie chart • line graph • live data • consideration • annotate • justify • issue • viewpoint • data collection methods • subjective • audience • recommendation

NB: This fieldwork vocabulary progression has been taken from our full [Vocabulary progression](#) document

Fieldwork planner - Key stage 1

It is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so the lessons involving fieldwork and the suggested locations to carry out this fieldwork are listed below.

It is important to risk-assess the proposed fieldwork taking into account any relevant school risk assessment policies and procedures. Refer to the *Before the lesson* section in each fieldwork lesson to prepare. **Please be aware fieldwork lessons may take longer than one hour.**

	Autumn	Spring	Summer
Year 1	<u>What is it like here?</u> Using maps to follow simple routes around the school grounds and carrying out an enquiry about how to improve their playground. Lessons involving fieldwork: <u>Lesson 3: What can we find in our school grounds?</u> Location: School grounds <u>Lesson 4: Where are the different places in our school?</u> Location: School grounds	<u>What is the weather like in the UK?</u> Considering how we change our behaviour in response to different weather and keeping a weather diary or record. Lessons involving fieldwork: <u>Lesson 2: What are the four seasons?</u> Location: School grounds <u>Lesson 3: What are the compass directions?</u> Location: School grounds <u>Lesson 4: What is the weather like today?</u> Location: School grounds	<u>What is it like to live in Shanghai?</u> Comparing features in Shanghai to those in the local area and making a simple map using data they have collected through fieldwork. Lessons involving fieldwork: <u>Lesson 1: What can we see in our local area?</u> Location: Local area surrounding school.
	<u>Would you prefer to live in a hot or cold place?</u> Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording conditions to find similarities and differences. Lessons involving fieldwork: <u>Lesson 5: Do we live in a hot or cold place?</u> Location: School grounds	<u>Why is our world wonderful?</u> Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this. Lessons involving fieldwork: <u>Lesson 5: Why are natural habitats special?</u> Location: Local woodland or green space in the school grounds	<u>What is it like to live by the coast?</u> Investigating how people use the local coastline by completing a tally chart. Lessons involving fieldwork: <u>Lesson 5: how do people use our local coast?</u> Location: Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.)

	Autumn	Spring	Summer
Year 3 (LKS2)	<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>
	Observing and recording the location of rocks around the school grounds and discussing how they originated. Lessons involving fieldwork: <u>Lesson 6: Where have the rocks around school come from?</u> Location: School grounds	Interpreting instructions which include compass points to map and follow a simple route inspired by Shackleton's expedition. Lessons involving fieldwork: <u>Lesson 6: How did our expedition go?</u> Location: School grounds	Mapping and discussing why physical and human features are in particular locations. Lessons involving fieldwork: <u>Lesson 3: Can I explain the location of features in my local area?</u> Location: Local area
Year 4 (LKS2)	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they used?</u>
	Collecting data to understand how local woodland is used with a variety of data collection methods. Lessons involving fieldwork: <u>Lesson 5: How is our local woodland used?: Data collection</u> Location: Local woodland (or park)	Designing and carrying out an interview to collect data on where school dinners are sourced. Lessons involving fieldwork: <u>Lesson 5: Are our school dinners locally sourced?</u> Location: School grounds	Identifying and locating human and physical features of a local river on a map. Lessons involving fieldwork: <u>Lesson 6: What features does our local river have?</u> Location: River environment

	Autumn	Spring	Summer
Year 5 (UKS2)	<u>What is life like in the Alps?</u>	<u>Why do oceans matter?</u>	<u>Would you like to live in the desert?</u>
	Investigating what there is to do in the local area using data collection. Lessons involving fieldwork: <u>Lesson 4: What is there to do in our local area?</u> Location: Local area – focus on recreational land use (tourism)	Collecting data on the types of litter polluting a local marine environment. Lessons involving fieldwork: <u>Lesson 5: How littered is our marine environment?: Data collection</u> Location: Marine environment (beach, river, reservoir, lake or pond)	Lessons involving fieldwork: None
Year 6 (UKS2)	<u>Why does population change?</u>	<u>Where does our energy come from?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
	Collecting and interpreting data about how population impacts the amount of traffic and litter in a local urban area. Lessons involving fieldwork: <u>Lesson 5: How is population impacting our local environment?: Data collection</u> Location: Urban area (e.g. town centre)	Collecting and and presenting data on where to position a solar panel on the school grounds. Lessons involving fieldwork: <u>Lesson 6: Where is the best place for a solar panel on the school grounds?</u> Location: School grounds	Planning a full fieldwork enquiry using the enquiry cycle and collecting data to analyse and present on a relevant local topic. Lessons involving fieldwork: <u>Lesson 4: Collecting the data.</u> Location: Local area

Fieldwork planner - Key stage 1 - mixed-age

It is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so the lessons involving fieldwork and the suggested locations to carry out this fieldwork are listed below.

It is important to risk-assess the proposed fieldwork taking into account any relevant school risk assessment policies and procedures. Refer to the *Before the lesson* section in each fieldwork lesson to prepare. **Please be aware fieldwork lessons may take longer than one hour.**

	Autumn	Spring	Summer
Year 1/2 Cycle A	<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>
	Using maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. Lessons involving fieldwork: <u>Lesson 3: What can we find in our school grounds?</u> Location: School grounds <u>Lesson 4: Where are the different places in our school?</u> Location: School grounds	Considering how we change our behaviour in response to different weather and keep a weather diary or record. Lessons involving fieldwork: <u>Lesson 2: What are the four seasons?</u> Location: School grounds <u>Lesson 3: What are the compass directions?</u> Location: School grounds <u>Lesson 4: What is the weather like today?</u> Location: School grounds	Investigating how people use the local coastline by completing a tally chart. Lessons involving fieldwork: <u>Lesson 5: how do people use our local coast?</u> Location: Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.)
Year 1/2 Cycle B	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
	Mapping feelings associated with places around school using sketch maps and symbols. Lessons involving fieldwork: <u>Lesson 2: What is a feature?</u> Location: School grounds <u>Lesson 6: How do places in school make us feel?</u> Location: School grounds	Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording conditions to find similarities and differences. Lessons involving fieldwork: <u>Lesson 5: Do we live in a hot or cold place?</u> Location: School grounds	Comparing features in Shanghai to those in the local area and making a simple map using data they have collected through fieldwork. Lessons involving fieldwork: <u>Lesson 1: What can we see in our local area?</u> Location: Local area surrounding school.

	Autumn	Spring	Summer
Year 3/4 Cycle A (LKS2)	<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>
	Observing and recording the location of rocks around the school grounds and discussing how they originated. Lessons involving fieldwork: <u>Lesson 6: Where have the rocks around school come from?</u> Location: School grounds	Collecting data to understand how local woodland is used with a variety of data collection methods. Lessons involving fieldwork: <u>Lesson 5: How is our local woodland used?: Data collection</u> Location: Local woodland (or park)	Designing and carrying out an interview to collect data on where school dinners are sourced. Lessons involving fieldwork: <u>Lesson 5: Are our school dinners locally sourced?</u> Location: School grounds
Year 3/4 Cycle B (LKS2)	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
	Interpreting instructions which include compass points to map and follow a simple route inspired by Shackleton's expedition. Lessons involving fieldwork: <u>Lesson 6: How did our expedition go?</u> Location: School grounds	Mapping and discussing why physical and human features are in particular locations. Lessons involving fieldwork: <u>Lesson 3: Can I explain the location of features in my local area?</u> Location: Local area	Identifying and locating human and physical features of a local river on a map. Lessons involving fieldwork: <u>Lesson 6: What features does our local river have?</u> Location: River environment

	Autumn	Spring	Summer
Year 5/6 Cycle A (UKS2)	<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>
	Investigating what there is to do in the local area using data collection. Lessons involving fieldwork: <u>Lesson 4: What is there to do in our local area?</u> Location: Local area – focus on recreational land use (tourism)	Lessons involving fieldwork: None	Collecting and and presenting data on where to position a solar panel on the school grounds. Lessons involving fieldwork: <u>Lesson 6: Where is the best place for a solar panel on the school grounds?</u> Location: School grounds
Year 5/6 Cycle B (UKS2)	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
	Collecting and interpreting data about how population impacts the amount of traffic and litter in a local urban area. Lessons involving fieldwork: <u>Lesson 5: How is population impacting our local environment?: Data collection</u> Location: Urban area (e.g. town centre)	Collecting data on the types of litter polluting a local marine environment. Lessons involving fieldwork: <u>Lesson 5: How littered is our marine environment?: Data collection</u> Location: Marine environment (beach, river, reservoir, lake or pond)	Planning a full fieldwork enquiry using the enquiry cycle and collecting data to analyse and present on a relevant local topic. Lessons involving fieldwork: <u>Lesson 4: Collecting the data.</u> Location: Local area