



Ambition - Community - Equality

Elms farm – Reception Geographical Fieldwork Enquiry

Topic: How do things grow?

Fieldwork location: School grounds

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| Skill from LTP | Make observations and draw pictures of animals and plants. |
| Question | Do the school grounds have enough plants to encourage wildlife? |
| Planning | Look at google maps to see the school grounds. Decide which route to walk around the playground. |
| Data collection | Photograph areas with flowers around the school grounds. Complete a wildlife tick sheet. Make observational drawings of the wildlife and flowers seen around school. |
| Data presentation | Draw flowers on a class map to show where the plant areas were found. |
| Data analysis | What does the data show? Link this back to original question. Have a class discussion with pupil voice recorded. |
| Oracy; Data Communication | Invite Miss Baxter/Mrs Sembi into class to discuss whether more flowers are needed to encourage wildlife around school. |
| Evaluate | Have a class discussion. Was it successful? Why? Would we need to change anything next time? |



Ambition - Community - Equality

Elms farm – Year 1 Geographical Fieldwork Enquiry

Topic: Do all superheroes wear capes?

Fieldwork location: School grounds

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| Skill from LTP | I can use observational skills to record the weather in my local area in a simple table. |
| Question | Which day would be best for a picnic this week? |
| Planning | Decide what days and times you will measure the weather. Make a rain gauge to measure rainfall. Make a flag to measure windfall. Set up a thermometer to measure temperature. |
| Data collection | Collect weather data over the week in a simple chart to record rainfall, windfall, temperature and record the relevant weather symbol that reflects the weather for that day. |
| Data presentation | Complete a simple chart. |
| Data analysis | What does the data show? Link this back to original question. Children to write a sentence to show what they found out. |
| Oracy; Data Communication | Circle time discussion- children decide what day they think would be best and why. |
| Evaluate | Have a class discussion. Was it successful? Why? Would we need to change anything next time? |



Ambition - Community - Equality

Elms farm – Year 2 Geographical Fieldwork Enquiry

Topic: Why should I go to Sheldon?

Fieldwork location: Local area

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| Skill from LTP | I can make a simple map of the local area and use basic symbols to construct a key (after fieldwork of the local area). I can present data in a pictogram. |
| Question | Is litter a problem in our area? |
| Planning | Locate the following landmarks on maps: airport, farm, house. On a class map show the route to be taken. |
| Data collection | Visit farm, airport and local houses. Look at litter at each of these points. Collect data using a tally chart and photograph each location. |
| Data presentation | Present data as a sketch map with a key using colour coding for the amount of litter. For example; red more than 20 pieces of litter Orange 10-20 pieces of litter Green- 0-10 pieces of litter Pictogram |
| Data analysis | What does the data show? Link this back to original question. Children to write a sentence to show what they found out. |
| Oracy; Data Communication | Speak to the school council about any issues of litter in the local area. School council could put up litter posters for everyone to read. |
| Evaluate | Have a class discussion. Was it successful? Why? Would we need to change anything next time? |



Elms farm – Year 3 Geographical Fieldwork Enquiry

Topic: How do I use a map?

Fieldwork location: Local area

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| Skill from LTP | I can use OS map symbols on digi map to locate landmarks to plan a route and sketch these landmarks during fieldwork . I can carry out a questionnaire. I can present data in a bar chart using Jit 5 on an Ipad. |
| Question | Does the local area have enough recreation facilities? |
| Planning | Look at maps and locate the recreation facilities to help form the questionnaire. Map the route being taken and make a sketch map to include OS symbols for the following footpath, school, place of worship, house, rail (farm, airport) |
| Data collection | Questionnaire in the form of a tally chart example qs Which of these is your favourite place to visit? Which of these facilities are lacking in the area? Is there enough green space? Are there enough transport links so people can enjoy the facilities? |
| Data presentation | Present data using bar charts using Jit 5 on an ipad |
| Data analysis | What does the data show? Link this back to original question. Class discussion- a written paragraph to show what they have found out |
| Oracy; Data Communication | Invite a teacher in who is planning a day out in the local area. Children to convince the chosen teacher what recreation facilities to visit. |
| Evaluate | Class discussion Was it successful? Why? Would we need to change anything next time? |



Elms farm – Year 4 Geographical Fieldwork Enquiry

Topic: Why was Britain invaded by the Saxons and Vikings?

Fieldwork location: Solihull/Tanworth in Arden

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| Skill from LTP | I can use sketch maps to compare areas and make sketches of different features. I can present my findings using bar charts and sketches. I can complete a public questionnaire, footfall survey, traffic survey and sketches. |
| Question | Would I rather visit a town or a village? |
| Planning | Look at maps to see what facilities are in each area Digi map lesson- plan the route to be taken |
| Data collection | Traffic survey using tally charts Footfall survey using tally charts Public questionnaire asking opinions of the areas |
| Data presentation | Bar charts |
| Data analysis | What does the data show? Link this back to original question. Class discussion- a written paragraph to show what they have found out |
| Oracy; Data Communication | Conscience alley- debating whether they would prefer to visit a town or village |
| Evaluate | Class discussion Was it successful? Why? Would we need to change anything next time? |



Elms farm – Year 5 Geographical Fieldwork Enquiry

Topic: What is a river's journey?

Fieldwork location: Carding Mill Valley

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| Skill from LTP | I can draw a sketch map (to include current position of housing) I can measure the speed, depth and width of the river. I can look for evidence of erosion. I can record data in a chart. I can present my data using line graphs. |
| Question | Should more houses be built near the Ashbrook river at Carding Mill Valley? |
| Planning | Look at positioning of current housing using maps. Look at when the river last flooded and whether it caused any damage. Look at any current flood defences in the area. |
| Data collection | Speed of river using corks and timers Depth and width of the river at different points using measuring equipment Data to be recorded in tables provided by Carding Mill Valley Look at evidence of erosion and photograph |
| Data presentation | Present depth, width and speed data using a combination of digital and hand written line graphs |
| Data analysis | What does the data show? Link this back to original question. Class discussion- a written paragraph to show what they have found out |
| Oracy; Data Communication | Debate as to whether there should be housing build near Ashbrook river or not |
| Evaluate | Class discussion Was it successful? Why? Would we need to change anything next time? |