

Fieldwork progression

	Autumn	Spring	Summer	Fieldwork week specific
Y3	<p>Wild World</p> <p>-recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (Volcanoes/earthquake zones)</p>	<p>Stone Age to Iron Age</p> <p>-making models, annotated drawings and field sketches to record observations (Visit to Creswell Crags)</p> <p>-relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry (comparing CC to Brayford)</p> <p>-using a simplified Likert Scale to record their judgements of environmental quality (Creswell Crags)</p> <p>-developing a simple method of recording their feelings about a place or site (CC)</p>	<p>Ancient Egypt</p> <p>-recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (settlements along the Nile)</p> <p>Into the woods</p> <p>-taking digital photos and annotating them with labels or captions (Visit to Perlethorpe)</p> <p>-making digital audio recordings for a specific purpose (visit to Perlethorpe)</p> <p>-developing a simple method of recording their feelings about a place or site (Perlethorpe)</p>	<ul style="list-style-type: none"> • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data • designing and conducting interviews • using simple sampling techniques appropriately
Y4	<p>Rivers and coasts</p> <p>-recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (parts of a river)</p> <p>Ancient Greece</p> <p>-recording selected geographical information on a map or large-scale plan, using colour or symbols and a key (Greek settlements as sites)</p>	<p>Roman Britain</p> <p>drawing freehand maps of routes (Roman remains in Lincoln)</p> <p>-making models, annotated drawings and field sketches to record observations (Lincoln)</p> <p>-using a simplified Likert Scale to record their judgements of environmental quality (Lincoln)</p> <p>-developing a simple method of recording their feelings about a place or site (RL)</p>	<p>Farm to Fork</p> <p>drawing freehand maps of routes (route to Rand farm and around the farm itself)</p> <p>-relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry (Rand Farm)</p> <p>-developing a simple method of recording their feelings about a place or site (RF)</p>	<ul style="list-style-type: none"> • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect quantitative fieldwork data • designing and conducting interviews • using simple sampling techniques appropriately

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Y5	<p>Saxons and Vikings</p> <p>-drawing freehand maps (Saxon or Viking settlement)</p>	<p>North America study</p> <p>-recording selected geographical data on a map or large-scale plan, using colour or symbols and a key (features of N America)</p> <p>-making models, annotated drawings (showing processes erosion and deposition)</p>	<p>1066 onwards – The story of Lincoln</p> <p>-making models, annotated drawings and field sketches to record observations (Lincoln)</p> <p>-taking digital photos and annotating them with labels or captions (parts of castle/changes)</p> <p>-making digital audio recordings (Cathedral and castle)</p>	<p>- relating large-scale plans to the fieldwork site, identifying relevant features</p> <p>-collecting, analysing and presenting quantitative data in charts and graphs</p> <p>-designing and using a questionnaire to collect qualitative data</p> <p>-designing and conducting fieldwork interviews</p> <p>-using standard field sampling techniques appropriately</p>
Y6	<p>Twentieth century conflict</p> <p>-conducting a transect to observe changes in buildings and land use (how has Birchwood changed)</p> <p>-recording selected geographical data on a map or large-scale plan, using colour or symbols and a key (battlefields WW1)</p>	<p>Baghdad 900CE</p> <p>-drawing freehand maps (City of Baghdad)</p>	<p>Climate change</p> <p>-collecting, analysing and presenting quantitative data in charts and graphs</p> <p>-designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance</p> <p>-recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</p>	<p>- relating large-scale plans to the fieldwork site, identifying relevant features</p> <p>-collecting, analysing and presenting quantitative data in charts and graphs</p> <p>-designing and using a questionnaire to collect qualitative data</p> <p>-designing and conducting fieldwork interviews</p> <p>-using standard field sampling techniques appropriately</p>