**Geography fieldwork overview**

Intent: “Why fieldwork matters”

At Unity Community Primary, we believe that geographical fieldwork is essential for developing children's curiosity, understanding, and sense of place. Fieldwork provides opportunities for real-world learning, encouraging pupils to observe, question, and explore their surroundings. It supports key geographical skills, deepens understanding of human and physical features, and links directly to our diverse local context of Cheetham Hill and the wider Manchester area.

Fieldwork also aligns with Ofsted's expectations that pupils gain locational knowledge and engage in fieldwork across all key stages. It provides a meaningful way to apply skills outlined in the National Curriculum, such as data collection, observation, map reading, and enquiry-based learning.

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| **Year group** | **Topic or Trip** | **Fieldwork opportunity** | **Purpose** | **Skills developed** |
| **Daycare** | Recognise familiar places and exploring our immediate outdoor environment. | Explore the school grounds | To explore and become familiar with the immediate environment | Observation, description, and use of positional language |
| **Nursery** | Recognise features in the local area, exploring the outdoor environment in more detail | Visit a local park | To explore and become familiar with the environment | Observation, description, positional language |
| **Reception** | Explore our local area | Explore the outdoor area observing different leaves and treesVisit to the farm creating maps of the area | Explore familiar environmentMap making | Observing, describing, using positional languageInitial map making skills. |
| **Year 1** | Weather & seasons | Playground weather charting | Observe and record daily weather | Data recording, simple charts |
| **Year 2** | Our Local AreaEyam | Children sketch maps of the school grounds.Children also sketch man-made and physical features.Compare physical and human features between Cheetham Hill and Eyam | Compare man-made and natural features | Sketch maps, field sketches, enquiry |
| **Year 3** | No fieldwork opportunities in those units |  |  |  |
| **Year 4** | Rivers | Visit to River Tib or local stream | Observe river features including the width and different speeds of the river flow | Measurement, observation, note-taking |
| **Year 5** | Data analysis / interpretation | Comparing rainfall data between the Amazon and Manchester | To compare climate patterns and understand global rainfall differences. | Data interpretation, graph analysis, drawing conclusions, and using climate-related vocabulary. |
| **Year 6** | Trip to Crosby | Investigating the litter of Cheetham Hill compared to CrosbyComparing different areas with Crosby. | Comparing their local area to a different part of the UK | Data interpretation, graph making,observations |