

GEOGRAPHY FIELDWORK POLICY

June 2025

Subject Leader: Rachel Thomas

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Our understanding of Fieldwork

Fieldwork is when you go outside the classroom and find things out for yourself. This can include observation of what we see, hear and touch, gathering data, asking questions and staying safe.

Rationale

Here at Dovers Green, we recognise that fieldwork is such a valuable and vital component of high-quality Geography. Our local area has much to offer allowing us to develop pupil's subject knowledge and skills that are sometimes difficult to develop in the classroom alone. We believe that fieldwork experiences bring learning alive across the curriculum in real and meaningful contexts. In Geography, purposeful experiences are engaging and stimulating, 'inspiring in pupils a fascination about the world and its people' (DfE 2014).

Aims

- To take an enquiry-led approach to fieldwork that involves pupils in the process.
- To develop pupil's **procedural knowledge** - knowing how to collect, analyse and communicate data and geographical information.
- To ensure that planned fieldwork opportunities have a real purpose.
- To explore our local area giving pupils a sense of place and making their Geographical learning special to Dovers Green.
- We will use and develop our knowledge of key geographical vocabulary.
- We will learn **'to think like a Geographer'** to develop our **disciplinary knowledge** by using our fieldwork experiences to make connections with classroom learning and the complexities of the real world.
- That pupils will develop a sense of direction, distance and scale by studying maps of all types, including making their own.

Progression in Fieldwork (also see knowledge and skills documents)

Our fieldwork begins in Reception with pupils exploring our school buildings and grounds. As they become more familiar with their surroundings and the location of different areas of the school, they may make simple maps and are encouraged to ask and answer questions for example, "What can you see from the school gates?", "Where do you like to visit?". They will become more familiar with where they live in relation to their peers and through comparing their location with other children in different parts of the world, through stories that are read to them and they read. Local walks, for example to the post box or a building site, are undertaken to develop a pupils' sense of direction, spatial awareness and understanding of their locality. Vocabulary related to locational and directional knowledge will be acquired including useful facts such as knowing their home address and that our school is on Rushetts Road.

Outdoor learning is embedded in our EYFS practice, so pupils will have regular opportunities to explore the natural world around them such as changes in the weather (flooding, snow, ice and puddles etc) as well as discovering animals including insects in our beds and digging areas.

Reception pupils experience a trip (usually by coach) to a place of interest in the summer term. Much teaching and learning will encompass such an experience so that the pupils are prepared for the experience and reflect on what they have learnt after the event.

Following the Kapow Primary scheme of work, pupils in Year 1 & 2 will discover first hand more about our local area by visiting the local park, lakes or shops in answer to an enquiry question that pupils wish to find the answer to. For example, pupils may be keen to observe whether there is litter pollution in and around our school or observing human and physical geographical features in the local area. Kapow's units of work clearly set out the number of lessons that involve fieldwork so that teachers can plan ahead especially when this involves exploring their local area for example, Earlswood Lakes. As pupils experience their local area first hand, make maps and follow directions, they will be better placed to develop their understanding of their location within the UK and then within the wider world. This will prepare them for the next stage in their Geography education in Key Stage 2 and beyond.

Both year 1 and 2 take a school trip each year. These outings provide opportunities to study maps, routes, physical and human features of the journey and their planned locations.

Forest School

Our school grounds offer many opportunities for fieldwork and we are especially fortunate to have our own Forest School. This space provides a wealth of natural wonder and physical features for pupils to explore on a weekly basis. With close curriculum links to Science, pupils regularly experience being outdoors in different weathers, throughout the seasons using their senses to explore and find out more about the features of their immediate environment. Here investigations can take place enabling pupils to recognise the characteristics of the local area and how humans affect the environment both positively and negatively.

This curriculum policy should be read in conjunction with our;

Geography Policy

Geography Vision, Intent, Implementation and Impact Policy

Assessment Policy

Foundation Stage Policy

Learning and Teaching Policy

Behaviour Policy

Health and Safety Policy

SEND Policy

Equal Opportunities Policy

Inclusion Policy