

# How can we carry out a fieldwork enquiry?

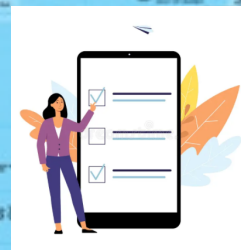
Year 6 Term 6

Fieldwork



## Key geographical concepts

- Location
- Human and Physical geography
- Place
- Fieldwork



## Key learning

### Key learning

- Pupils will be able to identify and explain real issues affecting their local area, forming the basis for a geographical enquiry.
- They will develop relevant questions and justify appropriate data collection methods, demonstrating an understanding of how to gather meaningful information.
- Pupils will design accurate and well-structured data collection templates and select suitable locations along a planned route using OS maps for effective fieldwork.
- They will assess potential risks, suggest ways to manage them, and demonstrate responsible behaviour and decision-making while collecting data in the field.
- Pupils will analyse the data they have gathered, identify key outcomes, use digital tools to map their findings, and clearly describe each stage of the enquiry process.



## Key vocabulary

|             |                                                         |
|-------------|---------------------------------------------------------|
| Analyse     | To look at something in detail                          |
| Audience    | People who receive a message or watch a performance     |
| Data        | Numbers or facts collected to prove something           |
| Enquiry     | An investigation into a question                        |
| Impact      | The influence one thing has on another                  |
| Improvement | To make something better than it was                    |
| Present     | To show something to other people                       |
| Process     | Steps taken to achieve a particular outcome             |
| Risk        | A situation where something may be dangerous            |
| Route       | A way to get from one place to another, marked on a map |
| viewpoint   | A particular way of thinking about something            |



## Big Ideas – Our Learning Journey

### Year 1

- **Earth Processes** – What is the weather like in the UK?
- **Human Impact and Interaction** – What is it like to live here?, How is London different to Salisbury?

### Year 2

- **Biomes** – Would you prefer to live in a hot or cold place?
- **Earth Processes** – What is it like to live by the coast?
- **Human Impact and Interaction** – What is it like to live in Shanghai?

### Year 3

- **Biomes** – Who lives in Antarctica?
- **Earth Processes** – Why do people live near volcanoes?
- **Human Impact and Interaction** – Are all settlements the same?

### Year 4

- **Biomes** – Why are rainforests important?
- **Earth Processes** – What are rivers and how are they used?
- **Human Impact and Interaction** – Where does our food come from?

### Year 5

- **Biomes** – Would you like to live in the desert?
- **Earth Processes** – How is erosion shaping the UK?
- **Human Impact and Interaction** – How are humans changing the Alps?

### Year 6

- **Human Impact and Interaction** – Why does population change?, Do we have enough energy to power our future?



## Ethics

Do humans have a responsibility to protect nature when building new communities?