



**Year group: Year 6**  
**Term: Summer**  
**Subject: Issues in the local area/enterprise**

This topic may change year to year, depending on the preferences of the children and local issues/changes at the time.  
 Use the objectives and activities below to help plan

Pupils in **upper key stage 2** should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement as well as more structured enquiries that involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. Upper key stage 2 pupils should have more opportunities to visit unfamiliar places, including (wherever possible) a residential visit. As with younger pupils, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults. Fieldwork investigations in upper key stage 2 should link to the themes and topics in the Key Stage Curriculum Plan. Fieldwork opportunities should be planned to enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Fieldwork opportunities	Where is this planned in?	Fieldwork techniques
<p>Pupils in upper key stage 2 should be provided with opportunities:</p> <ol style="list-style-type: none"> <li>1) to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?'</li> <li>2) when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem.</li> <li>3) when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area.</li> <li>4) when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling.</li> <li>5) take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan.</li> </ol>		<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ol style="list-style-type: none"> <li>a) making models, annotated drawings and field sketches to record observations.</li> <li>b) drawing freehand maps (e.g. of a site they have visited).</li> <li>c) relating large-scale plans to the fieldwork site, identifying relevant features.</li> <li>d) recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</li> <li>e) taking digital photos and annotating them with labels or captions.</li> <li>f) making digital audio recordings (e.g. to create soundscapes).</li> <li>g) collecting, analysing and presenting quantitative data in charts and graphs.</li> <li>h) designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste).</li> <li>i) designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development).</li> <li>j) using standard field sampling techniques appropriately (e.g. taking water samples from a stream).</li> <li>k) designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance.</li> <li>l) conducting a transect to observe changes in buildings and land use.</li> </ol>