



## Fieldwork Curriculum Overview 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery		School field – looking for signs of autumn Walk to post box on Forest Avenue to post Christmas cards	Walk to the local shop (Churchill Avenue) to buy ingredients for our baking Walk around the school site – drawing a simple map	Forest School area: where do minibeasts live?	Forest School area: where do minibeasts live?	School grounds and school buildings
Reception	<b>School Grounds: Documenting 'Landmarks' in school.</b> Pupils to look at key locations that help to create a sense and familiarity of location in school. <i>Sense of Place</i>			<b>Journey Sticks:</b> Recording pupils' journey to the market / farm / around town. Pupils may wish clips or elastic bands on a stick to weave in objects in order that inform the route. <i>Sense of Place</i>		
Year 1	<b>What is the geography of Bourne?</b> Local Walk: Identifying physical and human features within Bourne <i>Sense of Place</i> <i>Environmental Connection</i>		<b>How does the weather affect our lives?</b> School Grounds: Weather Analysis (Temperature, Cloud and Precipitation) <i>Research and Skills</i> <i>Environmental Connection</i>			<b>Where would you rather live? Sahara or Antarctica?</b> School Grounds: Bird Study (based on penguin unit) <i>Research and Skills</i> <i>Environmental Connection</i>
	Woodland Visits Weather stations out all year <i>Environmental Connection</i>					
Year 2	<b>How can we stay safe in Bourne?</b> Local Walk: Road safety and traffic analysis (identifying hazards, safe crossings and traffic levels) <i>Research and Skills</i> <i>Critical Thinking</i>		<b>How are London and Nairobi similar and different to one another?</b> <i>Opportunity for pupils to form pen pals with Kenyan children</i>  <i>Compare and contrast tropical rainforest structure with that of local woods</i>			<b>What is a coast? How can we look after it?</b> Beach: Litter collection and data analysis of litter types and amount <i>Research and Skills</i> <i>Critical Thinking</i> <i>Environmental Connection</i>
Year 3			<b>How is my local environment changing?</b> Local Walk: Accessibility study to understand how desirable Bourne is to live based on disabled access and air pollution. <i>Sense of Place</i> <i>Critical Thinking</i>	<b>How do volcanoes affect the lives of people who live near them?</b> Risk evaluation: Is anywhere technically safe? Pupils to conduct environmental survey looking at 5 locations in school and marking possible risks, scoring and discussing them.		<b>Beyond the Magic Kingdom: what is the sunshine state really like?</b>
Year 4		<b>Why are jungles so wet and deserts so dry?</b>	<b>Why do so many people live in Megacities?</b>	<b>How can we live more sustainably?</b> Trip to local refuse centre <i>Environmental Connection</i>  Is litter an issue in our school? Document amount of litter present, where most litter is found in school to identify hotspots on map and identify most common litter type (groups could take different zones). <i>Critical Thinking</i> <i>Research and Skills</i>		
Year 5		<b>Why are mountains so important?</b>			<b>How is India saving the tiger?</b> School Grounds: Study of how to calculate average number of animals living in the area. <i>Research and Skills</i> <i>Critical Thinking</i>	<b>Who are Britain's National Parks for?</b> Pupils to complete a visit to Wellhead Park in the local area and evaluate it as a 'breathing space' using a criteria and sketches. <i>Sense of Place</i>
Year 6		<b>Why is fair trade fair?</b> Comparing the cost of fairtrade products against non-fair trade. <i>Research and Skills</i>			<b>What is a river?</b> Nene Park Trust: River study into erosion and water quality <i>Research and Skills</i> <i>Environmental Connection</i> <i>Critical Thinking</i>	<b>How is climate change affecting our world?</b> School Grounds: Identifying the best location for a wind turbine and solar panel <i>Research and Skills</i> <i>Environmental Connection</i>