

## OVERVIEW OF FIELDWORK

	Unit	Fieldwork
N	What is The World?	Trip to Princes Diana Park in Central London. Children to explore new surroundings, noticing the different floor textures, different levels of floor eg hills, different human features, trees and animals
R	How do I get there?	Local Walks to shops and the allotment. Children to notice different features of the local environment such as street lights, bins, road signs, fences, roads and pavements. At the allotment, they might talk about the different wildlife that can be seen as well as the different plants that are suited to living in the local area.
1	Where do I live?	<p>Walk around the school grounds and around the block of the local area.</p> <p>What is the land like when you walk around? Is it flat? Is it hilly? What is on the ground? Is it grassy/ sandy/ rocky/ muddy/ wet?</p> <p>What things did humans put on the land? Look at the buildings – the houses, the shops, the school, the street furniture etc, the play equipment, the fences, maybe some planting etc</p> <p>How does Holly Park use the hill? Look at the stairs in the classrooms and the slides/staging in the playgrounds.</p>
1	What is the weather?	<p>Set up experiments around the school, collecting evidence of different types of weather</p> <p>Collect rainfall from different areas of the school</p> <p>Visit defined areas within the grounds and describe the weather from observations – sunlight, cloud and wind</p> <p>Put thermometers around the school and compare the temperature around the site</p>
2	What are the similarities and differences between London and Meghalaya?	<p>Using a map, plan route to Arnos Park.</p> <p>Walk to Arnos Park, looking for different features, physical and human, for reasons that we need bridges.</p> <ul style="list-style-type: none"> <li>• New Southgate Station – pedestrian bridge</li> <li>• New Southgate – road bridge crossing the railway line</li> <li>• Arnos Grove - road bridge crossing the railway line</li> <li>• Arnos Park – viaduct for tube train</li> <li>• Arnos Park – small bridges for crossing the brook</li> </ul> <p>On return, children to draw a map of the route they took, including a key for features</p>
3	Why was London chosen to be the capital city of England?	<p>Walk around the local area looking for evidence of human features that you would expect to find in a city (in the suburbs)</p> <p>Walk around the local area and collect information about where we live.</p> <p>What evidence is there that we are living in a city?</p> <p>Which part of the city are we living in?</p> <p>What do you notice about the shapes of the roads?</p> <p>What are the buildings used for?</p> <p>What kind of businesses are there?</p> <p>What are the transport links like?</p> <p>What changes are being made to the local area?</p>

4	Is it true that the water that we drink has already been drunk by the Ancient Egyptians?	<p>Look at a map of Friary Park and locate the waterway?</p> <p>What features of a river do you see?</p> <p>What natural features do you notice around the brook?</p> <p>Take measurements at different points of the brook, or its depth and its width. Draw field sketches, take photos and write a description of the area.</p> <p>What ways have humans changed the environment to suit the physical features of the brook?</p> <p>How do animals use the brook?</p> <p>How do people use the brook?</p>
5	Do we live in a biome?	<p>FIELDTRIP TO COPPETTS WOOD</p> <p>Investigate the types of plants, soil, animals etc that we can find in our local area to convince us of the biome we are in.</p> <p>Encourage children to plan as much of this as possible.</p> <p>What equipment should we take?</p> <p>What route should we take?</p> <p>What do you think we will see?</p> <p>What are you hoping to find?</p>
6	Should people be allowed to chop down trees in the Amazon Rainforest?	<p>How are people having an impact on our local forest?</p> <p>Visit to Trent Park</p> <p>Using quadrats, children measure the flora and fauna in an area of Trent Park.</p> <p>They make assertions about the use of the land and how much humans have interacted with it, having an impact on the nature that is found there.</p>