

Learning journey	Geography	Local Fieldwork	Year 6 Summer	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>Before the start of the unit the children...</p> <p>The pupils know how to use an atlas and find key countries on a map.</p> <p>The pupils can use positional and directional vocabulary while using a variety of maps.</p> <p>The pupils have studied how rivers affect our environment</p>	<p>The pupils will learn what fieldwork is</p> <p>The pupils will identify why field sketches and questionnaires are important</p> <p>The pupils will study data collected by themselves</p> <p>The pupils will compare different types of map</p> <p>The pupils will identify how to answer a hypothesis using fieldwork</p> <p>The pupils will study how to use their data to better our school</p>	<p>In KS3 they will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>They will interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>They will use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>They will use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	<p>Fieldwork</p> <p>Primary data</p> <p>Secondary data</p> <p>Quantitate data</p> <p>Qualitative data</p> <p>Analysis</p> <p>Evaluation</p> <p>Accuracy</p> <p>Reliability</p> <p>Bias</p> <p>Correlation</p>	<p>Bar chart</p> <p>Pie chart</p> <p>Line Graph</p> <p>Enquiry</p> <p>Maps</p> <p>OS Maps</p> <p>Grid Reference</p> <p>Field sketch</p> <p>Survey</p> <p>Questionnaire</p>

NC coverage and HWJS skills development

National curriculum coverage for Geography

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within South America

describe and understand key aspects of:

- human geography, including: types of settlement and land use
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps,

HWJS skills development


- Identify different styles of maps and evaluate when they are best used
- Describe key locations using positional and directional vocabulary
- Explain trends in data collected
- Evaluated how the local environment could be improved using data from local trip and the importance of field sketches and surveys

Connections / deepening understanding

RADE

Article 6 - (life, survival and development) **Article 12** - (respect for the views of the child) **Article 13** - (freedom of expression) **Article 17** - (access to information from the media) **Article 28** - (right to education) **Article 29** - (goals of education)

Knowledge organisers

Keywords	Why fieldwork?	Enquiry Question														
Fieldwork The gathering of information in a real environment, outside the classroom. Primary data Data that you personally collect when doing fieldwork. Secondary data Data that someone else has collected e.g. data another school has collected or a newspaper article. Quantitative data Data with a numerical value. Qualitative data Data that is words or images, usually containing views, opinions or feelings. Analysis Detailed examination of something usually data. Conclusion Drawing together results to reach an answer. In fieldwork drawing results from data to answer the enquiry question. Evaluation Weighing up the positives and negatives of something. In fieldwork it refers to considering how reliable and accurate the results are. Accuracy How limited errors have been, therefore making data more likely to give true results. Reliability How trustworthy data is based on it being a good representation of possible data to be collected. Bias When something is not done fairly as there is a preference given. For example only asking one age group their opinion about something. Correlation When there is a link or relationship between two pieces of data. For example, as one increases, the other increases.	Discover new ideas and create new knowledge. Understand more about what you learn in the classroom or in books.	All fieldwork starts with an enquiry question. The enquiry question then guides the fieldwork so that the data collected is relevant.														
																
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Assessment

The pupils will be assessed through ongoing assessment using the atlas game and 'Where am I?' starter.

By the end of the unit the children will be able to use fieldwork to answer inquiries.

Assessment recording for the unit - checking the level of pitch of the work

<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p>Key skills:</p> <p>To be able to collect and analyse data</p>	<p>The pupils can create an accurate field sketch</p>	<p>The pupils can create an accurate field sketch and collect data</p>	<p>The pupils can create an accurate field sketch, collect data and use this information to answer an inquiry</p>
<p>Key knowledge :</p> <p>Know how and why field work is used by geographers</p>	<p>The pupils can identify when fieldwork can be used</p>	<p>The pupils can explain why geographers use fieldwork</p>	<p>The pupils can explain how and why they have used fieldwork in this topic</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports