Geography Fieldwork Guide

Autumn 2023

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1 Introduction

1.1 What is fieldwork and why is it an important part of geography?

Fieldwork is going outside the classroom as part of learning geography. 'The field' just means the portion of the outside world that we're going to study, so it encompasses more environments than just fields! We can do fieldwork in the school grounds, in the local high street, local farmland, as a day trip to a contrasting environment in our region, further away within the UK or even overseas. We might go on a fieldtrip to somewhere we already know, but with a new purpose: to find out, or to experience, something about our world to contribute to our ongoing learning in geography.

As we know, geography is the study of our diverse, changing and complex world. We can do a lot to build understanding, and even sense of place, from the geography classroom, but nothing beats getting out into the places we're learning about, to see/smell/hear/taste/touch them, to experience their complexity, to investigate them further. Fieldwork brings our classroom work to life.

England's current National Curriculum for geography carries the expectation that fieldwork should be present at all key stages. For Key Stage 2, it states that pupils should be taught to: 'use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.' Carefully planned fieldwork can reinforce and extend substantive knowledge of places and themes in geography through the application of geographical skills such as the collection, analysis and representation of data.

This guide is designed to help you plan and carry out fieldwork that is purposeful and appropriate to your school's location, annual programme and available resources.

1.2 Approaches to fieldwork in Geography

Fieldwork has been an important part of geography teaching since the early twentieth century.[1] As with other aspects of teaching, the aims and methods of fieldwork have changed over time. David Job distinguishes five different strategies for fieldwork:[2]

1. the traditional field excursion – a guided visit to develop students' knowledge about a landscape;
2. field research based on hypothesis-testing – a 'scientific' approach that involves collecting and analysing quantitative (numerical) data to compare the actual results with what would be expected from theory;
3. geographical enquiry – students ask a geographical question then they answer it by collecting and analysing qualitative (non-numerical) and quantitative data;
4. discovery fieldwork – students explore a place following their own interests and methods;
5. sensory fieldwork – students participate in activities to help them experience the environment with all their senses, engaging with it emotionally and reflecting on their response.

[1] Walford, R. (2001) *Geography in British Schools 1850-2000*, London: Woburn Press.
[2] Job, D. (2002) Towards deeper fieldwork. In M. Smith (Ed) *Aspects of Teaching Secondary Geography*, London: RoutledgeFalmer.

Each approach entails a distinctive role for the teacher and students, engaging them in characteristic activities. Each involves methods of collecting, recording and processing of information, but these happen in different ways. For example:

- the field excursion involves students listening to the teacher, looking at the landscape, making notes, drawing and annotating sketches;
- sensory fieldwork might involve mapping sounds, creating rubbings of textures or writing a short poem.

None of these approaches are intrinsically better or worse than the others; they are tools to accomplish particular aims. So, a field excursion is effective for developing knowledge about a new environment quickly and efficiently, while geographical enquiry promotes independent application of geographical skills. Sensory fieldwork is excellent for developing students' sense of place and selected activities from this approach can be combined with other approaches to ensure that students reflect on what it's like to be in that environment, rather than spending all their time looking at a clipboard!

Most fieldwork activities are carried out in small groups. With younger pupils, direct supervision from an adult will be necessary. Fieldwork is a good opportunity to develop broader skills, beyond geography, such as communication and working with others.

1.3 Fieldwork and the Opening Worlds curriculum

It's important to note that fieldwork needs to be neither time-consuming nor expensive. At Key Stage 2, the expectation is that fieldwork will be carried out locally, probably within walking distance of your school gates. Of course, if funding and time permit a day trip, perhaps to a contrasting environment such as a coast or urban area, that is ideal, but we understand this may not be possible in all contexts.

We recommend that children participate in geography fieldwork at least twice during Key Stage 2, and, ideally, every year.

Some simple equipment, such as a set of clipboards, is useful, but otherwise the requirement for specialist equipment is minimal.

In this guide, we suggest ideas for fieldwork that links to Opening Worlds geography curriculum units in Years 3 to 5, as follows:

- Year 3 Rivers
- Year 3 Settlements
- Year 3 Agriculture[3]
- Year 4 Coastal processes
- Year 4 Tourism
- Year 5 Interconnected Amazon[4]

[3] You will currently find fieldwork for Rivers and Settlements in this guide. Guidance for the remaining units listed here is under development and will appear in a revised version shortly.

[4] Year 6 will see a substantial school-planned local study in the summer term, which can have further fieldwork at its centre. Guidance on this will be forthcoming as the Opening Worlds Year 6 geography curriculum develops.

Schools can therefore select from these options two or more opportunities for fieldwork, across the key stage.

While it is ideal for the fieldwork to be scheduled in the same half term as the unit is taught (preferably towards the end of the lesson sequence), we recognise that some schools may wish to postpone fieldwork until the summer term. If you do need to separate the fieldwork from the unit to which it relates, this does create a hidden benefit: it provides more opportunity for retrieval of the relevant background content, thereby further strengthening it in pupils' memories.

Schools are encouraged to select and plan fieldwork activities according to the opportunities in their local environment and the needs of their pupils. Each idea in this booklet centres on a fieldtrip of 1 to 1.5 hours (excluding travel time). It's important to note that this time is additional to the seven lessons of geography teaching per half term (the six lessons of the unit and the synoptic task) scheduled in the Opening Worlds curriculum.

A fieldtrip should never be undertaken without preparatory and follow-up activities in school, so time should also be set aside for these, especially if the fieldtrip is scheduled for a different time of year than teaching of the associated unit. We have included ideas for preparation and follow up in this guide.

The fieldtrip suggestions in this guide each include simple activities inspired by different fieldwork traditions. These can be tailored to the fieldwork site you plan to visit. We also suggest ways that the Year 3 and 4 activities could be adapted for older year groups, if required.

The Year 6 geography curriculum unit for the Summer Term involves a geographical enquiry centred on fieldwork.

1.4 Keeping everyone safe on fieldwork

It is vital for the fieldtrip leader to visit the fieldwork site in advance, to check that all planned activities are possible and to undertake a risk assessment as required by their school's policies and procedures. Careful attention should be paid to supervisory ratios and any specific needs of pupils to ensure that the fieldwork experience will be inclusive. There are particular hazards regarding rivers, traffic and coasts, so it is important to plan to mitigate risk and to communicate expectations clearly to children, parents/carers and accompanying adults in those contexts. This is especially important when taking pupils to unfamiliar environments, for example when a class from an urban area is visiting the coast.

Consider, too, whether you will need to make any adjustments to the fieldwork to cope with adverse weather conditions. Don't forget to check location of toilet facilities and to advise on suitable clothing and footwear! Also ensure that adults and children are aware of how to look after the environment, especially if you are in the countryside.[5]

Careful planning and preparation will enable the fieldtrip to go as smoothly and enjoyably as possible.

[5] See the Countryside Code at https://www.gov.uk/government/publications/the-countryside-code

2 Rivers fieldwork

2.1 Introduction and aims

This piece of fieldwork involves a visit to a local stream or river. It enables children to experience a fluvial environment and to identify some of the river features they have learned about in the Rivers unit (Year 3 Autumn 1). The ideal positioning for the fieldwork is towards the end of the Rivers unit, but it could also be undertaken later in the year, or even in later years (see Section 2.6) so long as it is supported by appropriate retrieval of the content of the Rivers unit.

In the Rivers unit, children have seen many photographs of river features exemplified by the River Indus in South Asia and the River Severn in the UK. They have also seen simplified diagrams of river features and processes. Fieldwork supports and enhances the classroom learning as students experience a third, probably contrasting, river environment. Through fieldwork, the case study will be in 3D with its associated sounds, textures and even smells! Children will also learn that river features in the real world are more diverse and messier than the simple diagrams on slides and textbooks. As part of this fieldwork, they will be able to practise geographical skills of drawing and annotating a field sketch, identifying features and measuring characteristics of the river/stream (if appropriate).

To summarise, the aims of this fieldwork on rivers are:

- to experience a river/stream environment, recognising and reflecting on their sense of place;
- to learn about a third (probably contrasting) case study of a river/stream, identifying river features and processes that they have learned about;
- to practise geographical skills, including Ordnance Survey map skills, field sketching, measuring characteristics and recording information (as appropriate).

The ideas in this guide are a starting point – you will need to adapt them to the needs of your class, the opportunities at the site you are visiting and the time and resources available.

2.2 Choosing an appropriate site

This fieldtrip can be to a river or stream of any size and at any point along its course. Ideally it should be set in a field or open space allowing safe access along at least a 100-metre length of the channel and you should be able to get close, in a safe manner, to the water on one bank at least. It would be ideal if you can see some variety in the shape or features of the stream or river over its accessible length, for example if there is a meander, some rapids or a small waterfall.

Unless the site is on public access land, make sure you ask permission from the landowner well in advance of your visit. As with all fieldwork, carry out a site visit and risk assessment beforehand. Be aware of any hazards associated with the site, especially if your visit follows heavy rainfall, which will make any river or stream more hazardous.

2.3 Planning and preparation

2.3.1 Equipment and resources

You may need the following equipment and resources, depending on the activities you decide to undertake (see Section 2.4):-

- clipboards, plain A4 paper, pencils for fieldsketches
- partially-completed fieldsketches may be useful for some children
- metre rules (and possibly wellington boots for the teacher) if it's appropriate to measure stream depth
- dog biscuits[6], a long tape measure and stop watches if it's appropriate to measure the speed of the stream/river
- worksheets or cards with ideas for sensory activities
- phone/camera for taking some photographs (or take these beforehand, laminate and distribute on the day)[7]
- paper and wax crayons if you plan to make rubbings of textures.

2.3.2 Pre-teaching

- Unless you have only just completed the unit, select some slides to enable retrieval of river features (source, mouth, estuary, tributary, meander, river channel) and processes (erosion, transportation, deposition).
- Talk to your children about the stream/river where the fieldwork will take place, telling them about its journey from source to mouth and helping them understand where the visit site is on that journey. Is it part of the upper course? Lower course? What features might they expect to see there? Generate excitement and interest about the river and the place you'll visit.
- It may be appropriate to show children a small excerpt from the Ordnance Survey map of the site, helping them to decode it by teaching relevant symbols and referring to four-point compass directions.
- If you plan to draw a field sketch, use materials from the Migration unit (Year 5 Spring 1 Lesson 1) or draw your own example to help establish expectations.
- Make sure you communicate expectations regarding suitable clothing, procedures etc.
- Make sure you are familiar with the site and ready to answer any questions about it (for example what the river is called, what river(s) it runs into, where it reaches the sea, who owns the land you're visiting, what sort of land it is (e.g. park, dairy farm etc).
- You may want to start a 'working wall' or other work in display format centred around the fieldtrip.

2.4 Fieldwork activities on rivers

Select from the following activities and adapt them to the needs of your class, the opportunities at the site you are visiting and the time and resources available.

2.4.1 Introduction to the area

Talk to the children about the area you are visiting, linking back to your preparation in class. Ask them questions about what they see and answer any questions they have. Notice which way the river is flowing and remind them about where it has come from and where it is going. If the site allows, walk along the river, looking at how it changes. Can you see any evidence of erosion, transportation or deposition? If you can see the riverbed, what sort of material is there? Can you see stones, pebbles, sand or sediment?

[6] Dog biscuits work well as they are visible, buoyant and biodegradable. Avoid using non-biodegradable floats (e.g. a ball or an orange) as they may pose a risk to livestock if you are unable to retrieve them.

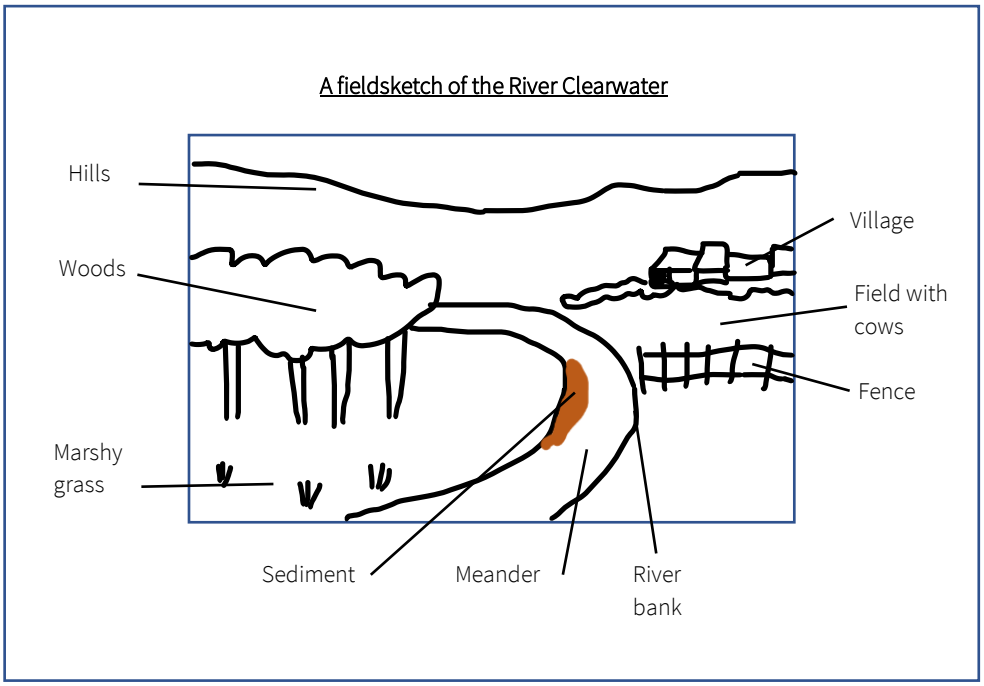
[7] Always follow your school's guidance when taking photographs of children.

Remember these will have been carried to that place by the river (larger stones are usually moved in times of flood). Is there any vegetation or wildlife around the river? How do people use this river?

2.4.2 Drawing a field sketch

Provide the children with a clipboard, piece of A4 plain paper and a pencil. Choose a suitable view of the river for children to draw or assist them in choosing their own view. If you have access to a long stretch of river, different groups could draw different viewpoints. Encourage them to look carefully and name the features they can see before drawing. The aim of a field sketch in geography is to record key features of a place as accurately as possible. It's not necessary to shade or colour in the same way that we would in art, though it's fine to give some indications of texture, such as a few lines for grass. Encourage children to draw key lines first (e.g. the horizon and the river) then to add detail (e.g. rocks next to the river, vegetation or a fence round the field). Then annotate the sketch to show key features e.g. river channel, meander, river bank, field, woods, houses.

The final sketch might look something like this:



Some children may find it helpful to use a partially completed sketch that you have prepared beforehand, or to label a photograph that you have taken and printed out.

2.4.3 Sensory activities

There are a range of activities you can use to encourage children to experience the fieldwork site more fully. Here are some suggestions (also see Sheet 1, which can be adapted as needed):-

- Ask children to stand with their eyes closed for a minute and listen to all the sounds they can hear. Write some of them down.
- Children look for as many different colours as they can see in the area around them (e.g. green grass, purple flower, blue sky). Can they find the whole rainbow of colours? Make sure you set clear boundaries for the area that children can explore.

- Ask children to stand with their eyes closed and to think about what they can smell (fragrant and not so fragrant!). What adjectives describe the smells?
- Use crayons and paper to make rubbings of textures such as tree bark or rocks.
- What words can the children think of to describe the environment around them? Think of adjectives as well as nouns. How does it make them feel and why?

2.4.4 Taking some measurements

- If the stream is small and safe, use a metre rule to measure its depth in different places. If children are secure with measuring in centimetres, you could ask them to predict its depth and compare that with the actual measurement. If the stream meanders, try measuring the inside and outside of the bend and see if the depth is different (the inside of the bend will normally be shallower).[8]
- Measure the speed of the stream or river by measuring off a 10-metre length, throwing in a dog biscuit (or a small piece of stick) at the start and timing how long it takes to float to the end of the 10 metre stretch. There is no need to retrieve the dog biscuit. Repeat this three or four times and see if the results vary.

2.5 Follow up work in school

It's important to take some time to reflect on the learning from the fieldtrip. Depending on the time you have available and the needs of the class, you could select from the following activities:-

- Write a short account of the visit
- Print and annotate photographs
- Draw and annotate a 'neat' version of the fieldsketch
- Create a word cloud for the place you visited
- Use the notes made from sensory activities to write a short poem about the place you visited (individually or as a class). Remember that a poem is good for evoking sense of place and emotional reaction to the place – avoid using it for reinforcing technical vocabulary or key knowledge about rivers.
- Look again at the Ordnance Survey map extracts now that children are more familiar with the area. If you took photos, find where they are located on the map.
- Reflect on what the children learned about rivers during the visit. How was 'your' river similar or different to the River Indus or River Severn?

When appropriate, you can reinforce skills learned in English or Maths.

2.6 Adapting the material for older year groups

Depending on the age of the class, you may like to add to or adapt the ideas above in the following ways:

[8] Ideally, measure the depth while standing on the bank. If you need to enter the stream, wear appropriate footwear and look out for mud, sharp rubbish or wet rocks. If children touch the water with their hands, ensure that they clean their hands thoroughly before eating or touching their mouths. Under no circumstances should anyone drink stream or river water.

- As part of the preparation, follow the whole or part of the course of the river/stream on an Ordnance Survey map, paying particular attention to the fieldwork site. Reinforce use of the key and river symbols, four- or eight-point compass and four- or six-figure grid references if these have been taught. Notice river features such as the river channel, meanders, tributaries, waterfalls.
- Increase the level of challenge in measuring river characteristics such as speed or depth by taking three readings in a particular spot then calculating the mean depth/speed when you get back to the classroom. Depending on stage in the Maths curriculum, the data could be displayed as a table or graph.
- It may be appropriate for older children to participate in measuring depth or speed, providing that the stream is suitably shallow and they are wearing appropriate footwear. Always be aware that the beds of even small streams can be uneven and contain slippery rocks.
- Write a more extended account of the fieldtrip, including a map showing the location of the field site, annotated photographs and sketches, graphs or other representations of the data collected.

Look all around you. What colours can you see?

Close your eyes for a minute and notice what you can smell. Can you describe the smells?

Our visit to

Close your eyes for a minute and listen hard. What can you hear?

How does this place make you feel? Why?

3 Settlements fieldwork

3.1 Introduction and aims

This piece of fieldwork involves a visit to a settlement. It enables children to look closely at a familiar area or to experience a contrasting settlement to their own. The ideal positioning for the fieldwork is towards the end of the *Settlements* unit (Year 3 Spring 1), but it could also be undertaken later in the year, or even in later years (see Section 3.6) so long as it is supported by appropriate retrieval work.

In the *Settlements* unit, children have seen many photographs of settlements of different sizes, from hamlets to conurbations. They will also have experience from daily life of their own settlements, and they may have visited a range of other settlements. It is easy for the home environment to be taken for granted; after a while we can stop looking at the familiar. This fieldwork is an opportunity to look more closely and to consider the types of facilities offered in the local settlement, or to compare and contrast the local area with a less familiar settlement. The children will also develop their skills of collecting and analysing data, which are an important part of geographical enquiry. These can link in, as appropriate, with their work in mathematics.

To summarise, the aims of this fieldwork are:-

- To look carefully at a settlement (or part of a settlement), considering settlement size and facilities (including public transport, shops, healthcare and education);
- To use vocabulary about settlements learned in the *Settlements* unit;
- To learn and practise geographical skills, including land-use mapping and traffic counts (as appropriate).

The ideas in this guide are a starting point – you will need to adapt them to the needs of your class, the opportunities at the site you are visiting and the time and resources available.

3.2 Choosing an appropriate site

This fieldtrip can be to any area of a settlement. It could be the local settlement, or, if you are able to travel further afield, to a contrasting settlement. Ideally, visit more than one location in the settlement, so that you can compare and contrast facilities and transport options. For example, you could walk from your school to a local high street, walk down one side of the high street, back down the other and then back to school. This could be done in 1-2 hours. Alternatively, you could travel to a local seaside town, drive through the town, noting facilities such as the train station, bus station, hospital and schools, then stop on the sea front to conduct a land-use survey and traffic counts. This trip could take half a day, or it could be combined with coastal fieldwork (Year 4 Spring 1) for a full day trip.

Permission is not needed to work in areas of public access, such as a high street, but be aware that shopping centres or malls are often on privately-owned land and you normally need to ask permission before conducting fieldwork inside those. As with all fieldwork, carry out a site visit and risk assessment beforehand. Be aware of any hazards associated with the site, especially exposure to traffic and uneven pavements.

3.3 Planning and preparation

3.3.1 Equipment and resources

You may need the following equipment and resources, depending on the activities you decide to undertake (see Section 3.4):-

- Clipboards, plain A4 paper, pencils
- Land-use base maps (partially completed maps or photographs to annotate may be helpful for some children). Draw a simple map of the class will survey for them to fill in the land uses. If the settlement is small, it may be possible to map the land use for the whole settlement, but, most likely the settlement will be larger and you will need to choose a section to survey. Choose a section with a variety of land use (residential, shops, offices, public buildings etc). If there is an obvious high street, half of the class could walk down one side, filling in the land-use map and the other half of the class could fill in the map of the other side. Alternatively, you could cover 2-3 streets in total, with small groups each recording land use for part of a street. Set up a simple key for children to use (e.g. H for housing, S for shop, O for office). Increase or decrease the challenge by changing the number of categories (e.g. sub-categories of shops). Test out your categories first to make sure they work in your chosen settlement. You can colour-code the final map when back in the classroom, but letters are easier to record in the field. Some children may need to use pictures or symbols.
- Blank tables for recording traffic counts. Plan locations for the groups to stand and count the traffic, also decide the level of complexity of the table. A very basic count can just be the number of vehicles going past, a more complex count can separate or group cars/vans, lorries/buses, cycles/motorbikes etc. Make sure you give clear instructions as to whether groups should count traffic going in both directions or just one direction. Children can make tally charts or count in their heads. In a very busy area, or for children who easily lose count, a tally counter[9] can be useful. Some groups of younger children may like to count aloud.
- Phone/camera for taking some photographs (or take these beforehand, laminate and distribute on the day).[10]
- Stopwatches (or phones from accompanying adults) to time traffic counts.

3.3.2 Pre-teaching

- Unless you have only just completed the *Settlements* unit, select some slides to enable pupil retrieval of settlement types (hamlet, village, town, city, conurbation, coastal town, market town) and facilities (hospital, bus station, train station, business, sports facilities, education facilities, places of worship).
- Talk to your children about the settlement where the fieldwork will take place. What type of settlement is it? What do they know about it already (if local)? What facilities would they expect to see?
- Have a look at an online map of the settlement together and notice the different facilities there. Practise the map skills learnt up to this point to describe the location of the settlement in the UK and the facilities within the settlement.

[9] A small digital or mechanical device that counts the number of times its button is pressed. Check it is reset between counts.

[10] Always follow your school's guidance when taking photographs of children.

- Explain the instructions for undertaking a land-use map and/or traffic count. You can practise techniques using photographs from the book or an online video if that would help. Whilst giving instructions at the point of need in the field will make the most sense to children, settlement fieldwork sites can be noisy, so some preparation in advance is helpful.
- Make sure you communicate expectations regarding suitable clothing, procedures etc. You will need to consider safety around traffic and to avoid blocking the pavement if you are in a busy area – splitting the class into smaller, supervised groups will help with this.
- Make sure that you are familiar with the site and ready to answer any questions about it. The local library can be a good source of information about the history of the settlement, for example why its location was chosen (perhaps near a crossing point of a river or a crossroads), its current population and how it has grown over time.
- You may want to start a 'working wall' or other work in display format centred around the fieldtrip.

3.4 Fieldwork activities on settlements

Select from the following activities and adapt them to the needs of your class, the opportunities at the site you are visiting and the time and resources available.

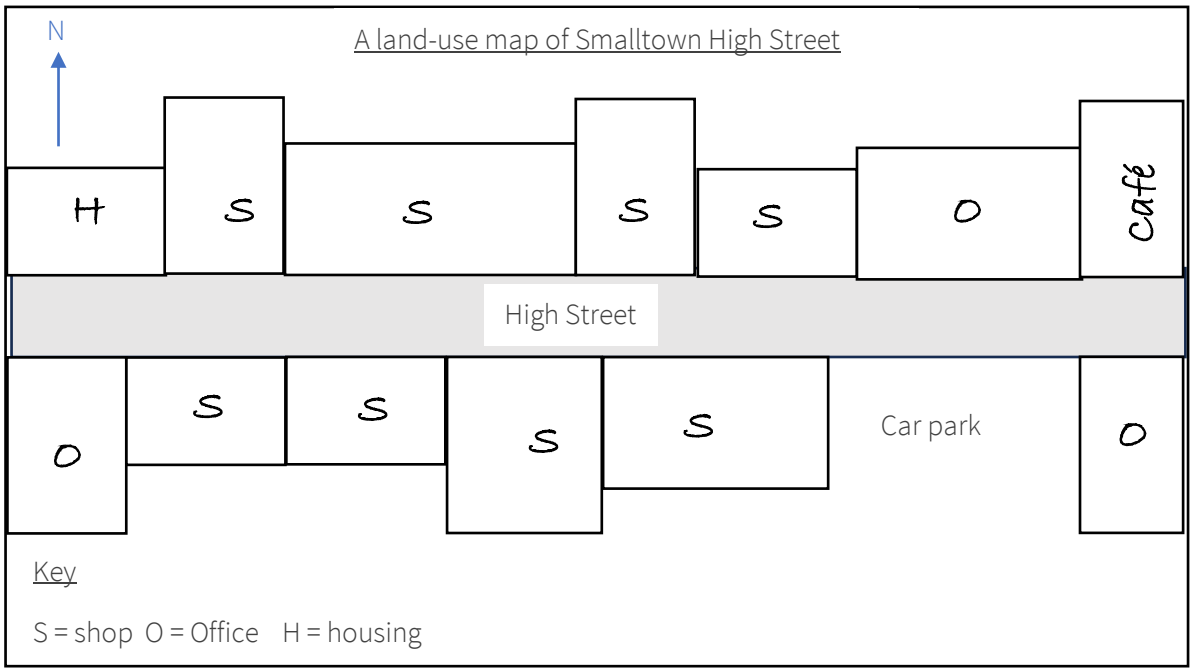
3.4.1 Introduction to the area

Find a quiet location where you have a good view of the fieldwork site. Introduce the location to children, asking them about what they can see and encouraging them to ask questions. What type of settlement is this? What words would they use to describe what they can see? What facilities can they see? How would these be different in a smaller or larger settlement? Give a brief overview of the history and growth of the settlement if appropriate. Recap any arrangements for group work.

3.4.2 Making a land-use map

Split the class into supervised groups. Provide the children with a base map showing simple outlines of buildings (a plan view). Include a few key landmarks and road names to help children find where they are. If the settlement or high street is small, all groups can fill in the map for the whole street. If the settlement is large, you may wish to allocate a street, or section of a street, to each group. Younger children may take time to identify each building and record the land-use, so allocate a smaller section for younger groups. Numbers may help with identifying buildings, though check they are visible on shops. Record any important facilities such as a post office, school, bus station, train station. Make sure the accompanying adult understands which section to go to. Each small group then walks down their allocated section, completing the map as they go, using the pre-agreed key. Check the maps before you return to the classroom (and you may like to complete your own version in case of disagreement). An example of a simple land-use map can be found below.

Some children may find it helpful to use a partially completed map that you have prepared beforehand, or to label a photograph that you have prepared beforehand.



3.4.3 Making a traffic survey

- Groups go to their allocated survey point(s).
- Time 5 minutes and count the vehicles (or types of vehicles) going past. If the location is very busy, a one-minute time limit may be preferable.
- Record the tally or total on the recording table (see example below).
- Older children can repeat the count in the same location to give three counts in total and then calculate the average when back in the classroom.
- Count again in a new location if appropriate. If groups decide their own locations, make sure these are marked on a map so the locations are remembered when you return to the classroom.

Type of vehicle	Traffic count in 5 minutes: East end of Rockhill Road (one way)
Cars and vans	~~IIII~~ ~~IIII~~ ~~IIII~~ ~~IIII~~ III
Bicycles and motorbikes	III
Lorries and buses	~~IIII~~ IIII

3.4.4 Sensory activities

There are a range of activities you can use to encourage children to experience the settlement more fully. Here are some suggestions:-

- Ask children to stand with their eyes closed for a minute and listen to all the sounds they can hear. Write some of them down. You may like to use the recording sheet from the *Rivers* fieldwork (Section 2).
- Children look for as many different colours as they can see in the area around them (e.g. green awning, orange fruit, red car). Can they see the whole rainbow of colours?
- Ask children to stand with their eyes closed and to think about what they can smell (fragrant and not so fragrant!). What adjectives describe the smells?
- What words can the children think of to describe the environment around them? Think of adjectives as well as nouns. How does it make them feel and why?

3.5 Follow up work in school

It's important to take some time to reflect on the learning from the fieldtrip. Depending on the time you have available and the needs of the class, you could select from the following activities:-

- Write a short account of the visit
- Print and annotate photographs
- Create a final version of the land-use map, using an agreed set of colours and key. If different groups surveyed different streets or sections of streets, stick these together to make a whole-class map. What patterns of land use can you see? (Often, shops and other facilities will be near the centre of a settlement, while housing is nearer the edge, but secondary schools are also often on the edge. Why might that be?)
- Collect and process the traffic count data as appropriate for the class. For younger children, a pictogram showing the different types of vehicles would be appropriate. If various sites were surveyed, the pictograms could be located on a base map, so you can compare and contrast traffic conditions in different parts of the settlement. Which locations were most busy and why? Was traffic controlled or banned in any areas? Why was that?
- Reflect on what the children learned about settlements during the visit. How was 'your' settlement similar or different to those in the *Settlement* booklet (Fitton End, Bisley, Crowborough, London, Cardiff)?

As appropriate, you can reinforce skills learned in English or Maths.

3.6 Adapting the material for older year groups

Depending on the age of the class, you may like to add to or adapt the ideas above in the following ways:-

- As part of the preparation, look at the settlement on an Ordnance Survey map (1:50,000 or 1:25,000 scale), paying particular attention to the fieldwork site(s). Reinforce use of the key and settlement symbols, four- or eight-point compass and four- or six-figure grid references if

these have been taught. Notice symbols for different types of roads, stations, houses and facilities such as places of worship and post offices.

- The land-use mapping activity can be made more challenging by a more complex classification system, for example different types of shops (food, newsagents, furniture, clothing etc). In an urban area, children could look for different land use on the ground and higher storeys (e.g. shop on ground floor, office or residential land use on first floor). These can be recorded by dividing the building outline in half diagonally and recording one land use in one half, the other land use in the other half.
- Older children can look out for clustering of shops in urban areas. For example, shoe shops often locate near other shoe shops, clothes shops near other clothes shops. They do this because their customers tend to compare goods before buying them, so they hope to benefit from passing trade. Newsagents tend to locate away from other newsagents as they expect their customers to visit the closest store.
- Older children can calculate averages from repeated traffic surveys at the same location and display the results on a bar chart. If there are multiple counts at different locations, a located bar chart map works well. Older children may like to undertake pedestrian counts as well as traffic counts.
- Groups of supervised older children can walk transects (lines) from the edge of a settlement to the centre (as appropriate for distance), taking notes and photographs about facilities and how the land use changes as they go.
- Transects taken in the fieldwork settlement can be compared and contrasted with 'urban walks' videos available online e.g. https://danravenellison.com/portfolio/urban-earth/
- Older children can write a more extended account of the fieldtrip, including a map showing the location of the field site, land-use maps and located bar graphs for traffic count data.
- Work together with older children to decide on the locations for surveys and the key for the land-use survey. They could also ask and answer a simple enquiry question, for example: Which road in Smalltown has the most traffic? or How is land use on the High Street similar to and different from Windmill Road?
- Use a spreadsheet to record figures for the traffic counts and to create bar charts of the results, plus a pie chart for different types of vehicles.

Fieldwork activities linked to Agriculture, Coastal processes and Tourism to follow.