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| **Fieldwork** | **Gather Information** | **Sketch** | **Audio-visual** |
| KS1 | Use basic observational skills  Carry out a small survey of the local area/school  Draw simple features  Ask and respond to basic geographical questions  Ask a familiar person prepared questions  Use a pro-forma to collect data e.g. tally survey | Create plans and draw simple features in their familiar environment  Add labels onto a sketch map, map or photographs of features | Recognise a photo or a video as a record of what has been seen or heard  Use a camera in the field to help to record what is seen |
| Lower KS2 | Ask geographical questions  Use a simple database to present findings from fieldwork  Record findings from fieldtrips  Use a database to present findings  Use appropriate terminology | Draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction | Select views to photograph  Add titles and labels giving date and location information  Consider how photographs provide useful evidence  Use a camera independently  Locate position of a photo on a map |
| Upper KS2 | Select appropriate method for data collection such as interviews  Use a database to interrogate/amend information collected  Use graphs to display data collected  Evaluate the quality of evidence | Evaluate their sketch against set criteria and improve it  Use sketches as evidence in an investigation  Select field sketching from a variety of techniques  Annotate sketches to describe and explain geographical processes and patterns | Make a judgement about the best angle or viewpoint when taking an image or completing a sketch  Use photographic evidence in their investigations  Evaluate the usefulness of the images |

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|  | **Fieldwork opportunities** |
| EYFS | Walk around school  Forest school  Park visit |
| KS1 | Local area  Landmarks – Angel of the North and Durham Cathedral  Coastal trip |
| KS2 | Pitwheel  Chapel  Local landmarks – Durham Cathedral  Trip to a contrasting locality out of county - Northumberland |

