

Holy Family's Geographical Fieldwork

2025/2026



HOLY FAMILY CATHOLIC
PRIMARY SCHOOL

| | EYFS | Year 1 | Year 2 |
|----------|--|--|--|
| Question | Ask questions about the world around them | | Recognising there are different ways to answer a question |
| Observe | Commenting on the features they see in Holy Family School and grounds | | Discussing features seen in the area surrounding Holy family when on a walk Asking and answering simple questions about human and physical features of the area surrounding Holy Family |
| Measure | | Asking and answering simple questions about the features of Holy Family and the grounds | Collecting quantitative data through a small survey of the local area/Holy Family to answer an enquiry question |
| Record | | Drawing some of the features noticed in the school and school grounds in collect relation to each other on a sketch map | Classifying the features noticed into human and physical with teacher support |
| Present | | Using simple recording techniques to express feelings about a specific place and explaining why they like/dislike some of its features | Presenting the data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data |

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| | Year 3 & 4 | Year 5 & 6 |
|----------|---|---|
| Question | Beginning to choose the best approach to answer an enquiry question | Develop their own enquiry questions Choosing the best approach to answering an enquiry question |
| Observe | <p>Mapping land use in a small local area using maps and plans</p> <p>Making a plan to show how they wish to collect data to answer an enquiry based question, with the support of a teacher</p> <p>Asking an answering one-step and two-step geographical questions</p> <p>Observing, recording and naming geographical features (human and physical) in Holy Family's local environment</p> | <p>Making sketch maps of areas studied including labels and keys where necessary</p> <p>Making an independent or collaborative plan on how they wish to collect data to answer an enquiry based question</p> |
| Measure | <p>Using simple sampling techniques appropriately</p> <p>Making digital audio recordings for a specific purpose</p> <p>Designing a questionnaire/interviews to collect quantitative fieldwork data</p> | <p>Selecting appropriate methods for data collection</p> <p>Designing interviews/questionnaires to collect qualitative data</p> <p>Beginning to use standard field sampling techniques appropriately</p> |
| Record | <p>Taking digital photos and labelling or captioning them</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork</p> <p>Beginning to use a simplified Likert Scale to record their judgements of environmental quality</p> <p>Using a questionnaire/interviews to collect qualitative fieldwork data</p> | <p>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data</p> <p>Interpreting and using real-time/live data</p> <p>To identify and mitigate potential risks during fieldwork</p> |
| Present | <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>Suggesting different ways that a locality could be changed and improved</p> <p>Finding answers to geographical questions through data collection.</p> <p>Analysing and presenting quantitative data in graphs and charts.</p> | <p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p> <p>Analysing quantitative data in pie charts, line graphs and graphs with two variables</p> |