



Holy Cross Fieldwork Progression Document 2025 -2026



Fieldwork

EYFS

Early Years Foundation Stage pupils should have plentiful opportunities for free exploration of their setting and outdoor area and to visit places in the immediate vicinity (e.g. local streets, park, shop, church or mosque). They can become familiar with these places through first-hand sensory exploration, observation and talk. Pupils should have opportunities to ask questions and follow their own interests. These early experiences provide opportunities for language development as pupils name and describe what they see to peers and adults.

Key stage 1

Pupils in key stage 1 should have a wider range of fieldwork experiences, from free exploration and imaginative engagement to more structured enquiries that involve the use of simple techniques to record field data and answer geographical questions. Fieldwork should continue to involve plentiful opportunities for first-hand sensory exploration, observation and discussion with peers and adults. The school grounds and the local area within walking distance of the school provide many opportunities for pupils to plan and conduct simple geographical enquiries that involve fieldwork. Where feasible, pupils should have an opportunity to visit a place that is different from the local area. Fieldwork investigations in KS1 should be linked to the themes and topics in the Key Stage Curriculum Plan, to enhance and enrich pupils' knowledge and understanding of place, and of physical, human and environmental geography.

Key stage 2

Pupils in key stage 2 should continue to have an extensive range of fieldwork experiences, including free exploration and imaginative engagement, as well as more complex and systematic enquiries requiring them to use more specific fieldwork techniques. As with younger pupils, fieldwork should continue to involve plentiful opportunities for first-hand sensory exploration, observation and discussion with peers and adults. Although the school grounds and local area remain the most important contexts for fieldwork, pupils should have more opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and of unfamiliar environments. Fieldwork investigations in key stage 2 should be linked to the themes and topics in the Key Stage Curriculum Plan, providing opportunities for pupils to develop, extend and apply their fieldwork skills, enhancing and enriching their knowledge and understanding of physical, human and environmental geography.



Holy Cross Fieldwork Progression Document 2025 -2026



Fieldwork experiences in the Early Years Foundation Stage (ages 3–5 years)

EYFS pupils should have plentiful opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church or mosque). They can become familiar with these places through first-hand sensory exploration, observation and talk. They should have opportunities to ask questions and follow their own interests. These early experiences will provide opportunities for language development as pupils name and describe what they see in discussion with peers and adults.

Young pupils should be provided with opportunities to:

- explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)
- experience different weather conditions and their impact on the environment
- examine and discuss natural objects (e.g. leaves, twigs, stones)
- explore the immediate local area through walks and visits to selected sites

During and after their explorations, pupils should have opportunities to record what they observe and notice by:

- using small world play or the role play area to represent a visited place
- making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park)
- taking digital photos (e.g. of a collection of natural objects, buildings in the locality)
- sequencing photos to recall features seen on a visit or short walk
- drawing a map (e.g. of the outdoor area)
- counting (e.g. cars parked at the start/end of the day)
- expressing their feelings about places they visit, saying which features they like/dislike



Holy Cross Fieldwork Progression Document 2025 -2026



Fieldwork experiences in key stage 1 (ages 5–7 years)

Pupils in key stage 1 should have a wide range of fieldwork experiences, from free exploration and imaginative engagement with outdoor environments to more structured enquiries, which involve the use of simple techniques to record field data to answer geographical questions. The school grounds and the local area within walking distance of the school provide many opportunities for pupils to plan and conduct simple geographical enquiries that involve fieldwork. Where feasible, pupils should have opportunities to visit a place that is different from the local area. As with younger pupils, key stage 1 fieldwork should involve opportunities for first-hand sensory exploration, observation and discussion with peers and adults.

Fieldwork investigations in key stage 1 should be linked to the themes and topics in the Key Stage Curriculum Plan. Fieldwork opportunities should be planned to enhance and enrich pupils' knowledge and understanding of places and of physical, human and environmental geography.

Fieldwork opportunities	Fieldwork techniques
<p>Pupils in key stage 1 should be provided with opportunities to:</p> <ul style="list-style-type: none"> • investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on • investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall) • observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area • explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features • visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there • take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area • visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it • investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area 	<p>Pupils should have opportunities to plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> • using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) • adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) • making annotated drawings to show variations (e.g. in a row of houses in a local street) • drawing a freehand map (e.g. of the school grounds, local street or park) • relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features • marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations • using a simple compass and cardinal compass directions (north, south, west, east) • taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) • making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job • collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) • using a questionnaire (e.g. to find out the most popular options for improving playtimes)



Holy Cross Fieldwork Progression Document 2025 -2026



- collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties
- using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features



Holy Cross Fieldwork Progression Document 2025 -2026



Developing fieldwork experiences in lower key stage 2 (ages 7–9 years)

Pupils in lower key stage 2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement. They should also undertake structured enquiries that involve the use of specific fieldwork techniques to record data to answer geographical questions. The school grounds and the local area will provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. In lower key stage 2, pupils should have more opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and to develop and apply their fieldwork skills. As with younger pupils, key stage 2 fieldwork should continue to involve opportunities for first-hand sensory exploration, observation and discussion with peers and adults.

Fieldwork investigations in lower key stage 2 should link to the themes and topics in the Key Stage Curriculum Plan. Fieldwork opportunities should enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Fieldwork opportunities	Fieldwork techniques
<p>Pupils in lower key stage 2 should be provided with opportunities:</p> <ul style="list-style-type: none">• to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school' and 'Where does the food for school dinners come from?'• when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)• when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem• when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community)• when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices• when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)• take fieldtrips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan	<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none">• making models, annotated drawings and field sketches to record observations• drawing freehand maps of routes (e.g. of a walk to a site in the local area)• relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry• recording selected geographical information on a map or large-scale plan, using colour or symbols and a key• taking digital photos and annotating them with labels or captions• making digital audio recordings for a specific purpose (e.g. traffic noise)• collecting, analysing and presenting quantitative data in charts and graphs• designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)• designing and conducting interviews (e.g. to investigate which spaces/places local people value)• using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)• using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school)• developing a simple method of recording their feelings about a place or site



Holy Cross Fieldwork Progression Document 2025 -2026



Extending fieldwork experiences in upper key stage 2 (ages 9–11 years)

Pupils in upper key stage 2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement as well as more structured enquiries that involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. Upper key stage 2 pupils should have more opportunities to visit unfamiliar places, including (wherever possible) a residential visit. As with younger pupils, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Fieldwork investigations in upper key stage 2 should link to the themes and topics in the Key Stage Curriculum Plan. Fieldwork opportunities should be planned to enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Fieldwork opportunities	Fieldwork techniques
<p>Pupils in upper key stage 2 should be provided with opportunities:</p> <ul style="list-style-type: none"> • <i>to use the school and its grounds as a site for studying aspects of physical and human geography</i> by investigating questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?' • <i>when learning about rivers</i>, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past • <i>when learning about settlements</i>, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed • <i>when learning about economic activities</i>, to investigate the range and location of primary, secondary and tertiary businesses in the local area • <i>when learning about natural resources and trade</i>, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling • <i>take fieldtrips to unfamiliar environments</i> to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan 	<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations • drawing freehand maps (e.g. of a site they have visited) • relating large-scale plans to the fieldwork site, identifying relevant features • recording selected geographical data on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • making digital audio recordings (e.g. to create soundscapes) • collecting, analysing and presenting quantitative data in charts and graphs • designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste) • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) • using standard field sampling techniques appropriately (e.g. taking water samples from a stream) • designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance • conducting a transect to observe changes in buildings and land use



Holy Cross Fieldwork Progression Document 2025 -2026



Fieldwork opportunities at Holy Cross EYFS and KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Explore outdoor setting, naming and noticing features	Explore local area – Trip to Post Office	Explore local area – Trip to Dame Emily Park		Explore local area – Trip to Church and Farm	Examine natural objects – Trip to Clevedon Beach
Year 1	Explore local area – Trip to Toy Shop	Explore the local area – Trip to Bristol Docks	Visit some local facilities and talk about what happens there and investigate why people go there.	Observe and record seasonal changes in the school grounds and local area	Observe and record seasonal changes in the school grounds and local area – Trip to the Farm.	
Year 2	Explore the local area – Trip to Suspension Bridge and Downs		Explore the local area and take a short journey by coach – Trip to Aerospace		Investigate environmental issues in the school ground and local area (compare with Mbale) Collect quantitative data – how do pupils travel to school? Compare with Mbale.	



Holy Cross Fieldwork Progression Document 2025 -2026



Fieldwork opportunities at Holy Cross in Lower Key stage 2

Year 3	Explore the local area – Trip to We The Curious mapping route.	Use the school grounds and trip to Cheddar caves to investigate “Where does the water go when it rains?”	Investigate how buildings, land use and local facilities have changed over time. (Know your place map work)	Explore issues of sustainability in everyday life (Link to deforestation of Rainforests) Trip to Amos Vale – Map it skills workshop
Year 4	Explore local area and link to Water Cycle – Trip to Wessex Water Facilities (Avon River Trust)	Investigate how buildings, land use and local facilities have changed over time. (Know your place map work)	Compare weather and climate, to investigate and record different weather phenomena though observation (Compare Italy and Bristol)	

Fieldwork opportunities at Holy Cross in Upper Key Stage 2

Year 5	Investigate the local area linked to Mining in Dame Emily Park Mapping route to SS Great Britain – Trip Meet the Victorians – Arno Vale trip		Use school grounds to study an aspect of human and physical geography How much rainfall does Bristol see in a week? Investigate land use over time – look at how the Hippodrome	
--------	---	--	---	--



Holy Cross Fieldwork Progression Document 2025 -2026



			and surrounding area have changed			
Year 6		What was the impact of War on Bristol? Investigate how land use, building and local facilities have changed over time. Images of Bristol Pre and Post WW1 and WW2 Trip to Arnos Vale – WW1 and WW2 workshop		Investigate the range and location of primary, secondary and tertiary business in the local area Trip to Asda		