

Fieldwork doesn't always have to be followed in the classroom by a chaptered write up of a six stage enquiry, exam practice questions or completion of a workbook. Fieldwork might lend itself to other individual and group activities that can develop creativity and different ways of thinking critically about the experience.

Storymaps

Digital software such as ArcGIS can be used to create interactive maps that describe and explain the fieldwork aims and outcomes. This allows students to fully explore the spatial nature of their data and take readers on a 'journey' through their fieldwork.

Group presentations

Students who find extended writing tasks especially challenging may enjoy having the fieldwork enquiry split down into smaller sections which then have to be presented verbally either in groups or individually. Older students may then be interrogated through a *viva voce* style exercise.

Video and photo diaries

Filming and editing diaries that document the fieldwork can be a powerful way of engaging students as well as developing a revision tool which can easily be shared in the run up to examinations. Such diaries can also serve as a good resource for students who were unable to attend the fieldwork in person.

Letter writing

The results of one's fieldwork may mean that a local issue has to be addressed and the data students produce may be able to be shared with a local councillor or decision maker. Persuasive, and informed, letter writing is a key skill to learn and framing this in a real-life situation creates an engaging activity.

Posters and infographics

Students can individually or in groups design and print posters that utilise the key messages of the different stages of the fieldwork enquiry. Bullet pointing ideas and informal styling can mean that students have to think carefully about how they condense their fieldwork experience into one side of A3 without losing any of the meaning.

Debating

Where the results of a piece of fieldwork creates a variety of opinions, or potential for different future management strategies, students may be able to hold a debate where groups offer up their reasons (based on their data) as to why a certain path forward should be beneficial or not.

Annotated map

A great way to display your fieldwork on your classroom wall is an enlarged OS map of the field site surrounded by analytical annotations, graphs, photos and evaluative quotes from the trip. This can be an eye-catching way of not just celebrating the trip but it also allows you to showcase the data and the outcomes of the work.

Assemblies

Showcasing your student's work in an assembly can not only highlight the amazing geography they have done but also link their work to green skills, like data handling, and soft skills, like team work and communication. The 'message' of the assembly is not just what geography has been learnt but how the act of doing fieldwork has developed the students in a more holistic fashion.

Model making

Fieldwork experiences that focus on tangible problems like coastal or flood management or the redevelopment of a high street may lend themselves to follow up work in the form of model making where students have to create a solution or strategy based on the data they have collected in the field and the way they have interpreted it.