

1. Think about the fieldwork locations you have access to locally, either within the school grounds or within a short distance, as well as those further away. Make a list of possible field sites in the first column to the right.

2. What kind of places are they and what kind of geography can be found there? Make notes next to each potential field site in the second column.

Potential fieldwork locations	Geographical theme

3. How easy are they to get to? Do they all have suitable parking (for minibuses / coaches) and toilet access? Cross off any field sites from the list that should be excluded due to these factors.

4. Now look at your current curriculum plan for the year group in question- what do students study in geography in each half term?

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

5. Do any of the geographical themes found in the column in the first table match with any of the topics in your curriculum plan? Highlight these in your curriculum plan.

6. Does the timing of the topic make it conducive to doing fieldwork then or might it be better if the topic order was changed to make fieldwork possible? Does changing the topic order throw up any other problems?

7. Carefully plan the activity that the students will carry out in the field. This is worth spending some time over. Link this to an enquiry question that sits within the topic framework you are working to. Plan what data they will collect and the methods they will use to collect each one. Then think about what the students will do with the data when they return to the classroom - how it might be presented, analysed, concluded and evaluated? Are these reasonable expectations for this age / year group of students?

Enquiry title:		
Data required	Data collection techniques to be used	Way(s) the data will be presented

Way(s) the data will be analysed	The conclusion I want the students to make at the end of the fieldwork	Key points that might form part of the evaluation

8. How will the students record their findings for the enquiry? Will it be .....
- written up as a separate project? .....
  - completed in a workbook? .....
  - a series of notes in their normal exercise book? .....
  - not recorded at all? .....

Use the lines on the right to make some notes on what the 'end product' of the fieldwork might look like. ....

9. Consider at this stage whether it is necessary to conduct a recce of the field site. This might bring up new issues or opportunities you hadn't already considered as well as the evidence to support the writing of your risk assessments.
10. Check if you will need to seek permission from land owners to conduct the fieldwork in that particular site. Start to get make enquiries to secure any permissions needed.
11. Think about when within a topic the fieldwork should take place. Is it going to be used
- a) at the start of the topic to introduce it to the students, who themselves have no or limited prior knowledge and understanding?
  - b) at the end of the topic to consolidate or revise learning that has taken place over the whole topic and to act as a way to see a 'real-life' example of something the students know and understand?
  - c) in the middle of the topic where new learning can take place in the field, based on the partial knowledge and understanding the students will have acquired?
12. Make notes here on what aspect of the topic (such as a core concept or key vocabulary) you would like students to know and understand before they undertake the fieldwork:

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13. Run through your plans with an appropriate member of SLT and set a firm date in the school calendar. Write your risk assessments of the activities and begin the internal paperwork required (such as 'EVOLVE').

14. Start engaging with key members of non-teaching staff who might play a role in your fieldwork:
  - minibus drivers (checking they know the location, route and parking scenarios)
  - canteen and catering staff (to make allowances if students will be out for lunch that day and to make sure students who receive a free school meal get a packed lunch that day)
  - Educational Visits Coordinators (or a member of admin staff who deals with trips)
  - one to one support staff for particular students
  - finance team (to produce purchase orders for transport companies if necessary, or to organise parental contribution payments)
15. Decide if parental consent is required or if parents will just be informed of the fieldwork taking place. If parents are required to make a financial contribution to the fieldwork highlight this to them as soon as possible.
16. Make transport bookings if these are needed. If using a coach company, make sure they know in advance if there is any chance that students will be muddy / sandy / wet when they get back on the coach.
17. Plan and hold a meeting for the staff who will be going on the fieldtrip with you. Ensure that they understand the overall purpose of the students' work and the expectations required of them. Ensure at least one member of staff will be an up to date first aider.
18. Make a list of any fieldwork equipment you might need. Check the amount and usability of any equipment you already have. Remember to check with other departments (such as Science, DT etc.) as well as partner schools before to see if equipment can be borrowed purchasing any.
19. If necessary, book a school trip mobile and first aid kit for the day of the fieldwork.
20. Think about your student cohort. Are there any students for whom extra or special consideration is needed with regards to fieldwork? This could be physical, emotional or academic. What support do you need to provide or what adjustments do you need to make sure they can fully access the fieldwork? Think about running your plans through with the school SENCO and the students' form tutor in case there is something or someone you haven't considered.
21. What prior learning might be needed for students to be able to fully engage with the fieldwork? Make a list of skills, knowledge and understanding you want students to have by the time they go on the fieldtrip. How much time will these take to teach? Include these adjustments to your planning as well as time to instruct students on the practicalities of the day and the expectations with regards to behaviour.

Prior Skills	Prior Knowledge	Prior Understanding

22. What printed materials might support and enhance the fieldwork experience? Set about designing these and make a diary note to get these reproduced in good time before the fieldwork date. Remember to include the printing requirements for students who might need specific print settings.
23. Write a plan of the fieldwork day much as one might do for a lesson, with timings for different activities. Include any special considerations you have noted that are needed for particular students. Also include some ideas for alternative activities if weather or specific conditions hinder the main plan for fieldwork that you have in mind.

24. Take some time to research sources of secondary data for your fieldwork site or for somewhere that is directly comparable. This might be useful contextual information to introduce students to the area or provide extra data to use when the students are analysing their primary data.
25. Think about what the students are going to wear for their fieldwork and any equipment or clothing (some as wellies) they need to bring with them and inform them / their parents if necessary.
26. In the week before the fieldwork, check that your accompanying staff have read the risk assessments and are happy with the plan for the day.
27. Conduct your final checks
  - you have all your parents consent forms.
  - you have checked the weather forecast and informed the students if they need to bring wet weather gear / suncream.
  - the canteen knows how many packed lunches to prepare.
  - the transport company know the pick up and drop off timings and locations.
28. Prepare your cover work if necessary.
29. Collect your booked mobile / first aid kit / petty cash as well as spare medicines (such as epi-pens) if necessary.
30. Have a great field trip!