Making fieldwork accessible to all.

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Why fieldwork and when?

Fieldwork gives us a sense of place!

It enables students to experience geography and gives them a greater understanding of processes and the great outdoors.

It gets students doing something practical.

When? Any year group – primary or secondary should be able to carry out fieldwork – it doesn't have to be complicated!

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School ground fieldwork

You don't have to venture further than your school grounds if you can't, are time limited or have limited fieldwork equipment.

- Micro-climate investigation
- Environmental quality surveys
- Traffic counts at the front of the school.
- Field sketches
- Biodiversity counts

Simple micro-climate investigation

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Limited equipment?

Bubbles – wind direction

Thermometer - temperature

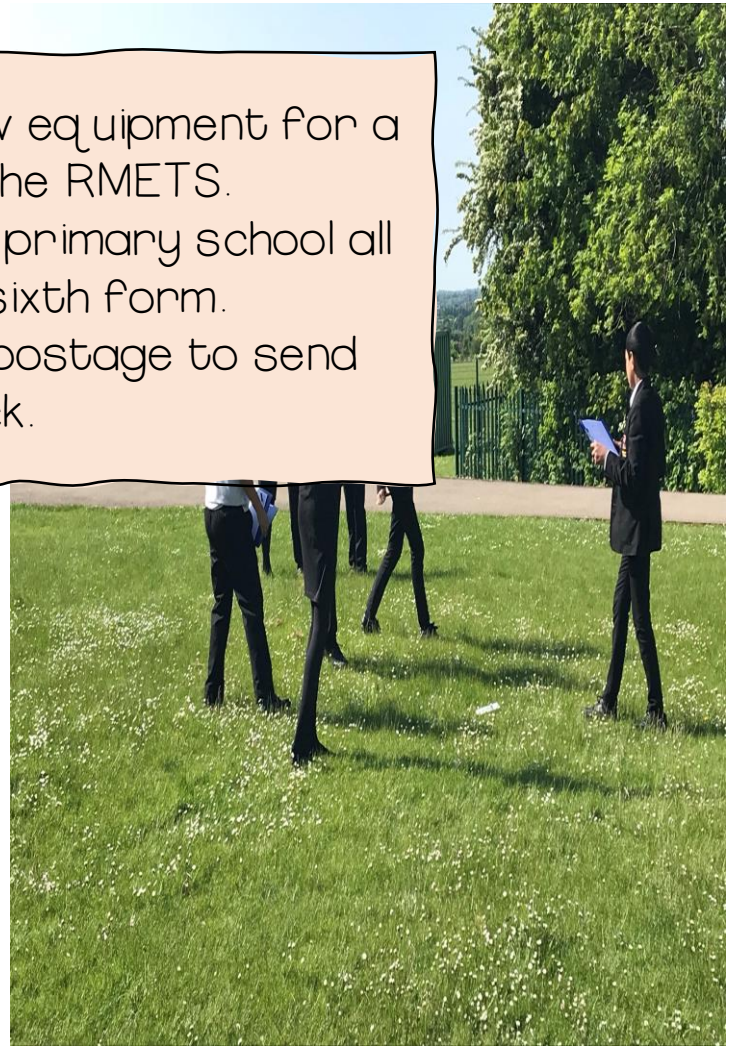
Rain gauge – collecting rain water

Camera/Phone – take photographs of each area

Recording sheet to record data at each site

Clip board, paper and pens.

You can also borrow equipment for a term from the RMETS.
There are sets for primary school all the way to sixth form.
Free to hire, pay postage to send back.



DIY Weather Instruments

Make at least 1 of the weather instruments below

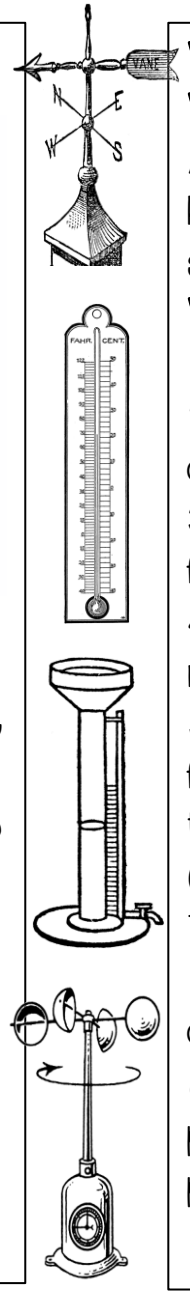
Rain Gauge

What you will need:

An empty plastic bottle (2 litre fizzy drink bottle would be ideal), Scissors, Sticky tape, Ruler, Paper, Pencil

What to do:

1. Cut around the plastic bottle about two thirds of the way up.
2. Turn the top part of the bottle upside down and place it inside the bottom part - fix it in place using the tape.
3. Make a scale in centimetres on a piece of tape, using a ruler, and fix it to the side of your bottle.
4. Find a place outside to put your rain gauge. It must be open and away from trees.
5. Dig a hole and bury your rain gauge so that the top is sticking out about 5 cm out of the ground. This will stop the rain gauge from blowing down on windy days.
6. Check the rain gauge every day at the same time, measure the amount of rain collected, and empty the bottle.
7. Don't forget to write down the amount of rain collected in your weather diary.



Weather Vane

What you will need:

A ruler, A pen top, A plastic fizzy drink bottle, Card, A knitting needle, Matchsticks, A cork, Sand, Blu-Tack (or similar)

What to do:

1. Draw an arrow 25 cm long on the card and cut it out.
2. Make another arrow by drawing around the first arrow and cutting it out.
3. Place the pen top between the arrows, in the centre facing down, and glue together.
4. Push four matchsticks into the long edge of the cork at right angles to each other.
5. Cut out four small squares of card and label with the four main points of the compass; N, E, S, W. Attach these to the end of each matchstick with Blu-tack.
6. Fill the bottle with sand.
7. Push the knitting needle into the cork and push the cork in the top of the bottle. Now balance the wind vane arrows on top of the needle.
8. Choose an open area, perhaps near your rain gauge, to place your wind vane. Ask an adult or use a compass to point the N label on the bottle towards North.

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Local area investigation

How much do students know about their local town?

Do we always need to go further afield than our own area?

Students always find out new information about their local area and have a greater appreciation for the geography of their 'place'.

Easy to conduct – students can complete either qualitative or quantitative data collection.

Cost-effective and can be completed within the school day.

It could just be the area around the school. Students could also complete some of this for homework by researching their local area instead.

Site 1: Beckets Park – near Northampton University

Qualitative Surveys

Draw a labelled **Field sketch** in this box. What can you see at this site?

Bi-polar Survey

Negative Evaluation	Bi Polar Score							Positive Evaluation
	-3	-2	-1	0	+1	+2	+3	
Pavements and roads are in poor working order								Pavements and roads in a good state of repair
Lots of litter and no visible bins								No obvious litter and lots of bins.
Lots of canine faeces and no visible dog bins								No obvious canine faeces and lots of dog bins
Lots of vandalism and graffiti								No evidence of vandalism or graffiti
Unattractive location								Attractive location
Not much green space								Lots of green space

Give a score to each statement. If the location is in poor condition your scores would be in the minus. If there is little evidence of either positive or negative the score would be zero. Total score _____

Likert Survey

Question	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
This location has a strong sense of Northampton identity.					
This location is well cared for.					
This location is used by a wide variety of people.					
This location is a good use of space/land.					
This location has sustainable features.					

Most sustainable	Good +2	OK +1	Avg 0	Poor -1	Bad -2	Least Sustainable
Transport Trains accessible and frequent Buses accessible and frequent Many cycle/pedestrian routes Free flowing traffic						No rail services. No bus services. No cycle/pedestrian routes Congested traffic
Services Good provision of schools Good provision of healthcare Wide variety of local shops Leisure facilities for all ages						No school provision. No healthcare provision. No shops. No leisure facilities.
Environment Good provision of green spaces Unpolluted air Clean, litter-free streets Easy access to recycling						No green spaces. Polluted air. Dirty, littered streets No access to recycling.
Economy Many local job opportunities Variety of types of work No empty buildings or shops Good transport links						No local job opportunities. One (or no) types of work. Many empty buildings. No transport links.
Buildings Generate their own energy e.g. solar panels. Built well – not in disrepair. Little graffiti.						No energy generation e.g. no visible solar panels. Buildings in disrepair or covered in scaffolding. Lots of graffiti.
Community Wide range of activities to do. Plenty of spaces to meet. Low crime rate. Diverse range of cultures.						No activities to do. No places to meet. High crime rate. Lack of cultural diversity.

Place Study

Observation Study of Beckets Park

What to record		Notes
Facts	Date and time, location, weather	
Physical environment	What is the layout of the environment	
	How is the environment being used by people?	
Social environment	How many people?	
	Demographics (age, gender, diversity)	
	How are people arranged in the area? (solo, groups, arranged activities)	
	What are people doing?	
How does area make you feel? What impression do you get?		

Key points to remember about carrying out fieldwork

- Fieldwork does not need to be complicated.
- It doesn't need to take the entire day.
- It doesn't need to be far away!
- You don't need fancy equipment.
- You can team up with other departments e.g. science might have some similar equipment that they may lend you.
- You may need an additional risk assessment – depending on where you are going and what you are doing.
- Think about what you want them to do with the data that they have collected – a great opportunity to practice some presentation and analytical skills.
- Don't reinvent the wheel – there are lots of documents available online to help you plan fieldwork.

Fieldwork documents we have used

Thank you for listening!

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