| **Lesson Title** | The World at Your Feet: Fieldwork in Geography |
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| **Objective** | To understand fieldwork techniques and the concept of sustainability, conduct onsite fieldwork using environmental quality surveys, field sketches, and emotional mapping to evaluate the sustainability of a site. |
| **Geographical skills** | Fieldwork Techniques - Students practice and conduct a range of qualitative and quantitative fieldwork techniques to understand environmental and social sustainability, further teaching them about geographical enquiry.  Spatial awareness - Students recognise how sustainability challenges vary across different locations and the importance of context in environmental studies.  Communication and collaboration - Students will work together to plan and conduct fieldwork, learning to share responsibilities and support each other in gathering data effectively. |
| **Careers Links** | (implicit) - Architecture, GIS roles, Environmental Education and Sustainable Development roles |
| **Tier 3 vocab** | Fieldwork, Enquiry Question, Hypothesis, Sustainability, Environmental Quality, Field Sketch, Emotional Mapping |
| **Equipment** | A3 Data Collection sheets, colours for emotional mapping, clipboards (optional) |

|  | **Task** | **Instructions** | **Rough timings** |
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| Starter | Do Now | **Student instruction:** Using the images, and your own knowledge, what do you think ‘fieldwork’ is in Geography?  **Teacher instruction:**  Discuss what students think fieldwork means in geography, reveal the definition and key terms of the lesson and ask students to write them down.  Emphasise the uniqueness of fieldwork to the discipline of geography, explaining how it sets geography apart from other humanities / subjects. | 5 minutes |
| Main tasks | Introducing sustainability | **Student instruction:** Whilst watching the video, note down the three pillars of sustainability  **Teacher instruction:** Once having watched the video, reveal the definition of sustainability and ask students to write it down.  Show the sustainability stool analogy, explaining that without all three pillars / stool legs, effective sustainability cannot be achieved.  **Follow up:**  Have a brief class discussion of how the three pillars of sustainability could be seen in the school site before collaboratively reading the ideas off the slides. This should give students context and ideas of what to look out for around the site when they are conducting fieldwork. | 10 minutes |
| Introducing fieldwork techniques | This section will be the explanation of where and how fieldwork will be collected.  **Teacher instruction:**  WHERE - using an aerial image of your school site, choose three contrasting outdoor spaces to conduct fieldwork and label them Site 1,2 and 3. Show students the map on the slides to clarify exactly where they are meant to be collecting their data.  **Follow up:**  You could ask what the students expect to find - which site do they think will have the best / worst sustainability and why. This can act as the creation of a class hypothesis.  **Teacher instruction:**  HOW - Using the information on the slides, explain each of the data collection techniques - environmental quality survey, field sketches and emotional mapping.  Show students the data collection sheet / model expectations as to where and how you expect to see data collected during the fieldwork.  **Simplified explanations of each fieldwork technique:**   * **Field Sketch:** Find a clear view of the landscape, then sketch the main features (buildings, trees) in proportion, labelling key elements and adding annotations about their significance to sustainability. * **Environmental Quality Survey**: Rate various environmental factors like noise, air quality, and litter on a scale (e.g., 1-5), recording your observations at the different sites. * **Emotional Mapping:** Mark specific locations on a map and use colours or symbols to represent your feelings or emotional responses to those places (e.g., calm, stressed, happy). | 15 minutes |
| Onsite fieldwork | **Student instruction:** Using the data collection sheet, collect primary data at the three different sites around school.  **Teacher instruction**: Supervise students around school whilst conducting the fieldwork, at each site remind students of the data they need to collect / expectations. Spend around 10 minutes at each site before returning to the classroom. | 30 minutes |
| Plenary | Verbal exit ticker | Depending on timing, and how long the fieldwork tasks take - students could reflect collaboratively on what they learnt about fieldwork in the lesson. This could be delivered as an exit ticket. | - IF TIME |

| Prep Learning / Homework | **Student Instructions**  **Prep Learning Task:** Fieldwork key word test  **Objective:** To learn and revise 10 key terms linked to geographical fieldwork.  **Instructions**: Revise and memorise the following fieldwork key terms for a keyword test next lesson:   | Primary Data | Information you gather yourself, like surveys or measurements, during fieldwork. | | --- | --- | | Secondary Data | Information collected by others, like reports, maps, or statistics, that you use for your project. | | GIS (Geographic Information Systems) | Computer software that helps create maps and analyse places using data. | | Hypothesis | A proposed explanation or prediction that can be tested through fieldwork and data collection. | | Quantitative Data | Numerical data collected e.g. an environmental quality survey ranging from -5 to +5. | | Qualitative Data | Data that is written or visual (non-numerical) e.g video, photos, or questionnaires. | | Environmental Quality Survey | A subjective method of measuring the quality of the built or natural environment. | | Data Presentation | Displaying data in a visual format e.g. a bar chart. | | Data Analysis | Breaking down the different data sets and comparing them to identify patterns or findings relevant to your aim. | | Field Sketch | A hand-drawn representation of a landscape or location used to capture key geographical features. | |
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