

GEOGRAPHY FIELDWORK – FELIXSTOWE AND WICKEN FEN

Seaside Fieldwork Scheme (FELIXSTOWE)

The fieldwork plans works on a 7 year cycle.

The children will visit once, every other year, starting 2023-24

2023-24, 2025-26, 2027-28, 2029-30

FIELDWORK	MALALA	EINSTEIN	TERESA	OBAMA
Felixstowe	<p>Children to focus on the following activities or a selection of:</p> <ul style="list-style-type: none"> Go on a walk along Felixstowe promenade. How is it different to Burrough Green? How might life be different here? Use simple observational skills to draw a map of the area they are working in. Annotate it (with support) <u>What does a wave do to the sand/beach?</u> Watch the waves break onto the beach. Describe what you can see. <u>What is Felixstowe like?</u> Devise a simple questionnaire to use at the beach. Include such questions as ‘What is it like to live here?’, ‘What is the best thing about Felixstowe?’, ‘What is it like here in the Winter?’ 	<p>BEFORE THE VISIT CHILDREN WOULD HAVE STUDIED AERIAL PHOTOGRAHS OF FELIXSTOWE BEACH/TOWN AND PICKED OUT KEY HUMAN AND PHYSICAL GEOGRAPHICAL FEATURES.</p> <p>Children to focus on the following activities or a selection of:</p> <ul style="list-style-type: none"> Go on a walk along Felixstowe seafront and into town. How does this contrast with Burrough Green? Which areas might attract more visitors? Why? Visit the beach (near the pier) observe/teach/use relevant human and physical geographical features, including the vocabulary that will have been taught in class. How might people use and enjoy this space (include the pier/leisure 	<p>BEFORE THE VISIT CHILDREN WOULD HAVE STUDIED AERIAL PHOTOGRAHS OF FELIXSTOWE BEACH/TOWN AND PICKED OUT KEY HUMAN AND PHYSICAL GEOGRAPHICAL FEATURES.</p> <p>Children to focus on the following activities or a selection of:</p> <ul style="list-style-type: none"> Observe and record weather. (may need to research rainfall and sunshine hours) Using a compass to locate north, south, east and west <u>How could Felixstowe be improved (possibly consider a range of age groups)?</u> In groups, collect ideas as to how an area of Felixstowe could be improved (teacher to have researched the ‘best’ area) - It will need to be 	<p>BEFORE THE VISIT CHILDREN WOULD HAVE STUDIED AERIAL PHOTOGRAHS OF FELIXSTOWE BEACH/TOWN AND PICKED OUT KEY HUMAN AND PHYSICAL GEOGRAPHICAL FEATURES.</p> <p>Children to focus on the following activities or a selection of:</p> <ul style="list-style-type: none"> To consolidate elements of Teresa visit <u>How has Felixstowe developed over the last 10 years?</u> Look at the regeneration of Felixstowe. Identify areas that have been developed in the last 10 years. Collect data on the type things that have improved. Ask the public the question – ‘How has Felixstowe changed over the last 10 years?’ <u>How do the residents of Felixstowe relax?</u>

	<p>(questions should be kept simple so the children, with support, can record answers.)</p> <ul style="list-style-type: none"> Collect and classify the range of natural objects found on the beach. 	<p>centre/food outlets visible from the promenade)</p> <ul style="list-style-type: none"> Using observational skills, draw a map of the area they can see. Annotate the map In pairs, by drawing in the sand plan your own seaside town. What would you need to include? Take digital photographs of physical/human features to annotate back at school Using a compass, understand N, S, E and W. Know that facing the sea is 'roughly East and that we are on the East Coast. Label their map they have drawn with a simple compass. <u>What is it like living (or being a tourist) in Felixstowe?</u> Devise a simple questionnaire to use at the beach. Include such questions as 'What is good/bad about living here?', 'What is the best/worst thing about Felixstowe?' (questions should be kept simple so the children, with support, can record answers.) 	<p>on the coast as opposed to in town</p> <ul style="list-style-type: none"> <u>What are the facilities in town like?</u> Visit the town. Is this satisfactory? Collect data on the types of shops on the high street. Could the facilities be improved? Devise a questionnaire to ask the public about the facilities in the town (around 6 questions) Children to map the area, drawing large scale plans using keys and appropriate symbols. Take digital photographs of physical/human features to annotate back at school To go on a walk around the nature reserve (up the far end, near Languard Fort is a nature reserve – it will need the bus to transport here). How does this compare to Wicken Fen (or any inland nature reserve)? Watch the waves break onto the beach. Explain what they can see. Watch very carefully. Try placing a small pebble on the tide line. What does the sea do to the pebble? Develop 	<ul style="list-style-type: none"> Go on a walk around the site town/coastline. Use a compass to plot direction, then draw a sketch map of the area based on the walk. Use recognised geographical mapping symbols to annotate. Use an ariel photograph to compare when back at school. Take digital photographs of physical/human features to annotate back at school Design a questionnaire to ask the public about the wider area, including transport links to the rest of Suffolk/England/ Europe and the docks and surrounding infrastructure (A14) <u>What coastal defences are there in Felixstowe?</u> Children to explore this question independently in groups. Understand, by watching the tideline, how coastlines are formed and eroded. Tis will pull on the 'pebble' work from years 2 and 4.
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Geography Fieldwork – VISIT TWICE A YEAR, EVERY OTHER YEAR.

WICKEN FEN – Every other year: 2024/5, 2026/7, 2028/9

<u>FIELDWORK</u>	<u>MALALA</u>	<u>EINSTEIN</u>	<u>TERESA/OBAMA</u>
<p><u>Using Wicken Fen</u></p>	<p><u>October visit and May visit</u></p> <p>Children to focus on the following activities:</p> <ul style="list-style-type: none"> • Go on a nature walk around the site. Engage the children in naming and describing what they can see • Pond dipping. Classify findings according to one single criteria • Seasonal comparison - observe and record changes from one visit to the next • Add details to a teacher prepared drawing e.g. lake, bridge etc • Draw a freehand map of their immediate area (the area they are sitting/working in). Encourage use of symbols • Use a compass to locate north, extend to south, east and west if applicable • Take digital photographs and annotate back at school • Consider the question: Why is this site good for nature? What types of animal would live here? • Collect and sort natural objects (leaves, twigs, stones etc). Investigate their properties 	<p><u>October visit and May visit</u></p> <p>Children to focus on the following activities:</p> <ul style="list-style-type: none"> • Season comparison – observe and record changes, including weather • Using a compass to locate north, south, east and west • In groups, collect ideas as to how the site can be improved. How can we improve Wicken Fen Nature Reserve? • Visit the woodland areas to study trees, plants and trees as an eco-system • Use the site to consider - Where does the water go when it rains? (answering these 'bigger picture' questions are important) • Children to map the area, drawing large scale plans using keys and appropriate symbols • Take digital photos and annotate them. Identify where they are using ariel photographs • Children to pond dip and identify/classify findings • To go on a nature walk around the site 	<p><u>October visit and May visit</u></p> <p>Children to focus on the following activities:</p> <ul style="list-style-type: none"> • To consolidate elements of Year 3 visit • Visit a local river/lake/pond to investigate its physical features (meanders, erosion and deposition). At school, make a model demonstrating this • Go on a nature walk around the site. Why is the site attractive to visitors? How do you know? Use a compass to plot direction, then draw a sketch map of the area based on the walk. Use recognised geographical mapping symbols to annotate. Use an ariel photograph to compare • Take digital photographs of physical features to annotate back at school • Design a questionnaire, based on the visit to Wicken Fen, to collect pupils' views on How can we improve Wicken Fen Nature Reserve? • Children to 'sweep net'. Identify and classify findings. Take microscopes to study • Mark out a square metre. Examine inside to identify/classify/record a range of plants that live within

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