

## Fieldwork at Hutton Henry

Exploring their local environment is so important for our children, regardless of their age or stage of learning. Primary age children are making sense of the world around them. They are curious about the world they live in. Fieldwork, engages pupils in their world. It adds context to their classroom learning experiences. This can be so much fun and inspire a real love and curiosity about the world on their doorstep. Our outdoor learning curriculum ensures our children get high quality experiences in the local environment. Their learning, across a range of subjects, is enhanced by experiencing the world around them and bringing to life their classroom learning by adding context.

### How has outdoor learning and fieldwork made an impact?

#### Case study 1 – Geography and science

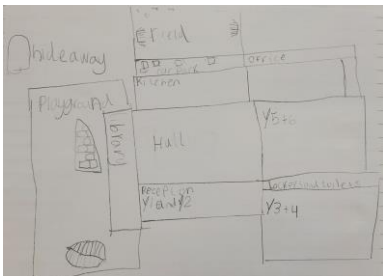
We study different land formations in the UK and around the world and the impact of erosion. We study rocks and soils in the classroom environment



We visit rock formations and explore the area up close. We climb and weasel and experience the feel and grandeur of the rocks. Our classroom learning comes to life!

#### Case study 2 – Geography and PE

We use maps, globes and aerial photos often in school. We make our own maps.



We transfer these skills to the outdoors, reading OS maps in context. We orienteer and find out how important maps can be. We experience the need to understand the key of a map, the compass points and deepen our understanding of scale.

### Case study 3 – Geography and science

We visit a wide range of local places and experience the scale and beauty of the area

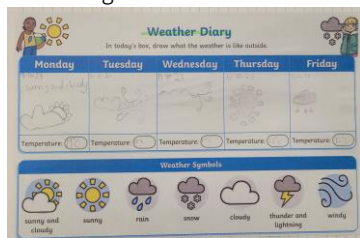


We go outside and make measurements. We can measure rain and wind and the flow of the stream. We use measuring equipment in context and have the opportunity to think about the impact of nature on the environment and the role humans have to play.



### Case study 4 – Geography and science

We observe the weather in our school grounds and make weather charts. We talk about the seasons and the changes we see.



We go out in the local area and experience the weather. We understand the need to wrap up warm in the winter and protect ourselves in the summer. We know what the cold wet, windy weather looks and feels like and the impact it has on the sea and the trees. We have enjoyed the warm weather and seen how the leaves on the autumn trees change colour and fall. Over time we see the seasons and how they change the environment around us.

### Case study 5 – Geography, science and maths

In class based lessons we collect data and interpret it. We present the data in a variety of ways.

We go out in the local area and collect data in context. How much litter can we find and what sort of litter is it? What birds can we see on the coast? Which minibeasts can we find in a woodland environment? Sometimes data is collected on paper and other times in charts etched into the sand or in tally charts made from sticks.

### Case study 6 – Geography and science

In class we learn about animals and minibeasts and the places in which they live. We sometimes need to use pictures to find out about creatures we have never seen. We sometimes need to use the internet to find out about environments that we have never visited.



We visit a range of environments including woodland, beaches, hillsides and lakes. We can explore these environments and find out what they look like and where different creatures can be found. We can hunt for minibeasts and understand that they become food for bigger animals. Habitats can be experienced and explored in a meaningful way and the interconnectedness of environments and animals can be better understood.