



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Fieldwork in History and Geography

A resource to support teachers
when carrying out fieldwork in
History and Geography.



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Overview

This booklet includes some readily implementable and adaptable resources to support schools in carrying out fieldwork in history and geography.

Locations to Consider for Fieldwork

This list is non-exhaustive.

Ancient Site	Heritage centre
Artefacts	House
Beach	Housing estate
Bridge	Lawn
Castle	Local folklore sites
Cave	Museum
Coastal habitat	Park
Community Garden	Pet Farm/Farm
Derelict site	Place of worship
Eco-learning village	Plant pot
Field	Pond
Fort	River
Graveyard	Row of houses
Hedgerow	Street

Local Environmental Audit (Stage 1+)

This audit is intended to support the teachers from stages one onwards to identify the potential for fieldwork in their local environment.

Natural Features	<input type="checkbox"/> Small hills to climb <input type="checkbox"/> Local stream <input type="checkbox"/> A shallow pond <input type="checkbox"/> A small valley in a park <input type="checkbox"/> Grassy fields
Natural Features Formed by Physical Processes	<input type="checkbox"/> Sandy area (e.g. beach or sandpit) <input type="checkbox"/> Pebbles or small stones to collect <input type="checkbox"/> A grassy slope or small cliff in a park <input type="checkbox"/> Wind patterns in leaves or sand
Natural Features Created by Interaction with Flora	<input type="checkbox"/> A small garden with flowers <input type="checkbox"/> Grassland or meadow <input type="checkbox"/> Trees for observing leaves and bark <input type="checkbox"/> Mini-habitats (e.g. insects under logs)
Natural Features Influenced by People	<input type="checkbox"/> A small garden or vegetable patch <input type="checkbox"/> Farm animals in a pet farm <input type="checkbox"/> A playground with natural features <input type="checkbox"/> A community garden
Settlements	<input type="checkbox"/> Houses made of different materials <input type="checkbox"/> Farm buildings to visit <input type="checkbox"/> Observing a campsite
Sites as Origins of Homes	<input type="checkbox"/> A local landmark like a bridge <input type="checkbox"/> A small church or place of worship <input type="checkbox"/> Ruins of a castle <input type="checkbox"/> A square or market area in a town
Work in the Locality	<input type="checkbox"/> Visiting a farm to see how food grows <input type="checkbox"/> Watching delivery lorries or buses <input type="checkbox"/> A shop or café <input type="checkbox"/> Observing construction workers
Transport and Travel	<input type="checkbox"/> A safe pedestrian crossing <input type="checkbox"/> A train station to watch trains <input type="checkbox"/> A bus stop near the school <input type="checkbox"/> Bicycles or scooters in use nearby
Environmental Issues	<input type="checkbox"/> A tidy versus littered area <input type="checkbox"/> Planting flowers in a small space <input type="checkbox"/> Discussing changes in weather or seasons <input type="checkbox"/> Noticing how people care for local parks

Local Environmental Audit (Stage 3+)

This audit is intended to support the teachers working with older children at primary to identify the potential for fieldwork in their local environment.

Natural Features	<input type="checkbox"/> Hills <input type="checkbox"/> Rivers <input type="checkbox"/> Mountains <input type="checkbox"/> Streams <input type="checkbox"/> Valleys <input type="checkbox"/> Ponds <input type="checkbox"/> Lowlands
Natural Features Formed by Physical Processes	<input type="checkbox"/> Cliffs <input type="checkbox"/> Hedges <input type="checkbox"/> Valley <input type="checkbox"/> Sand <input type="checkbox"/> Rocks
Natural Features Created by Interaction with Flora	<input type="checkbox"/> Peatlands <input type="checkbox"/> Seashore Habitats <input type="checkbox"/> Lakeshore Habitats <input type="checkbox"/> Eco-learning Village
Natural Features Influenced by People	<input type="checkbox"/> Quarries <input type="checkbox"/> Farming <input type="checkbox"/> Mines <input type="checkbox"/> Forestry <input type="checkbox"/> Dams <input type="checkbox"/> Landfill Sites
Settlements	<input type="checkbox"/> Houses <input type="checkbox"/> Nucleated Settlements (e.g. estates) <input type="checkbox"/> Flats <input type="checkbox"/> Dispersed Settlements (e.g. farmhouse) <input type="checkbox"/> Apartments <input type="checkbox"/> Derelict Sites <input type="checkbox"/> Caravans
Sites as Origins of Homes	<input type="checkbox"/> Crossroads <input type="checkbox"/> Place of Worship <input type="checkbox"/> Castle <input type="checkbox"/> Square <input type="checkbox"/> Forts <input type="checkbox"/> Bridge
Work in the Locality	<input type="checkbox"/> Nature of Work <input type="checkbox"/> Links between Workplaces (nationally/globally) <input type="checkbox"/> Effects of Industry/Services & Local Businesses
Transport and Travel	<input type="checkbox"/> Roads <input type="checkbox"/> Airports <input type="checkbox"/> Bus Stops <input type="checkbox"/> Ports <input type="checkbox"/> Railways <input type="checkbox"/> Harbours <input type="checkbox"/> Canals
Environmental Issues	<input type="checkbox"/> Attractive and Unattractive Sites <input type="checkbox"/> Changes to Sites <input type="checkbox"/> Projected Schemes

Preparation for Teaching, Learning and Assessment of Fieldwork

Questions for the teacher to consider

What is the purpose of the fieldwork?

What is the focus of new learning based on the curriculum?

Which key competencies is the child developing?

How will the child's needs, interests and abilities be fostered?

Will the learning experience be engaging and playful?

What skills/concepts does the child have to carry out the fieldwork?

Is there a key skill/concept/disposition/value/attitude being further developed?

What choices can/will the child make during fieldwork?

What accommodations can/will be made for the children during fieldwork?

Are there opportunities to make connections on a local, national and/or global level?

How will the child's learning be assessed and monitored by the teacher and child?












Are there opportunities for partnerships during fieldwork (e.g. with family/community)?

Pre-Fieldwork Checklist for the Teacher

Suggested questions and considerations. This is a non-exhaustive list.

Task	Questions and Considerations	Notes
1. Choose a date and location for the fieldwork	<ul style="list-style-type: none"> Check the weather forecast Print map of the site 	
2. Seek necessary permissions	<ul style="list-style-type: none"> Is approval by school management/parental consent needed? Will you require transport to the site? Will you need other staff members to accompany you? 	
3. Pre-visit the site	<ul style="list-style-type: none"> Note any safety or logistics issues. Check phone reception on site Note the Eircode of the site. Is there a defibrillator in the area? 	
4. Safety considerations and risk management	<ul style="list-style-type: none"> Consult policy documents for most up to date safety guidelines Consider travelling to and from the site. <i>Any roads to cross, building work ongoing, livestock, rivers or sources of water, unguarded edges, roads with no footpath etc.</i> What safety equipment might be needed? Consider safety during the data collection. 	
5. Inclusion Considerations	<ul style="list-style-type: none"> What adjustments are being made to make it an inclusive experience? 	
6. Pre-fieldwork Briefing	<ul style="list-style-type: none"> Before visiting the site, ensure children understand the purpose of the fieldwork and their role, safety protocols etc.. 	
7. Teacher Preparation for the day of fieldwork	<ul style="list-style-type: none"> Parent/School Consent Student list List of accompanying staff Weather Check Contact number lists: school, parents, emergency numbers Equipment for data collection Necessary safety equipment Required field recording materials 	

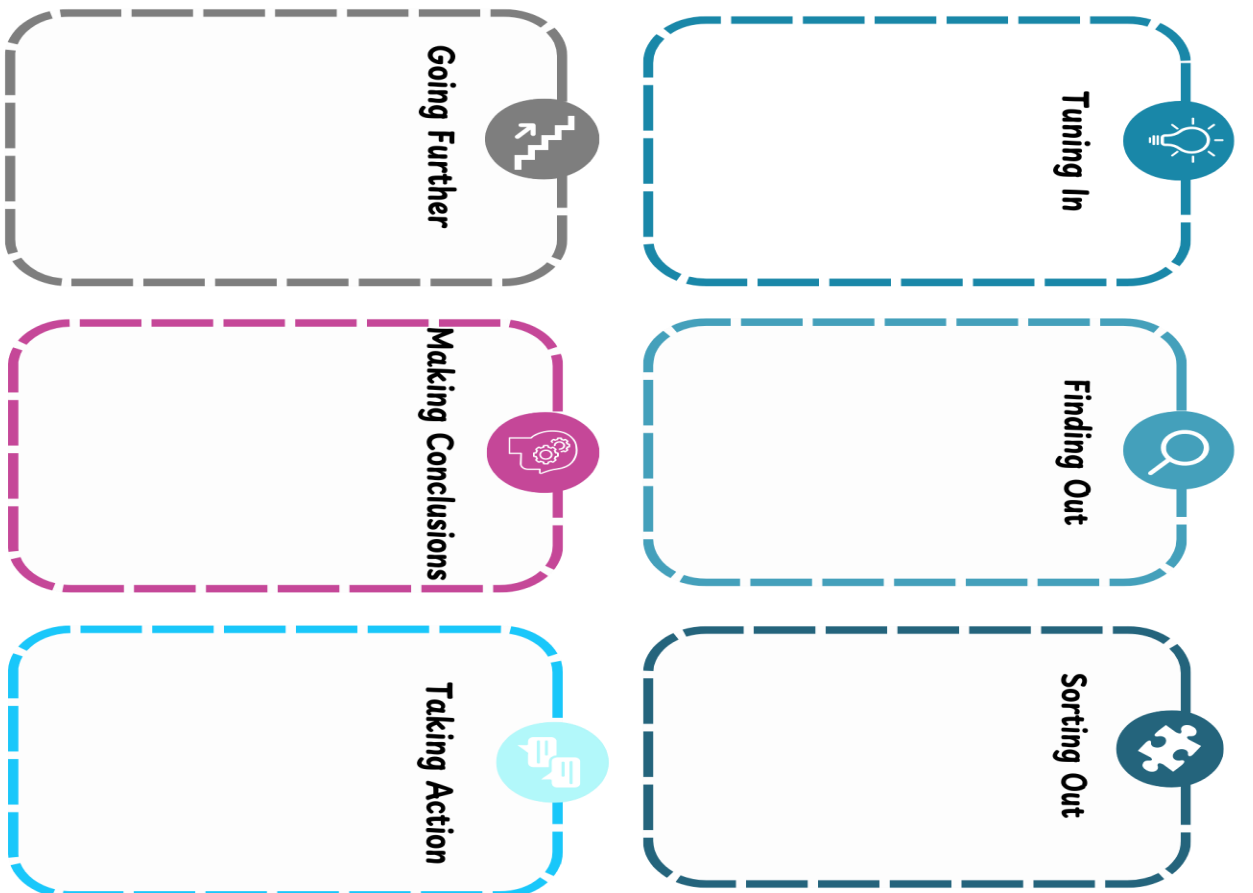
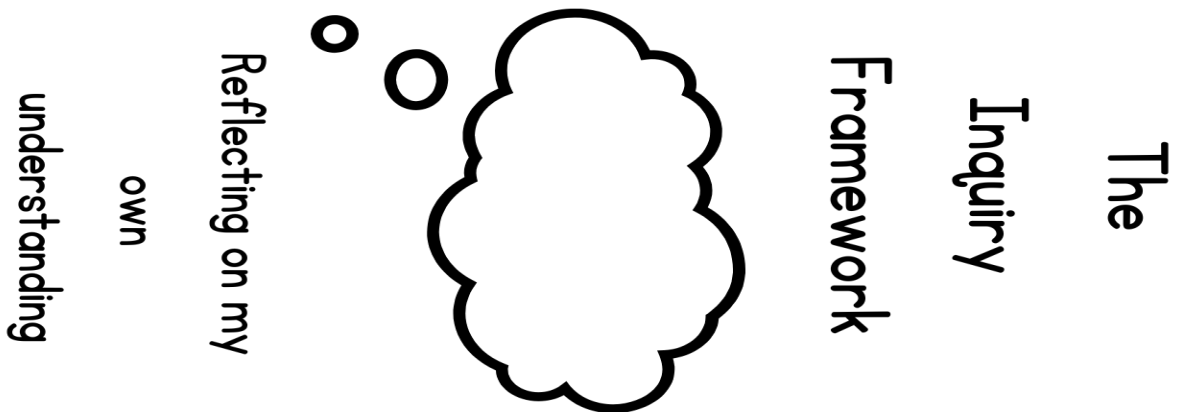
Pre-Fieldwork Checklist for the Child

	Item	Tick
	Reflective vests	
	Waterproof coat and pants	
	Boots	
	Small bag	
	Lunch	
	Know the group they are working with	
	Pencil and eraser	
	Clipboard (Alternative option-laminated sheet and clothes peg).	
	Measuring tools; magnifying glasses, compass, I-pads or cameras, if relevant.	
	Map of the area	
	Understanding of the fieldwork	

The Inquiry Framework

(adapted from Murdoch, 2010)

Please turn page around.



Fieldwork Reflection Questions

These questions may be used to encourage the children to reflect on their findings and construct conclusions.

General Reflection Questions	Critical Reflection Questions
<ol style="list-style-type: none"> 1. What worked well? Why? 2. Did you encounter any challenges? How did you deal with them? 3. What did you find out? 	<ol style="list-style-type: none"> 1. What would you do differently if you were to do this fieldwork again? Why? 2. Did the results match your predictions? Why? Why not? 3. Have you compared your results to another groups? Do they match? Why? Why not? 4. Did anything surprise you? 5. What do your results tell you about...? 6. How can you use this information? 7. What do you think is the best way to present your results? 8. Can you use your results to take any action? 9. What could somebody else learn from your results? 10. Tell us about your experience of working as a group. 11. Can you and your group come up with a conclusion about what your results mean? What evidence do you have to back up your conclusion?

References

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