

YEAR OF FIELDWORK 2015-2016

Foreword

Fieldwork can be the 'light-bulb' moment that turns theory into practice, deepens understanding and builds a connection to the natural world.

"It helped me to really understand and 'bring to life' what I learnt in the classroom from textbooks, especially the unit on rivers." A Level student, following a geography field trip at FSC Preston Montford



Throughout the academic year of 2015-2016, the FSC collaborated with Esri UK, the Geographical Association, Ordnance Survey and the Royal Geographical Society (with IBG) to celebrate and promote the value of geographical fieldwork through the 'Year of Fieldwork'.

Fieldwork and other out-of classroom learning experiences are increasingly being recognised across the curriculum as a highly valuable tool in raising standards and skills in participants of all ages (e.g. Nundy, 1999, Lambert & Reiss, 2014, Ofsted, 2008). The principal purposes of the 'Year of Fieldwork' were to: highlight examples of good practice and the support that we, and others, provide to support schools to enhance the fieldwork that they provide; encourage more schools to undertake geographical fieldwork at all phase of the curriculum, and examination classes; raise awareness of the value of fieldwork to geographical education and the benefits that it provides to young people; and to promote the benefits of fieldwork as a valuable and transferable skill across a range of subject areas.

Although initiated originally by partners from the field of geography FSC recognise that these skills and the associated benefits are not purely in the realm of geography and can benefit all curriculum subjects. These six papers give a flavour of the breadth of fieldwork undertaken at FSC Centres or led by FSC staff during the Year of Fieldwork. They highlight the value of fieldwork for: inspiring curiosity in the natural world; bringing the curriculum alive; and building students confidence both in themselves and their abilities.

REFERENCES

- Nundy, S. (1999). The Fieldwork Effect: The Role and Impact of Fieldwork in the Upper Primary School. *International Research in Geographical and Environmental Education*, 8(2), 190-198. DOI: 10.1080/10382049908667608
- Lambert, D. and Reiss, M. (2014). *The place of fieldwork in geography and science qualifications*. Institute of Education, University of London. Available at: <http://www.field-studies-council.org/media/1252064/lambert-reiss-2014-fieldwork-report.pdf> [accessed June 2016]
- Ofsted (2008). Learning outside the classroom. How far should you go? Ofsted. Available at: http://www.leics.gov.uk/learning_outside_the_classroom.pdf [accessed June 2016]

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[BROADENING HORIZONS: EMBRACING TANGENTS IN OUTDOOR EDUCATION](#) Gillespie, J.

[GROWING UP WILD](#) Howland, A.

[THE BENEFITS OF OUTDOOR LEARNING FOR CHILDREN IN URBAN AREAS](#) Lewis, J.

[SCHOOLS FOR RESILIENCE: RECONNECTING SCHOOLS WITH THEIR COMMUNITY](#) Phillips, J. & Moyes, C.

[MAPPING DIVERSITY IN PEMBROKESHIRE: A BIOLOGICAL APPLICATION OF ArcGIS](#) Weston, E.

[THE HAND MODEL – ITS PRACTICAL POTENTIAL FOR GUIDING OUTDOOR LEARNING FOR SUSTAINABILITY](#) Winks, L.

