

Around our school...

Social Studies Fieldwork for
Year 3 Primary Pupils



Name: _____

Date: _____

Class: _____

School: _____

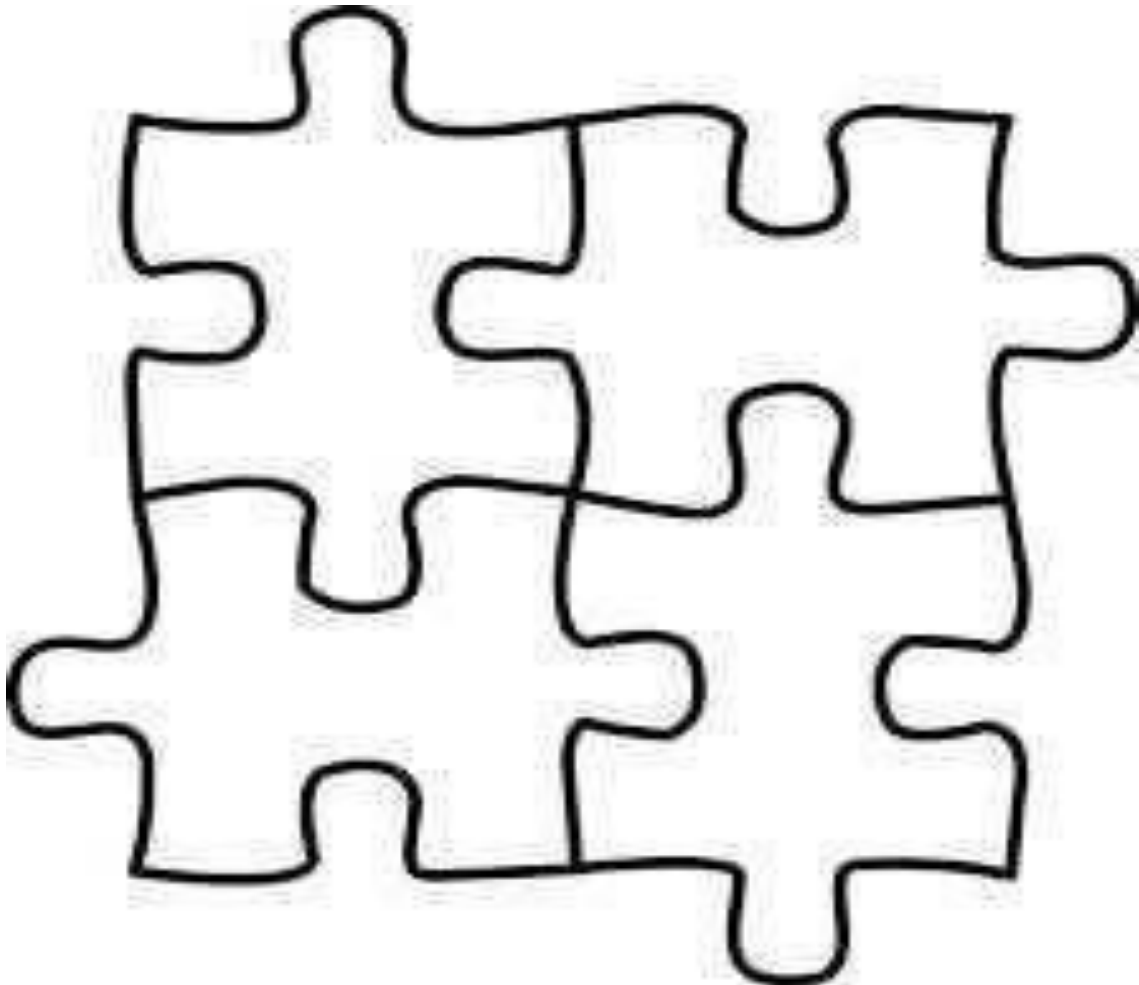
THE FIELDWORK ROUTE: *We start our fieldwork in our classroom. We continue in the corridor and go to the school yard. Then, we go to the street in front of the school, find another street and end up in a recreational area such as a playing-field.*



A. In the school...

1. Which **class** are you in this year?

2. In the puzzle pieces write: **your name**, the name of a **boy** in your class, the name of a **girl** and the name of a **special friend**. Colour the puzzle.



(In the corridor next to your class)

3. Are there other classes next to your classroom? **Yes/No**

4. If there are other classrooms, **write their names** when looking at your classroom from the corridor.

(a) the classroom on the **right**: _____

(b) the classroom on the **left**: _____

5. Most schools have a **corridor** which goes round all the classrooms.

The corridor is there so that: **(mark the right one ✓ with this sign)**

(a) we can go from one class to another in comfort _____

(b) we can run and play in it _____

(c) those who disobey, spend time there instead of in class _____

6. Let us measure the length and width of the school corridor using our footsteps:

(a) number of footsteps **for the width**: _____

(b) number of footsteps **for the length**: _____

7. Write **two** things you can **see** in the corridor.

_____ and _____

8. Write **two** things you **cannot see** in the corridor.

_____ and _____

9. Write a **rule** you are expected to observe in the school corridor.

(Let us now go to the school yard)

10. Explain how to get to the school yard **from the corridor** (ex. You go down the stairs, etc.) _____


11. **Underline** the things **you find** in your school yard:

- (a) swings
- (b) an area reserved for kindergarten children only
- (c) a football ground
- (d) whiteboards
- (e) large trees to enhance the environment
- (f) plants to enhance the environment
- (g) a tennis or basketball ground
- (h) benches to sit on to eat our lunch
- (i) the headmaster's office
- (j) dustbins where we can throw away our rubbish

12. Find the **longest width** and the **longest length** of the yard and measure these in your own footsteps:

a. **length:** _____ b. **width:** _____

13. **Draw** the shape of school yard:



B. Next to the main door of the school

1. Draw or write the **first 3 things** which you can see as soon as you exit the school:

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2. Tick (✓) the things you see near the main door of your school:

- (a) a church or a chapel _____
- (b) a pharmacy _____
- (c) a greengrocer _____
- (d) a stationery shop _____
- (e) a cheesecake (*pastizzi*) shop _____
- (f) a grocer or supermarket _____
- (g) a public garden _____
- (h) a bus stop _____
- (i) a bring-in site _____
- (j) a zebra crossing _____

C. The street in front of the main door

1. **Underline** the right one:

(a) The street in front of the school is (narrow, wide).

(b) It is a (quiet, noisy) street.

(c) The school is in the (new, old) part of the town or village.

(d) The street of the school is (nice, not so nice).

(e) In front of the school there usually is a (soldier, policeman) who controls the traffic.

2. Tick (✓) the signs you see in the road opposite your school.

3.



4. Observe the road in front of the school. Draw the boxes of the things which **you see** in the street of the school in **yellow**, and the boxes of the things which **you do not see** in the road of the school in **red**.

a farm	a hill	a valley
a rubble wall	a tree	a plant

D. A busy street close to the school...

1. Spend a few minutes in a busy street close to the school.

Do not forget to stay on the pavement! Tick (✓) which vehicles you see:

(a) motorcycle	
(b) a small car	
(c) a sports car	
(d) a construction truck	
(e) a horse drawn cart	
(f) a bus	
(g) a bicycle	
(h) a minibus	
(i) a <i>karozzin</i>	
(j) a tourist train	

2. What type of buildings are there in the busy street?

Draw a circle around the suitable adjectives:

modern

old

low

high





beautiful

ugly

E. A quiet street close to the school...

1. In a quiet street you can observe better.

Draw or write about two things you:

(a) I saw 	
(b) 	
(c) I heard 	
(d) 	

2. Write **yes** next to the buildings you **saw** in a quiet street.

Write **no** next to the buildings you **did not see** in a quiet street.

- (a) hotel _____
- (b) villa _____
- (c) house _____
- (d) flat _____
- (e) museum _____
- (f) church _____
- (g) chapel _____
- (h) club _____
- (i) shop _____

F. In a recreational place close to the school...

1. I visited a (public garden, playground, sports ground).
2. If you were to take a photo of the place, which scene would you choose?



3. Answer in brief:

- (a) Who do you think visits this place? _____
- (b) Are there any trees or plants? _____
- (c) Did you see any games for children? _____
- (d) Was it clean? _____
- (e) Is this place modern or old? _____
- (f) Do you know its name? _____
- (g) Did you see any danger? _____

G. In the centre of the town or village

1. Which of these do you find in the square of your village?

Colour the circle **green** if it is found in the square and **red** if it is not:

- (a) a church
- (b) a police station
- (c) a public garden
- (d) a pharmacy
- (e) a baker
- (f) a grocer
- (g) a clothes shop
- (h) a shoe shop
- (i) the doctrine centre
- (j) a band club
- (k) some large old houses
- (l) bank or ATM

2. To whom is the church of your town or village dedicated?

To _____



H. General...

Oral: Listen, think, discuss and reply...

1. If you were to choose an area of the town or village you could live in, which area would you choose? Why?
2. Do you think it is safe to ride your bicycle around your town or village?
3. Is there a place of interest in your village?
4. What is it?
5. Say why it is interesting:
6. Who visits this place?



I. How much did you enjoy this fieldwork?

Draw a circle around a number: 0 means not at all, and 5 means a lot:

0 1 2 3 4 5

NOTES:

During the scholastic year every student from Year Three to Year Six in primary schools should carry out a fieldwork/s with reference to the Social Studies syllabus.

A. FIELDWORK LEARNING OUTCOME:

I can observe, record and interpret information about a specific subject or place.

Assessment can follow the criteria below:

		marks
a	Level of participation and ability to follow instructions	5
b	Quality of observations, identification and recording	5
c	Interpretation of the information gathered	5
d	Presentation of the final document	5
	TOTAL	20

The marks can also be converted into grades as follows:

mark	grade
18 – 20	A
15 – 17	B
10 – 14	C
6 – 9	D
3 – 5	E
0 – 2	F

In the case of students who are unable, for a valid reason, to attend for the fieldwork session with the rest of the class, the teacher may, after consulting their parents / guardians, encourage these students to carry out the fieldwork at a later date, under the supervision of an adult. If this is not possible a project can also be undertaken from the list of titles provided.

Thank You.

Anthony Farrugia - Education Officer Primary

Special thanks to:

Fr. Tony Pace – author of the fieldwork