

AS/A2 AQA Geography *Geography Skills and Fieldwork Investigations, 8days*



At AS, students will carry out fieldwork to collect case-study material for Unit 1 (Physical and Human Geography) and to develop the skills that are assessed at Unit 2 (Geographical Skills). Unit 2 is a 1 hour exam based on the content of Unit 1 with two questions (both compulsory): a resource-based question and a second question based specifically on the student's own fieldwork. We aim on AS courses to prepare students to answer that fieldwork question effectively.

At A2, students will carry out fieldwork to collect case-study material for Unit 3 (Contemporary Geographical Issues) and for Unit 4A (Geographical Fieldwork Investigation). Unit 4A is assessed in a 1.5 hour exam, which may include questions on any stage of the fieldwork investigation process.

COURSE LENGTH

8 Days (7 nights with 19 teaching sessions)

Wednesday / Friday	Thursday / Saturday	Friday / Sunday	Saturday / Monday	Sunday / Tuesday	Monday / Wednesday	Tuesday / Thursday	Wednesday / Friday
Arrive for evening meal. Evening session	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Depart after breakfast

COURSE CONTENT**Rivers**

Students carry out an investigation on changing channel characteristics with distance downstream and consider how variables interrelate. By the end of the river investigation all students will have developed river fieldwork skills and have used different methods to collect data, in addition to observing the river landforms present at different sites along the river's course. Data will then be collated and analysed by students using a variety of presentational devices (including scatter graphs) and statistical techniques (including Spearman's Rank). This study will explicitly aim to prepare students for the AS Geographical Skills Paper – Unit 2 (Geog2).

Flooding and Management

Students assess the flood risk posed by different land uses in a drainage basin, relating elements of the water cycle (such as infiltration rates) to river discharge and the likely storm hydrograph of a river. Students will also visit a case study example of river flooding and management, where they will be asked to consider the impacts of flooding and observe what can be done to manage a river where flooding is likely.

Human Environments

This study develops students' knowledge of one human environment (depending on the centre's location this will be an inner city area, rural/urban fringe or rural site). Students will use fieldwork observations to research housing and service provision, and secondary data on ethnicity, age structure and employment to build up a detailed understanding of this environment and how population change has impacted on the area.

EITHER Coastal Environments OR Cold Environments (Depending on Centre)**Coastal Environments**

Students carry out fieldwork to assess the impact of coastal processes (with particular reference to wave type and longshore drift) on beach shape and dimensions and observe a number of coastal landforms. Different coastal management strategies will be assessed using cost/benefit analyses, in order to compare hard and soft engineering structures. This activity will ensure all students are able to identify and outline advantages and disadvantages of different defences.

Cold Environments

Fieldwork focuses on exploring the impact of ice on the landscape, observing the features created in glacial and peri-glacial environments and relating these to ice movement, periglacial and fluvio-glacial processes. Students will identify a number of different landforms, outline how these landforms were created, and use evidence collected during the day to suggest what the area would have been like during the last ice age.



[Click to view our coastal fieldwork video](#)



[Click to view our river fieldwork video](#)

Ecosystems in the British Isles (Succession)

Students carry out an investigation across a succession ecosystem, sampling along a transect to collect data on vegetation, soil and micro-climate. This data is then used to explore how the environment is changing over time. Data presentation and analysis skills will be developed during this follow up, preparing students for the Geographical Fieldwork Investigations Paper at A2.

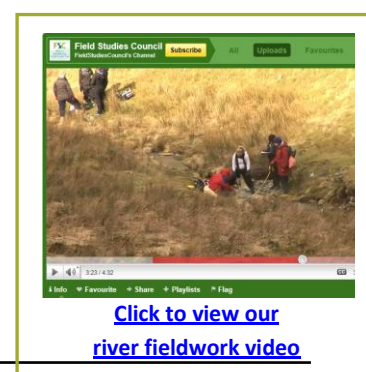
Global Climate Change

Different relic landforms will be covered in order to aid students' awareness of how the climate has changed over the last 120,000 years. This study will include the processes that have been at play within the landscape in the past, a consideration of the reasons for these climatic changes and what may happen to the area in the future.

LEARNING OUTCOMES/OBJECTIVES

Rivers

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Describe how a river changes with distance downstream and explain how river variables interrelate. Describe river landforms observed during the day and consider how they are formed. <p>Geographical skills</p> <ul style="list-style-type: none"> Outline and justify the fieldwork techniques used to carry out a river investigation. Outline the key risks involved in a river study and how to manage those risks. Consider different ways river data can effectively be presented. Understand how and when to employ a Spearman's Rank Correlation test. 	<p>All students will:</p> <ul style="list-style-type: none"> Describe the aim of the investigation and outline hypotheses which link with this investigation aim. Use OS map extracts to identify characteristics of river sampling sites. Collect primary data to test hypotheses relating to downstream changes. Identify different landforms created by river processes. Pick out trends from scatter graphs and relate these trends to the original hypotheses. Complete a risk assessment, identifying key risks involved with fieldwork along a river and ways to manage those risks. <p>Most students will:</p> <ul style="list-style-type: none"> Justify data collection techniques and describe the sampling strategies which were employed during the study. Use OS and GIS extracts to help identify the sampling sites chosen. Pick out anomalies from the scatter graphs and offer explanations for these anomalies. Offer links between different river variables to help explain the results of the investigation and draw conclusions. Carry out a Spearman's Rank Correlation Test to help accept/reject the original hypotheses (including the application of significance levels). <p>Some students will:</p> <ul style="list-style-type: none"> Use OS and GIS extracts to help justify the sampling strategies employed during the investigation. Compare different ways of presenting data (including cross sections and scatter graphs), outlining the benefits and draw backs of these methods. Use secondary data (where available) to assess whether the primary river data collected during the investigation reflects what the river is usually like. Complete an evaluation of the river study, outlining the validity of the conclusions reached and suggesting ways to improve the investigation.



Flooding and Management

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Consider the physical and human reasons for flooding in a specific area. Develop case study knowledge of a flood event and how this has impacted on people. Understand how the drainage basin may be managed using warning systems and hard & soft engineering. 	<p>All students will:</p> <ul style="list-style-type: none"> Relate the storm hydrograph to a particular river basin and flood event. Observe a series of flood defences (both soft and hard engineering approaches). Map the impact of flooding during a recent flood event (within the last 25 years). List reasons why this area is at risk of flooding. <p>Most students will:</p> <ul style="list-style-type: none"> Investigate how two or more land uses respond to a rainfall event and explain which land use is most likely to lead to flooding in the area. Explain the advantages and disadvantages of different flood defence measures. Explain why the physical and human features are likely to lead to flooding in the area. Complete a comparative test (either Chi-squared or Mann-Whitney U). <p>Some students will:</p> <ul style="list-style-type: none"> Suggest ways in which the flood defence schemes could be enhanced and outline why these enhancements are needed. Outline how our approach to flood management has changed over time and why this change has occurred.

Human Environments

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Develop case study knowledge of a human environment, and how the population is changing there. Develop geographical skills, including data collection and presentation. Use a mixture of secondary and primary data sources to research what the characteristics of the area are (including housing, service provision and population age structure). 	<p>All students will:</p> <ul style="list-style-type: none"> Collect service provision and housing data in a human environment. Consider how this area compares with other human environments. Record evidence indicating changes in the human environment. Use maps at two different scales (inc. an OS extract) and GIS images. <p>Most students will:</p> <ul style="list-style-type: none"> Complete a sketch map showing change in a human environment and relate this to population change. Use two graphical devices to aid in the analysis of the data (from line graphs, bar graphs, proportional divided pie charts or triangular graphs). Use secondary data to assess the population and employment structure in the area. <p>Some students will:</p> <ul style="list-style-type: none"> Suggest how the human environment may change in the future and how the area should be managed to ensure it has a sustainable future.

Quality Badge awarded by



External Recognition of Quality

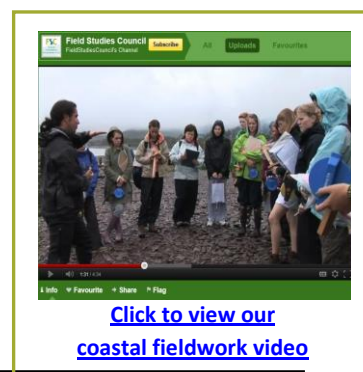
All our centres have been awarded the Quality Badge by The Council for Learning Outside the Classroom. The badge is awarded to organisations that have demonstrated that they consistently deliver high quality teaching and learning experiences and manage risk effectively. This means that you will have to complete less paperwork when visiting our centres

Coastal Environments

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Explain how coastal processes are creating/modifying landforms. Develop case study knowledge of coastal management strategies (including soft & hard engineering defences). Enhance geographical skills in a coastal environment. 	<p>All students will:</p> <ul style="list-style-type: none"> Measure beach dimensions, in order to assess the impact of longshore drift along a coastline. Describe different hard and soft engineering coastal defences to build up case study detail on how a coastline can be managed. Use radial diagrams to assess prevailing wind direction. Observe different coastal landforms and be able to relate these to coastal processes. Calculate three measures of central tendency (mean, mode and median - this may be done within the flooding unit). <p>Most students will:</p> <ul style="list-style-type: none"> Use beach profiles to consider whether longshore drift is occurring along a stretch of coastline. Explain how hard and soft engineering schemes work and the advantages and disadvantages of different strategies. Outline the advantages and disadvantages of using different measures of central tendency. Complete a comparative test (either Chi-squared or Mann-Whitney U). <p>Some Students will:</p> <ul style="list-style-type: none"> Explain beach profile shape and size by referring to wave type and longshore drift. Evaluate different coastal defence strategies, decide which strategy is most appropriate for a particular coastal site and justify the choice.

Cold Environments

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how the landscape has been changed in previous cold periods. Relate physical processes to landforms observed. Consider the origin of depositional features created during the last ice age. Enhance geographical skills in a post-glacial environment. 	<p>All students will:</p> <ul style="list-style-type: none"> Observe a range of glacial landforms (both erosional and depositional) and relate these to cold environment processes. Use radial diagrams to help explain the development of cold environment landforms. Calculate three measures of central tendency (mean, mode and median - this may be done within the flooding unit). Use a series of maps and aerial photos to document the impact of ice on the landscape. <p>Most Students will:</p> <ul style="list-style-type: none"> Compare and contrast the landforms created by glacial and fluvio-glacial and/or periglacial processes. Complete a comparative test (either Chi-squared or Mann-Whitney U). Outline the advantages and disadvantages of using different measures of central tendency (may be done within flooding topic). <p>Some students will:</p> <ul style="list-style-type: none"> Explain how the cold environment landforms observed during the day have features which are particular to this location. Relate different landforms observed during the day to various glacial periods and outline a timeline of landform development in the area.



Ecosystems in the British Isles (Succession)

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how vegetation in an ecosystem changes over time, leading to a climatic climax. Consider which factors are causing this change in vegetation. <p>Geographical fieldwork investigation skills:</p> <ul style="list-style-type: none"> Develop understanding of setting up an investigation with aims and hypotheses to test. Consider different data collection techniques and sampling strategies which could be used. Understand different ways to present and analyse data. 	<p>All students will:</p> <ul style="list-style-type: none"> Observe the changes in vegetation within a successional environment. Collect data on the vegetation, soil & micro-climate within this environment. Outline the fieldwork aims and the hypotheses being tested. Use at least two different techniques to present data (including kite diagrams) and identify trends shown in the data. Carry out one form of statistical analysis to test an original hypothesis. <p>Most students will:</p> <ul style="list-style-type: none"> Justify the fieldwork techniques used during the day, and outline why some techniques and sampling strategies were used rather than others. Explain what factors are causing changes in vegetation over time in this environment. Pick out anomalies in the data collected and suggest reasons for them. Use GIS and other ICT to help support the investigation process. <p>Some students will:</p> <ul style="list-style-type: none"> Suggest ways the investigation and data collection methods could be improved. Suggest specific factors within the environment which may lead to results that differ from other similar successional environments.

Global Climate Change (either evidence of sea-level change or of glaciation)

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how an environment has changed over the last 120,000 years and relate this change to climate change. Consider some of the possible reasons for and feedback mechanisms on climate change. Relate changes in climate to landforms in the environment. Gain a greater understanding of the processes which created relic landforms. 	<p>All students will:</p> <ul style="list-style-type: none"> Observe a range of landforms created during different climatic conditions. Link the formation of different landforms to different climatic conditions in a particular environment. Use maps and annotated field sketches to develop case study knowledge of the environment being studied. <p>Most students will:</p> <ul style="list-style-type: none"> Explain how different landforms have been created and modified by a variety of processes operating in different climatic conditions. Give evidence of climate change in a particular environment. <p>Some students will:</p> <ul style="list-style-type: none"> Suggest what processes may operate in the future in this environment and explain the impact this may have on the environment's landforms. Consider and evaluate different explanations for the formation of landforms.

Protecting fieldwork opportunities for everybody

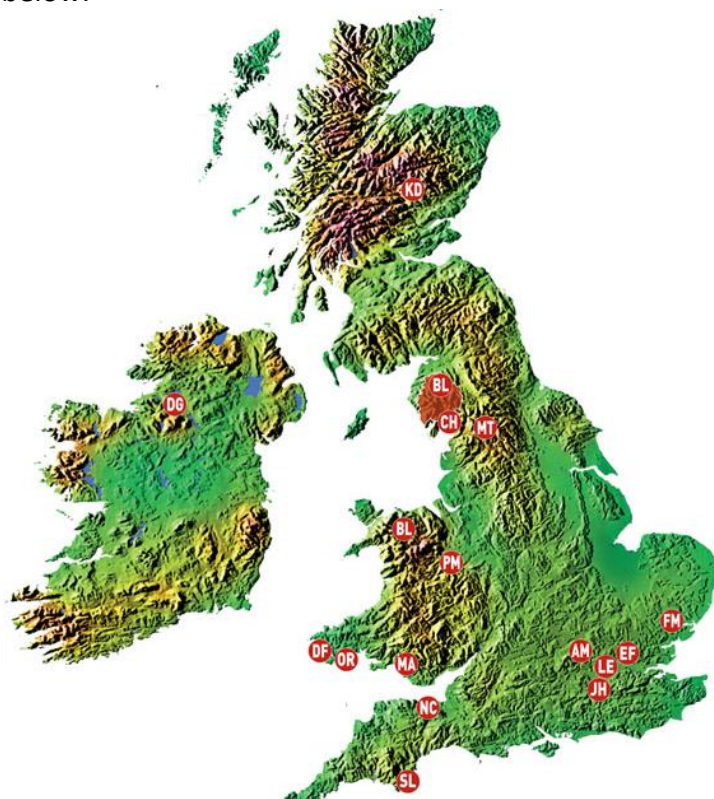
Growing pressures on outdoor learning has led the FSC to take on an important role; championing the rights and opportunities for people of all ages to experience the environment at first hand.

The FSC has led in campaigns to reverse the continuing decline in fieldwork within secondary schools and to build opportunities for out-of-classroom learning.

As a registered charity, the FSC receives no statutory funding. It relies solely on fees charged for courses and membership. Therefore, by visiting an FSC Centre not only are you receiving a high quality educational experience for your students, you are also helping to protect fieldwork opportunities for everybody.

FSC CENTRES

This course is offered at number of our residential centres, set in some of the most stunning locations in the UK. Course content may vary depending on the geographical location of each centre, as shown in the chart below:



TO BOOK THIS COURSE, SIMPLY:

1. Choose the time of the year you would like to attend
2. Pick the centre/centres of interest
3. [Check availability online](#) or contact head office using the details at the bottom of the page or contact the centre of your choice

**Please note to book this course the minimum size of your group must be 12 students and 1 member of staff*

		Choose 1 topic						
		Rivers	Flooding	Human Environments	Coastal Environments	Cold Environments	Ecosystems (Succession)	Global Climate Change
BL	Blencathra Tel: 01768 779 601	✓	✓	✓		✓	✓	✓
CH	Castle Head Tel: 0845 330 7364	✓	✓	✓	✓		✓	✓
DF	Dale Fort Tel: 0845 330 7365	✓	✓	✓	✓		✓	✓
DG	Derrygonnelly Tel: 028 686 41673	✓	✓	✓	✓		✓	✓
FM	Flatford Mill Tel: 0845 330 7368	✓	✓	✓	✓		✓	✓
JH	Juniper Hall Tel: 0845 458 3507	✓	✓	✓	✓		✓	✓
KD	Kindrogan Tel: 01250 870 150	✓	✓	✓		✓	✓	✓
MT	Malham Tarn Tel: 01729 830 331	✓	✓	✓		✓	✓	✓
NC	Nettlecombe Tel: 01984 640 320	✓	✓	✓	✓		✓	✓
OR	Orielton Tel: 0845 330 7372	✓		✓	✓		✓	✓
PM	Preston Montford Tel: 0845 330 7378	✓	✓	✓		✓	✓	✓
RC	Rhyd-y-creuau Tel: 01690 710 494	✓	✓	✓		✓	✓	✓
SL	Slapton Ley Tel: 01548 580 466	✓	✓	✓	✓		✓	✓

Please visit

<http://www.field-studies-council.org/outdoorclassroom/geography/aqa/>

for alternative [geography fieldwork](#) courses covering [AS / A level AQA geography fieldwork](#)

COURSE PRICES

The cost of this course is shown below. The fee varies depending on time of year, arrival and departure days/times and course content. The FSC prides itself on being flexible; the course content can be tailored to meet your needs. Alternatively, we can work with you to create a fully bespoke course to meet your exact requirements.

8 day timetable, 2012, prices from: Band A: £231 Band B: £268 Band C: £310 Band D: £357 Band E: £374
 8 day timetable, 2013, prices from: Band A: £231 Band B: £268 Band C: £310 Band D: £357 Band E: £374

Week Beginning	Band	Week Beginning	Band	Week Beginning	Band
03 September 2012	D	25 February 2013	D	19 August 2013	B
10 September 2012	D	04 March 2013	D	26 August 2013	B
17 September 2012	D	11 March 2013	D	2 September 2013	C
24 September 2012	D	18 March 2013	D	9 September 2013	D
01 October 2012	E	25 March 2013	D	16 September 2013	D
08 October 2012	E	01 April 2013	B	23 September 2013	D
15 October 2012	D	08 April 2013	B	30 September 2013	E
22 October 2012	D	15 April 2013	D	7 October 2013	E
29 October 2012	B	22 April 2013	C	14 October 2013	D
05 November 2012	D	29 April 2013	C	21 October 2013	C
12 November 2012	D	06 May 2013	C	28 October 2013	B
19 November 2012	C	13 May 2013	C	4 November 2013	D
26 November 2012	C	20 May 2013	C	11 November 2013	D
03 December 2012	A	27 May 2013	B	18 November 2013	C
10 December 2012	A	03 June 2013	D	25 November 2013	C
17 December 2012	A	10 June 2013	E	2 December 2013	A
24 December 2012	A	17 June 2013	E	9 December 2013	A
31 December 2012	A	24 June 2013	E	16 December 2013	A
07 January 2013	A	01 July 2013	E	23 December 2013	A
14 January 2013	A	08 July 2013	E	30 December 2013	A
21 January 2013	B	15 July 2013	C		
28 January 2013	C	22 July 2013	C		
04 February 2013	C	29 July 2013	A		
11 February 2013	C	5 August 2013	A		
18 February 2013	B	12 August 2013	A		

FSC courses are classed as educational by HMRC and are therefore VAT exempt; **we don't charge you VAT**. This can save you time and effort paying it and then attempting to claim it back, if you are eligible to do so.

Included within the course price:

- Expert tuition by fully trained staff
- Rigorous and proven health and safety procedures including 24 hour emergency cover
- Access to risk assessments
- Full board (residential visits)
- Specialist equipment and exclusive access to specially developed resources
- Free places for visiting staff in a ratio of 1 to 12 students
- E-mail support before and after the course (on request)
- Personal and travel insurance

Please remember travel to the field centre and to fieldwork sites is not included in the course fee.

FSC offers a number of courses covering [geography field trips](#), [geography fieldwork](#), [GCSE geography controlled assessment](#), [AS / A level geography fieldwork](#) as well as [science field trips](#) and [biology fieldwork](#). Please visit our website for further information.