

AS WJEC Geography

Changing Environments, 5days



Students will carry out a fieldwork enquiry for both Unit G1 (Changing Physical Environments) and Unit G2 (Changing Human Environments) as this will be assessed in Question 3 in each of the unit exams.

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

Please visit

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

for alternative [geography fieldwork](#) programmes covering

[AS / A level WJEC geography fieldwork](#)

Supported by



**Geographical
Association**

COURSE LENGTH

5 Days /4 nights (12 teaching sessions)

Monday	Tuesday	Wednesday	Thursday	Friday
Arrive mid-day. Afternoon and evening session	Morning, afternoon and evening session	Morning, afternoon and evening session	Morning, afternoon and evening session	Morning session. Depart after lunch

COURSE CONTENT**Investigating Hydrological Change**

This unit will focus on the process of a geographical enquiry for the fieldwork question in Unit G1. The hydrological processes associated with the drainage basin system will be investigated through a series of experiments into infiltration, interception and/or runoff. Students will undertake a geographical enquiry into the physical and human characteristics of a drainage basin which make a local river likely to flood. As well as the causes of past flooding students will consider the consequences of previous flood events, observe different flood defences and carry out a cost-benefit analysis for a variety of different flood alleviation options. There will be opportunity to consider what could be done to lessen the risk of flooding in the area by bringing together the whole of the day's investigations.

Investigating Settlement Changes in MEDCs – Rural Settlements

Students will investigate how villages are changing and the reasons why this is happening. To do this they will visit a rural settlement to collect data, including land-use mapping, qualitative field notes and quantitative data on service functions and rural issues. Students will also have access to secondary data, including census information, newspaper articles and links to local websites and blogs. They will use these fieldwork opportunities to help build up a picture of the distinctive features of the local settlements, the location of settlements visited on the rural-urban continuum and the cultural structures evident in the area.

Investigating Settlement Changes in MEDCs– Cities

EITHER Central Business District OR Regeneration (Depending on Centre)

Central Business District (CBD)

This Unit will focus on the issues of CBD and retailing in the 21st century. Students will carry out a number of different fieldwork techniques to identify different zones within it. A clone town survey can be conducted to investigate the extent to which this particular CBD is unique (or not as the case may be!). Evaluations of the advantages and disadvantages of CBD shopping will be looked at.

Regeneration

This Unit will focus on investigating urban issues relating to inequalities in a local urban centre, comparing locations of relative wealth and deprivation. Students will collect data on environmental quality and use this in conjunction with secondary data to suggest which places should undergo regeneration/redevelopment. Students will also visit sites of regeneration/redevelopment to evaluate their success.

Climate change

EITHER Glacial **OR** Coastal Landscapes (Depending on Centre)

Glacial

Students will visit a post-glacial landscape to identify evidence of previous climatic conditions and use this to gain a greater understanding longer term temporal patterns of climate change. They will also observe landforms created in a glacial environment preparing them for the A2 G3 unit.

Coastal Landscapes

Students will visit a coastal landscape to identify evidence of previous climatic conditions and use this to gain a greater understanding longer term temporal patterns of climate change. They will assess how climate change may affect people in the area. They will also observe landforms created in a coastal environment, preparing them for the A2 G3 unit.



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

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.

LEARNING OUTCOMES/OBJECTIVES**Investigating Hydrological Change**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand what the causes and consequences of flooding are on this river Develop case study knowledge of a flood event To gain case study knowledge of the different flood defence schemes and strategies Understand the perceptions and awareness of the flood hazard by different groups of people Develop fieldwork skills including skills of data presentation and analysis 	<p>All students will:</p> <ul style="list-style-type: none"> Conduct experiments to compare how land-use affects different components of the drainage basin (including infiltration rates and modelling lag time on different land-uses) and relate this to flood risk Observe a number of flood defences (both hard and soft engineering approaches) Map the impact of flooding during a recent flood event List the reasons why this area is at risk from flooding Set up a hypothesis/question to be investigated <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 Carry out an enquiry including the identification of suitable hypotheses, developing a strategy to collect data, collecting fieldwork data, presenting data, analysing data, formulating a conclusion and evaluation Explain the advantages and disadvantages of different flood defence measurements Explain why and how the different causes are likely to lead to flooding in the area. Use different measures of central tendency Use GIS resources within the enquiry process <p>Some students will:</p> <ul style="list-style-type: none"> Assess the importance of different factors in causing floods Evaluate the effectiveness of different flood management schemes Classify the impacts of flooding under economic, social and demographic

Investigating Rural Settlement Change

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Develop an understanding of the concept of 'rurality' and the rural-urban continuum To understand how the area may be changing and the evidence for this (e.g. isolation, employment, second homes, tourism) To consider the characteristics of rural settlements To consider the impacts of changes to rural areas and their population 	<p>All students will:</p> <ul style="list-style-type: none"> Observe a range of different rural villages along the urban-rural continuum Record the service functions in different villages in a rural area Map characteristics and changes that have occurred over time in at least one rural settlement Collect a mixture of qualitative and quantitative, secondary and primary data and use some of this to describe the distinctive characteristics of one or more settlements Use a variety of scale maps and aerial photos <p>Most students will:</p> <ul style="list-style-type: none"> Record the service functions in different villages in a rural area and suggest why the number of functions may vary between villages and over time Map changes that have occurred over time in at least one rural location and explain why these changes may have occurred Use a mixture of secondary (including census statistics) and primary data to help identify what the primary characteristics are of different villages in a rural area Use Spearman's Rank Correlation Coefficient to help analyse data collected and identify spatial patterns <p>Some students will:</p> <ul style="list-style-type: none"> Outline the advantages and disadvantages of changes in this rural area, suggesting who will tend to benefit from these changes and who is likely to lose out. Suggest advantages and disadvantages of using qualitative and quantitative, secondary and primary data

Cities, CBD Issues

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To consider the issues being faced by CBDs and the competition from other zones or types of retailing e.g. the internet. To consider whether CBDs are homogenous or whether they do have different zones To gain a greater understanding of sampling and how to avoid bias when collecting fieldwork data 	<p>All students will:</p> <ul style="list-style-type: none"> Collect primary data for the CBD with Goad map completion Observe an area of retailing outside a town's CBD <p>Most students will:</p> <ul style="list-style-type: none"> Collect different types of primary data to identify the issues faced in a CBD Conduct a clone town survey and decide to what extent the area studied is a clone town Describe the changes which have occurred in the area in recent years To use different sampling techniques, and explain advantages and disadvantages of these different techniques <p>Some students will:</p> <ul style="list-style-type: none"> Evaluate whether the CBD of a town is being adversely affected by internet retailing and out of town competition Suggest what management strategies should be employed to ensure the CBD visited continues to be a centre of retailing in the future

Cities, Regeneration

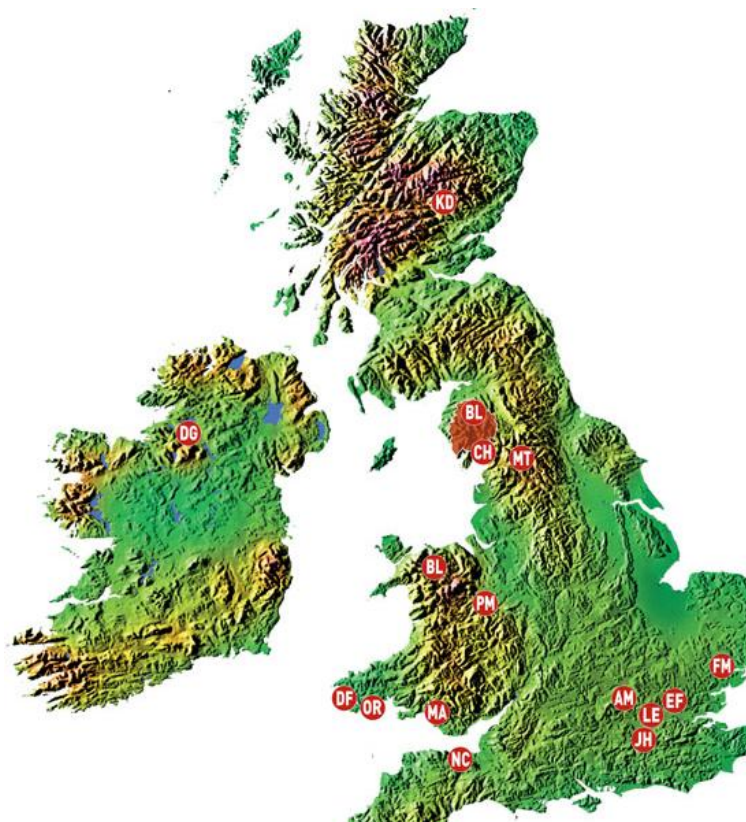
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To develop fieldwork and research skills which can be used to assess deprivation levels in urban areas Evaluate regeneration schemes in urban environments To understand reasons why regeneration in some urban environments is necessary To gain a greater understanding of sampling and how to avoid bias when collecting fieldwork data 	<p>All students will:</p> <ul style="list-style-type: none"> Carry out an environmental quality survey in contrasting residential areas. Observe a regeneration project in an urban area. Use a mixture of primary and secondary data to assess levels of deprivation. <p>Most students will:</p> <ul style="list-style-type: none"> Give reasons for the development of spatial inequalities and urban deprivation. Relate environmental quality to other social and economic measures of deprivation. Assess the effectiveness of a regeneration project in an urban area. <p>Some students will:</p> <ul style="list-style-type: none"> Suggest further ways deprivation in an urban area could be tackled, and justify their suggestion. Evaluate different methods of assessing deprivation in an urban environment.

Climate Change, (either evidence of Glacial or Coastal change)

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.

FSC CENTRES

This course is offered at all 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*

		Hydrological Change	Rural Settlement Change	Choose 1 topic		Choose 1 topic	
				Cities, CBD Issues	Cities, Regeneration	Climate Change, Coastal	Climate Change, Glacial
BL	Blencathra Tel: 01768 779 601	✓	✓	✓			✓
CH	Castle Head Tel: 0845 3307 364	✓	✓	✓			✓
DF	Dale Fort Tel: 0845 3307 365	✓	✓	✓		✓	
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	Orierton 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

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

5 day timetable, 2012, prices from: Band A: £168 Band B: £191 Band C: £231 Band D: £265 Band E: £278
 5 day timetable, 2013, prices from: Band A: £169 Band B: £194 Band C: £235 Band D: £268 Band E: £282

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.