• Complete all fieldwork requirements, including several case study options in two contrasting locations.
• In-depth coverage of fieldwork within both a human and a physical environment, enabling students to get the grades they want within Section B of the Paper 3 exam: Geographical Skills.
• A choice of human and physical topics to provide students with the in-depth geographical understanding needed for the Paper 1 exam: Living in the UK Today.
• Spend more time honing students’ geographical skills, studying the interaction between physical and human geography and using unfamiliar contexts to best prepare students for their exams.
• Develop the geographical, mathematical and statistical skills which are integrated within all areas of assessment in a real world situation with contextualised data students have collected themselves.
**GCSE Geography: Fieldwork and Case Studies: Landscapes and People 5 days**

**Example Course Timetable**

<table>
<thead>
<tr>
<th>DAY</th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Arrive Midday</strong>&lt;br&gt;Students will be greeted by FSC staff, with a welcome talk followed by a brief tour of the Centre and the local area.</td>
<td><strong>Geographical Investigative Process</strong>&lt;br&gt;In this comprehensive introductory session students will have an opportunity to connect with their new surroundings and explore the geographical enquiry process while focusing on one of the choices below.&lt;br&gt;Choose one from:&lt;br&gt;• Economic Development&lt;br&gt;• UK Population&lt;br&gt;• Sustainable Transport&lt;br&gt;• Energy&lt;br&gt;• Flooding Case Study&lt;br&gt;• Coastal Landforms</td>
<td><strong>Geographical Skills</strong>&lt;br&gt;Building on this afternoon’s session, students will now consider how to apply their geographical skills to analysing and explaining the data they have collected in the field. They will draw evidenced conclusions and also critically reflect on their human fieldwork investigation.</td>
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<tr>
<td><strong>2</strong></td>
<td><strong>Landscapes of the UK: Case Study</strong>&lt;br&gt;Students will visit one of the UK’s most inspiring fieldwork examples of a river or coastal landscape. FSC field teachers will carefully facilitate students’ investigations of the processes and systems that play a part in this iconic scenery, including their part in the system. Students will be enthused and develop confidence in exploring new surroundings and learning in an unfamiliar environment.</td>
<td><strong>Geographical Skills</strong>&lt;br&gt;Building on this afternoon’s session, students will now consider how to apply their geographical skills to analysing and explaining the data they have collected in the field. They will draw evidenced conclusions and also critically reflect on their human fieldwork investigation.</td>
<td></td>
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<tr>
<td><strong>3</strong></td>
<td><strong>People of the UK</strong>&lt;br&gt;Students will be immersed in a dynamic urban environment. FSC field teachers will bring the rich complexities of the human environment into focus engaging students’ curiosity and revealing towns and cities to be the diverse and interconnected systems that they are.</td>
<td><strong>Geographical Skills</strong>&lt;br&gt;Building on this afternoon’s session, students will now consider how to apply their geographical skills to analysing and explaining the data they have collected in the field. They will draw evidenced conclusions and also critically reflect on their human fieldwork investigation.</td>
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<tr>
<td><strong>4</strong></td>
<td><strong>Changes within UK Society</strong>&lt;br&gt;Students will focus on changes within UK society and its development through one of the options below. The fieldwork will use the six enquiry stages as a framework to explore the complexities of urban change.</td>
<td><strong>Geographical Skills</strong>&lt;br&gt;Building on this afternoon’s session, students will now consider how to apply their geographical skills to analysing and explaining the data they have collected in the field. They will draw evidenced conclusions and also critically reflect on their human fieldwork investigation.</td>
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</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Peoples’ Interaction with the Physical Environment</strong>&lt;br&gt;Students will focus on the interaction between people and the physical environment through one of the options below. Using the six stages of the enquiry process as a framework the fieldwork will draw out the highly interconnected nature of the world in which we play a part.&lt;br&gt;Choose one from:&lt;br&gt;• Flooding Case Study&lt;br&gt;• Coastal Management</td>
<td><strong>Depart at Midday</strong>&lt;br&gt;A final farewell from FSC staff as the students depart at midday.</td>
<td><strong>Please note:</strong> to ensure safe and quality learning experiences for students, the timetable may alter depending on weather conditions and local factors at Centres.</td>
</tr>
</tbody>
</table>
Learning Opportunities

Students will focus on one particular place or region and investigate how it has changed over time. They will focus on the consequences of economic growth or decline and consider how location, infrastructure and government policy has played its part. Students will investigate the reasons for the changes using a range of primary and secondary fieldwork methods to collect data on land use and costs, natural resources, transport, labour charges, regulations and communication links. The positive and negative impacts will be considered in areas such as incomes, housing, environment, migration and education and the influence that the economic development has had on the surrounding region will also be considered.

Specification Links

1.2 People of the UK

1.2.3 There are different causes and consequences of development within the UK.

The causes of uneven development within the UK, including geographical location, economic change, infrastructure and government policy.

Case study of the consequences of economic growth and/or decline for one place or region in the UK.

This course introduces students to the six stages of fieldwork enquiry, listed below. Using real world issues and supported by FSC’s extensive secondary data bank, students will develop and extend their competence in undertaking fieldwork and preparing for the fieldwork questions in the exam:

i. understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these

ii. understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement

iii. processing and presenting fieldwork data in various ways including maps, graphs and diagrams

iv. analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories

v. drawing evidenced conclusions and summaries from fieldwork transcripts and data

vi. reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.
Learning Opportunities

Students will compare secondary data with fieldwork data to investigate changing patterns of population structure and the effects and responses this produces in one local area. They will investigate how changes to infrastructure, land use, housing, services, cultural and economic aspects of the environment might be attributable to the change in population. Birth rate and death rate data will inform students' knowledge about population stability together with field data in relation to:

- Education levels and opportunities
- Employment and economic levels
- Health care facilities and access.

This will enable students to build a detailed understanding of how population change has affected the area, and how the area may have affected population fluctuations.

Specification Links

1.2 People of the UK

1.2.4 The UK's population is changing.

Changes in the UK's population structure from 1900 to the present day, including its changing position on the Demographic Transition Model.

An understanding of the causes of, and the effects and responses to an ageing population.

Outline flows of immigration into the UK in the 21st century including an overview of the social and economic impacts on the UK.
Learning Opportunities

Students will consider the growth in range and scale of an urban transport system, considering the movement of goods and people. They will reflect on how individuals make choices that influence the sustainability of the whole city initiatives, as well as exploring:

- Development areas: Transport 'hot spots' that develop at the expense of other areas leading to inequalities between areas.
- Interdependence: Interconnectivity between places and the flows of people and products can affect the success of the initiative.
- Sustainability: Different aspects, such as environmental, cultural and economic sustainability, and the web of connection between them, will be evaluated both spatially and temporally.

Students will focus on one specific local initiative. For example, they may compare connectivity and accessibility of transport systems in different areas of the city, or they may focus on one area such as provision of local cycle networks and the stakeholder views of its success in reducing congestion.

Specification Links

1.2 People of the UK

1.2.6 Cities have distinct challenges and ways of life, influenced by its people, culture and geography.

Contemporary challenges that affect urban change, including transport provision.
Learning Opportunities

Students will investigate renewable energy and the feasibility of the national energy supply. They will visit a wind farm and/or proposed sites for wind farms, investigating how the environmental impacts affect local people and the surrounding area. Consideration of FSC Centre-based renewable projects will also allow students to assess the suitability of small-scale generation, the positive and negative impacts on local and regional levels, and their part in the energy system. Students will conduct environmental impact assessments and investigate the possible conflicting views and attitudes of local stakeholders. They will also have the opportunity to explore their attitudes towards energy, and the future implications on both local and global scales. Qualitative and quantitative data collection will be undertaken and could include:

- Direct habitat and biodiversity assessments through the construction of wind farm infrastructure.
- Climate and prevailing wind data to consider energy outputs in a cost-benefit analysis.
- Energy output calculations for individual turbines, considering total wind speed and any daily variations.
- Questionnaires, interview and opinion survey information to gauge local stakeholder views and attitudes.
- Estimates for local and FSC Centre energy demands, by considering housing densities and population information from national census.
- Footprint sizes of wind farms needed to meet local energy demands.
- Visual impact assessments, using GIS to map zones of visual influence and considering size, scale, lighting effects, movement, orientation and sky-lining.
- Evaluation of strategies for sustainable use and management of energy.

Specification Links

1.3 UK Environmental Changes

1.3.5 Energy in the UK is affected by a number of factors and requires careful management and consideration of future supplies.

Strategies for sustainable use and management of energy at local and UK national scales, including the success of these strategies.

The development of renewable energy in the UK and the impacts on people and the environment.
Learning Opportunities

In this session students will apply their knowledge of the enquiry process to a flood hazard event, considering both the physical aspects of the drainage basin and human modified landscapes. The idea that small changes in land use or climate can have big impacts for flooding will be explored. This will be investigated on a local-scale through a series of storm simulation experiments, together with a series of GIS visualisations of the drainage basin. Students will investigate the consequences of, and responses to a specific event, through secondary data, role play and research resources, as well as a site visit to collect field data.

Students will specifically focus on:

• Gaining an understanding of the interactions between people and environments.
• Inter-relationships between geographical ideas and issues in both human and physical aspects.
• Exploring the interconnections between human responses to a flood event and the social structure surrounding the environment.

Specification Links

1.3 UK Environmental Changes

1.3.2 Extreme flood hazard events are becoming more commonplace in the UK.

Case study of one UK flood event caused by extreme weather conditions including:

• causes of the flood event, including the extreme weather conditions which led to the event
• effects of the flood event on people and the environment
• the management of the flood event at a variety of scales.
Learning Opportunities

This investigation focuses on the characteristics of a coastal location and can be followed by the ‘Coastal Management’ option on day 3 to provide a full investigation into a coastal landscape. Students will have the opportunity to investigate a rocky coastal environment and the formation of erosional features making up this landscape, understanding how it works as an interconnected system seeking a dynamic balance. They will investigate the geology and relief of the coastline, together with collecting data on the beach sediment and profiles. Students will design their own fieldwork data collection sheets and start to learn about accuracy, sampling and reliability.

Students will follow-up their fieldwork by collating, processing and presenting their data to form evidenced conclusions about the extent to which coastal processes affect the landscape. They will use OS maps to locate coastal landforms and explore geological maps to link coastal landforms to underlying geology. Use will be made of ArcGIS Online to enable students to visualise and analyse their data, as well as selecting appropriate graphs to present their data.

Specification Links

1.1 Landscapes of the UK

1.1.4 There are a range of landforms within the coastal landscape.

The formation of coastal landforms (headland, bay, cave, arch, stack, beach, spit).
Learning Opportunities

This follow-up session will be specific to the enquiry that the students have completed during the day. They will focus on:

- Selecting appropriate ways of processing and presenting their fieldwork data.
- Describing, analysing and explaining their fieldwork data.
- Reaching conclusions.
- Evaluation of the geographical enquiry.

A range of presentation methods will be introduced and approaches to identify the most appropriate will be discussed. Key command words will form the framework to ensure students can describe, analyse and explain their data, as well as identify anomalies in the data sets. During each follow-up session evidenced conclusions will be modelled, relating these to the original aims of the enquiries and detailed evaluations will include limitations of data collection and reliability of conclusions.

Specification Links

2c Content of Geographical Skills

3 Geographical skills

3.1 Cartographic skills

Select, adapt and construct maps, using appropriate scales and annotations, to present information.

Interpret cross-sections of transects.

Use and understand coordinates, scale and distance.

Extract, interpret, analyse and evaluate information.

Describe, interpret and analyse geo-spatial data presented in a GIS framework.

3.2 Graphical skills

Select, adapt and construct appropriate graphs and charts, using appropriate scales and annotations to present information.

Extract, interpret, analyse and evaluate information.

3.3 Numerical and statistical skills

Demonstrate an understanding of number, area and scale.

Use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class.

Calculate and understand percentages (increase and decrease) and percentiles.

Interpret tables of data.

Describe relationships in bivariate data.

Sketch trend lines through scatter plots.

Make predictions; interpolate and extrapolate trends from data.

Draw and justify conclusions from numerical and statistical data.

Please note the exact specification links covered will depend on the choice of afternoon session.
Learning Opportunities

River landscapes are an inspiring manifestation of the complex interactions of water, geology and life on vast scales in space and time. In this session, students will focus on one river valley and investigate its major landforms, contextualising them in this big picture. Students will explore the variety of physical processes that interact as part of the landscape system to form river basins; investigating how geology, climate and management impact on the landscape. Students may focus on:

- Downstream Survey: How and why characteristics such as channel shape, valley profile, gradient and velocity change along the course of a river?
- Meander Survey: How and why do the meander cross-sections, size and relationship to the floodplain vary?
- Hydrological Investigations: Investigation of the infiltration rates in various parts of a drainage basin.
- Management Survey: Investigation of how human activities can lead to changes in the environment of the river basin.
- Landform Survey: Investigation into the formation of landforms within a river basin.

Specification Links

1.1 Landscapes of the UK

1.1.3 Rivers create a range of landforms which change with distance from their source within a river basin.

The formation of river landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, ox-bow lake).

1.1.5 Landscapes are dynamic and differ depending on their geology, climate and human activity.

River Basin: The geomorphic processes operating at different scales and how they are influenced by geology and climate.

River Basin: Landforms associated with the area.

River Basin: How human activity, including management, works in combination with geomorphic processes to impact the landscape.
Learning Opportunities

Coastal landscape systems are some of the most dynamic and fascinating in the UK, showcasing the complex interactions between the land and sea. To hold this complexity the idea that maintaining balance requires giving and taking will be explored. This investigation focuses on the characteristics and management of a coastal location, set in the context of the bigger coastal system. Students will have the opportunity to investigate a rocky coastal environment and the formation of erosional features making up this landscape. They will investigate the geology and relief of the coastline, together with collecting data on the beach sediment and profiles. Students will use the shoreline management plans and a range of fieldwork methods to consider how the threat of coastal erosion has been mitigated or reduced. They will consider the management strategy that is applied to the location and reasons behind this particular strategy in light of sea level rise predictions. Students will also consider the effectiveness of the coastal defences and relate this to the geomorphic processes involved in shaping the coastline, the impacts on the coastal landforms and the balance of the system. A variety of numerical and cartographic skills including interpreting geo-spatial data in a GIS framework will be used.

Specification Links

1.1 Landscapes of the UK

1.1.5 Landscapes are dynamic and differ depending on their geology, climate and human activity.

Coastal Landscapes: The geomorphic processes operating at different scales and how they are influenced by geology and climate.

Coastal Landscapes: Landforms associated with the area.

Coastal Landscapes: How human activity, including management, works in combination with geomorphic processes to impact the landscape.

Please visit http://www.field-studies-council.org/outdoorclassroom/

For alternative courses
Learning Opportunities

Urban environments are rapidly becoming the preferred global habitat of human beings, and are home to over 80% of the UK population. This is changing the way we function as a global society, and is closely linked to rapid global population growth and issues of inequality. Students will visit a local city or urban area and investigate the ways in which peoples’ lives are affected by aspects such as culture, housing, leisure and consumption. Students will develop questions which are suitable for investigation and use a range of techniques and methods to collect data, including questionnaires. Different stakeholder group perceptions will be examined, as well as mapping of different aspects such as access to leisure facilities housing types and cultural elements of the city.

Students will develop a case study, focusing on the growth and decline within the city, exploring the ways of life of the people who live in it. FSC Centres can facilitate case studies of the following cities:

- FSC Juniper Hall - London
- FSC Dale Fort or FSC Orielton - Haverfordwest
- FSC Flatford Mill - Ipswich
- FSC Preston Montford - Birmingham
- FSC Slapton Ley - Plymouth
- FSC Malham Tarn - Leeds
- FSC Nettlecombe - Bristol
- FSC Blencathra - Carlisle
- FSC Margam - Cardiff
- FSC Castle Head - Lancaster
- FSC Rhyd-y-cruau - Bangor

Specification Links

1.2 People of the UK

1.2.6 Cities have distinct challenges and ways of life, influenced by its people, culture and geography.

Case study of one major city in the UK including the influences of:
- the city within its region, the country and the wider world migration (national and international) and its impact on the city’s growth and character
- the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption
- contemporary challenges that affect urban change, including housing availability, transport provision and waste management
- sustainable strategies to overcome one of the city’s challenges
Learning Opportunities

Visiting a dynamic and thriving urban area, students will consider the causes and consequences of suburbanisation and urbanisation. They will contrast this with an exploration of different urban and rural areas to develop their understanding of counter-urbanisation.

Fieldwork may include:
- GIS base map surveys
- Building, land and traffic studies
- Functions and services auditing
- Questionnaires

Secondary data may include:
- Census data
- Land registry information
- Crime data

Specification Links

1.2 People of the UK

1.2.6 There are causes for and consequences of urban trends in the UK.

Overview of the causes for contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation.

Outline of the social, economic and environmental consequences of contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation.
Learning Opportunities

As worldwide urban population continues to grow beyond 50%, the importance of making cities environmentally, socially and economically sustainable is vital. Students will contextualise this global need through completing an enquiry into the green infrastructure of one urban area, assessing the green spaces, water and other natural features and the impacts these have on society in mitigating urban challenges. Students will investigate the benefits such as reducing flood risk, cooling high urban temperatures, improving human wellbeing and supporting ecological biodiversity.

Various types of field data will be considered for example:

- Mapping of extents, types and quality of green space.
- Property prices throughout the area and proximity to other land uses including green areas.
- Job profiling of the area, particularly in relation to construction, maintenance or management of infrastructure compared against national averages.
- Environmental aspects such as air quality, flood mapping, biodiversity counts and mapping of green grids.
- Questionnaires relating to peoples’ opinions on specific green infrastructure components and their levels of usage, engagement and benefits.
- Sustainability audits to consider the long-term maintenance and enhancement of human and planetary wellbeing.
- Economic deprivation and population demographics, spatially related to areas of green space.

FSC Centres can facilitate case studies of the following cities:

FSC Juniper Hall - London  FSC Dale Fort or FSC Orielton - Haverfordwest
FSC Flatford Mill - Ipswich  FSC Preston Montford - Birmingham
FSC Slapton Ley - Plymouth  FSC Malham Tarn - Leeds
FSC Nettlecombe - Bristol  FSC Blencathra - Carlisle
FSC Margam - Cardiff  FSC Castle Head - Lancaster
FSC Rhyd-y-creuau - Bangor

Specification Links

1.2 People of the UK

1.2.6 Cities have distinct challenges and ways of life, influenced by its people, culture and geography.

Case study of one major city in the UK including sustainable strategies to overcome one of the city’s challenges.
Learning Opportunities

In this session students will apply their knowledge of the enquiry process to a flood hazard event, considering both the physical aspects of the drainage basin and human modified landscapes. The idea that small changes in land use or climate can have big impacts for flooding will be explored. This will be investigated on a local-scale through a series of storm simulation experiments, together with a series of GIS visualisations of the drainage basin. Students will investigate the consequences of, and responses to a specific event, through secondary data, role play and research resources, as well as a site visit to collect field data.

Students will specifically focus on:

• Gaining an understanding of the interactions between people and environments.
• Inter-relationships between geographical ideas and issues in both human and physical aspects.
• Exploring the interconnections between human responses to a flood event and the social structure surrounding the environment.

Specification Links

1.3 UK Environmental Changes

1.3.2 Extreme flood hazard events are becoming more commonplace in the UK.

Case study of one UK flood event caused by extreme weather conditions including:

• causes of the flood event, including the extreme weather conditions which led to the event
• effects of the flood event on people and the environment
• the management of the flood event at a variety of scales.
Learning Opportunities

This half day investigation focuses on the management of a coastal location and follows on from the Coastal Landforms option on day one to provide a full investigation into a coastal landscape. At this stage of the course students will be familiar with the enquiry process and will be able to suggest suitable questions for investigation and design their own worksheets for data collection. Students will use the shoreline management plans and a range of fieldwork methods to consider how the threat of coastal erosion has been mitigated or reduced. They will consider the management strategy that is applied to the location and reasons behind this particular strategy, taking into account the nature of coastal systems seeking to maintain dynamic balance.

Students will also consider the effectiveness of the coastal defences and relate this to the geomorphic processes involved in shaping the coastline and the impacts on the landforms and coastal system as a whole. Students will use a variety of numerical and cartographic skills including interpreting geo-spatial data in a GIS framework.

Specification Links

1.1 Landscapes of the UK

1.1.5 Landscapes are dynamic and differ depending on their geology, climate and human activity.

Coastal Landscapes: How human activity, including management, works in combination with geomorphic processes to impact the landscape.
To book this course, simply:
Choose the time of the year you would like to attend
1. Pick the Centre(s) of interest
2. Check availability online, contact head office to check availability across multiple Centres or contact the Centre(s) of your choice directly

To book this course the minimum size of your group must be 12 students and one member of staff.

Head Office contact details:
Tel: 01743 852100  Email: enquiries@field-studies-council.org

Please visit http://www.field-studies-council.org/outdoorclassroom/ for alternative courses.