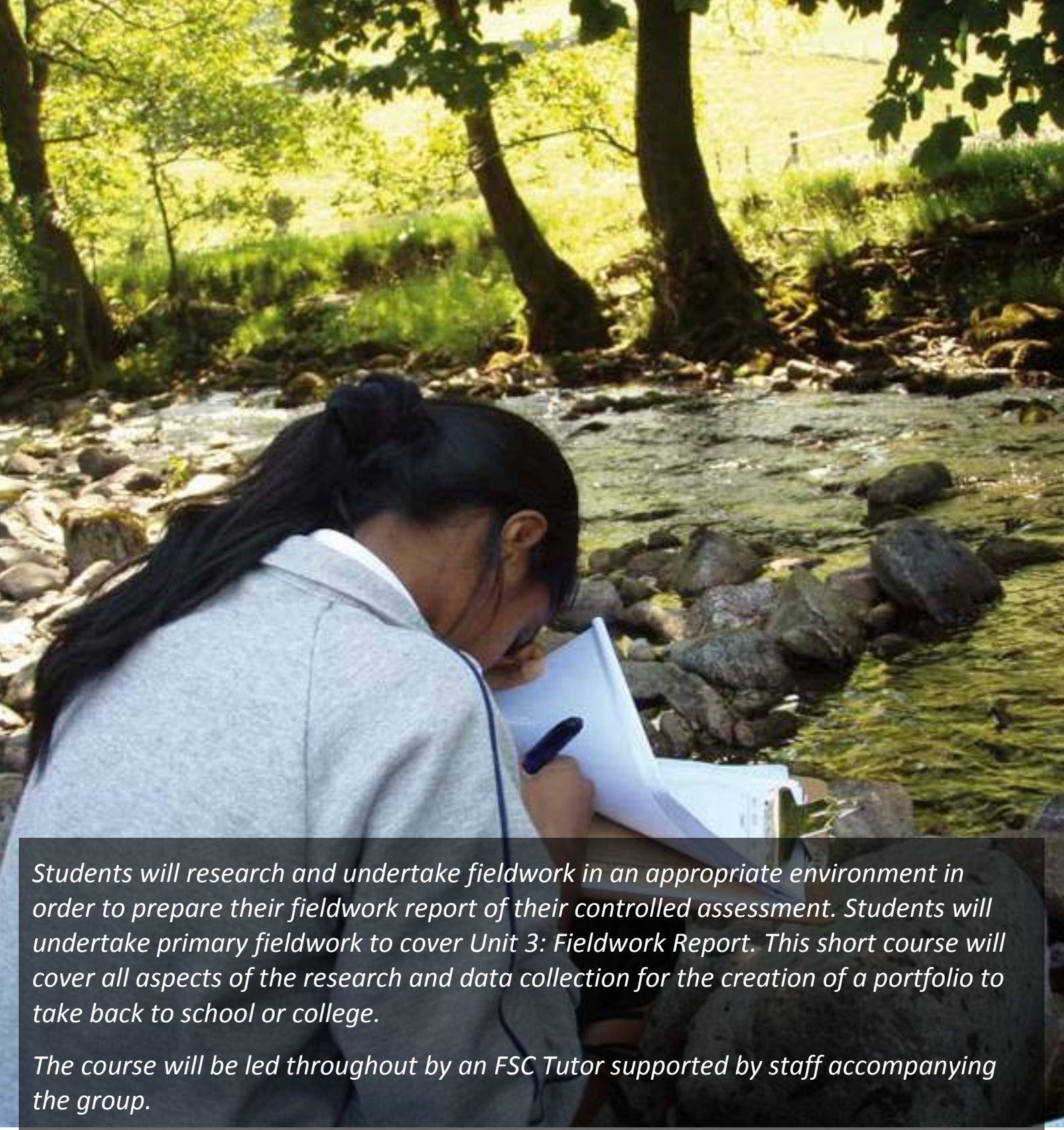


Key Stage 4 CCEA Geography *Fieldwork for the Controlled Assessment and Revision,* 5days



Students will research and undertake fieldwork in an appropriate environment in order to prepare their fieldwork report of their controlled assessment. Students will undertake primary fieldwork to cover Unit 3: Fieldwork Report. This short course will cover all aspects of the research and data collection for the creation of a portfolio to take back to school or college.

The course will be led throughout by an FSC Tutor supported by staff accompanying the group.

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

FSC standard courses are fixed length with clearly stated outcomes and links to National Curriculum requirements.

Please visit <http://www.field-studies-council.org/outdoorclassroom/ireland>
For alternative geography fieldwork courses covering the
CCEA Geography Controlled Assessment

Supported by


Geographical
Association

COURSE LENGTH

5 Days /4 nights (12 teaching sessions)

Monday	Tuesday	Wednesday	Thursday	Friday
Arrive mid-day Research on fieldwork and the area to be investigated Development of Hypotheses	Fieldwork from morning to late afternoon including data collection Late afternoon and evening beginning write up of methodology and presentation of data	Completion of portfolio including index of resources for each student Half day case study fieldwork option	Full day case study fieldwork option	Half day case study fieldwork option Depart after lunch

COURSE CONTENT**CHOOSE ONE TOPIC FROM THE LIST BELOW TO PREPARE FOR THE CONTROLLED ASSESSMENT FIELDWORK REPORT****Rivers**

This session develops students' knowledge for Unit 1: Understanding Our Natural World Theme A: The Dynamic Landscape and prepares students for the controlled assessment task set annually connected with this theme. Students will investigate the processes and features created by a river.

People and Where they live


This session develops students' knowledge for Unit 2: Living in our World Theme A: People and Where They Live and prepares students for the controlled assessment task set annually connected with this theme. Students will investigate the population and changing functions of an urban area (CBD).

CHOOSE ONE TOPIC FROM THE LIST BELOW TO COVER AS A REVISION TOPIC**Rivers****People and Where they Live****Our Changing Weather and Climate**

This session develops knowledge for Unit 1: Understanding Our Natural World Theme B: Our Changing Weather and Climate. Student will undertake a study of local weather condition and compare these to national patterns.

Coastal Management

This session develops students' knowledge for Unit 1: Understanding Our Natural World Theme A: The Dynamic Landscape. Students will investigate the processes and features of a coastal area and consider its sustainable management.



Click to view our [geography controlled assessment case study](#)

High Quality teaching

The teacher delivering the content plays a vital role in ensuring successful learning outcomes are achieved.

This is why every FSC Centre has taken great care in developing a qualified team of highly trained and CRB checked field teachers working full time, all year round.

Not only are they experts, they are gifted teachers with a real passion for the subject being taught. FSC field teachers are the reason why many schools return year after year.

**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.

LEARNING OBJECTIVES/OUTCOMES

Rivers

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> ● Using the River Sillees as a case study, 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"> ● Identify, analyse and evaluate geographical questions and issues ● Establish appropriate sequences of investigation incorporating geographical skills, including enquiry skills ● Contribute to the planning of the investigation ● Obtain appropriate information by collecting primary and secondary data; process and present their findings ● Extract and interpret information from a range of different sources, including field observations, maps, drawings, photographs, diagrams and tables ● Evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions 	<p>Students will use fieldwork techniques to:</p> <ul style="list-style-type: none"> ● Develop knowledge and understanding of the components of the drainage basin cycle and their interrelationships including: <ul style="list-style-type: none"> - Inputs: precipitation - Stores: interception by vegetation - Transfers: surface runoff/overland flow, infiltration, throughflow, percolation and groundwater flow; and outputs: river discharge ● Identify and define characteristics of a drainage basin (watershed, source, tributary, confluence and river mouth) ● Investigate how gradient, depth, width, discharge and load change along the long profile of a river and its valley ● Develop knowledge and understanding of the following processes: <ul style="list-style-type: none"> -Erosion (attrition, abrasion/corrosion, hydraulic action and solution/corrosion); - Transportation (solution, suspension, saltation and traction); -Deposition ● Explain the formation of river landforms using annotated cross-sectional diagrams of features: waterfall, meander and floodplain ● Interpret aerial photographs and OS maps to identify river features and land uses

People and Where they Live

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Using local settlement Enniskillen as a case study, develop knowledge of a human environment and how the population is changing there • Develop geographical skills, including use of geographical technology, data collection and presentation • Use a mixture of secondary and primary data sources to research what the characteristics of the area are <p>Geographical skills</p> <ul style="list-style-type: none"> • Identify, analyse and evaluate geographical questions and issues • Establish appropriate sequences of investigation incorporating geographical skills, including enquiry skills • Contribute to the planning of the investigation • Obtain appropriate information by collecting primary and secondary data; process and present their findings • Extract and interpret information from a range of different sources, including field observations, maps, drawings, photographs, diagrams and tables • Evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions 	<p>Students will use fieldwork techniques to:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of world population growth and its causes • Use an appropriate GIS to investigate the scale and origins of in-migration to a region within an MEDC to: <ul style="list-style-type: none"> - Obtain migration data (country of origin and numbers migrating) for an area of in-migration in a MEDC - Select and use appropriate digital graphing and mapping techniques to present the data - Analyse and interpret the data presented and evaluate the GIS technique(s) • Use a case study to evaluate the positive and negative impacts of international migration including numbers migrating, their origins and destination and the impacts on services and the economy • Compare and contrast the population structure of an MEDC with an LEDC • Distinguish between the site (defensive site, wet point site and bridging site) and location of a settlement • Develop knowledge and understanding of settlement hierarchy including: <ul style="list-style-type: none"> - Population size - Function, high and low order - Range - Threshold • Develop knowledge and understanding of the characteristics and location of land-use zones in MEDC cities: central business district (CBD); inner city; suburban residential; industrial zones and the rural-urban fringe • Use and interpret aerial photographs and maps, including OS maps, to identify: site characteristics; general functions; position in hierarchy; and land-use zones for a range of settlements

Our Changing Weather and Climate

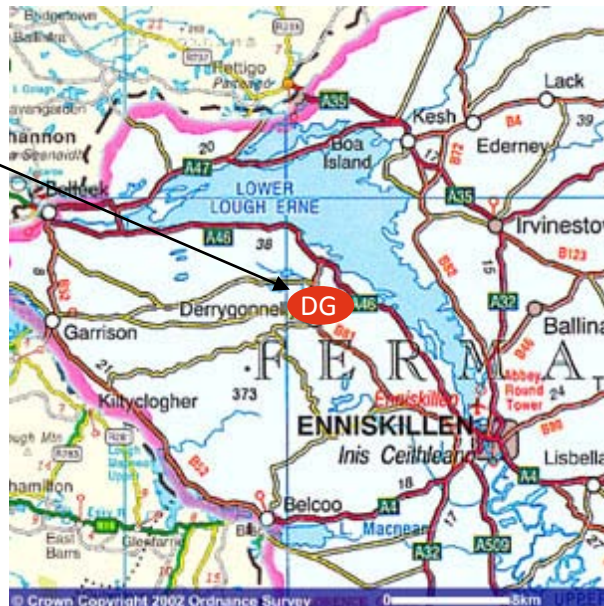
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Develop case study knowledge of the weather of the British Isles and how people deal with its impacts • Develop geographical skills, including use of geographical technology, data collection and presentation • Use a mixture of secondary and primary data sources to research what the characteristics of the area are 	<p>Students will use fieldwork techniques to:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of the measurement of elements of the weather: <ul style="list-style-type: none"> - temperature (°C); minimum and maximum thermometers; - precipitation (mm): rain gauge; - wind direction (8 compass points): wind vane; - wind speed (knots): anemometer; - air pressure (mb): barometer; - cloud types: stratus, cumulus, nimbus, cumulonimbus and cirrus; - cloud cover: oktas; • Develop understanding of the factors that need to be considered when locating the following instruments: thermometers, rain gauge, wind vane and anemometer • Identify sources of data used to create a weather forecast: <ul style="list-style-type: none"> - land-based stations - balloons - buoys - weather ships - geostationary and polar satellites • Develop understanding of the temperature and moisture characteristics of the following air masses affecting the British Isles and their seasonal variation: <ul style="list-style-type: none"> -tropical maritime; - tropical continental; - polar maritime; and - polar continental; • Develop knowledge and understanding of: <ul style="list-style-type: none"> -the weather patterns and sequence of change associated with a frontal depression as it moves across the British Isles (weather at the warm front, in the warm sector and at the cold front) - the weather patterns associated with anticyclones in the British Isles during winter and summer • Study and interpret synoptic charts and satellite images and understand the limitations of forecasting (range and accuracy) • Evaluate the effects (positive and negative) of depressions and anticyclones on the economy and people • Distinguish between the greenhouse effect and global warming • Develop understanding of the causes of climate change: <ul style="list-style-type: none"> -natural climatic cycles - volcanic activity - human activity, including motor vehicle pollutants and the burning of fossil fuels • Using a case study of a MEDC, evaluate the effects (actual and potential) of climate change on the environment, society and economy • Evaluate the sustainability of strategies to deal with climate change: <ul style="list-style-type: none"> -international agreements, for example the Kyoto Protocol - the use of alternative sources of energy (wind power, solar power and biofuels) - strategies to cut the use of private cars (investing in public transport, and congestion charging) - strategies to slow the rate of deforestation in tropical rainforest areas by encouraging sustainable practices • Identify the issues and analyse the challenges associated with securing international co-operation to deal with climate change.

Coastal Management

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Develop case study knowledge of coastal process and features • Develop understanding of the impact of human activity on coastal zones, consider the need for coastal defences and evaluate coastal management strategies • Develop geographical skills, including use of geographical technology, data collection and presentation • Use a mixture of secondary and primary data sources to research what the characteristics of the area are 	<p>Students will use fieldwork techniques to:</p> <ul style="list-style-type: none"> • Develop understanding of the dynamic nature of the coast is due to the action of constructive and destructive waves • Develop knowledge and understanding of the following processes: <ul style="list-style-type: none"> -Erosion (corrasion/abrasion, attrition, corrosion/solution and hydraulic pressure) -Transportation (longshore drift) -Deposition • Identify the formation of the following landforms <ul style="list-style-type: none"> -Erosional landforms (cliff, wave cut platform, cave, arch and stack) -Depositional landforms (beach and spit) • Interpret aerial photographs and OS maps to identify coastal features and land uses • Identify human activity in the coastal zone and understand the conflicting nature of this activity: <ul style="list-style-type: none"> - Residential - Tourism - Transport - Industry • Develop understanding of the need for coastal defences • Develop understanding of coastal management strategies used to: <ul style="list-style-type: none"> - Keep the sea out (sea walls) - Retain cliffs and beaches (groynes, gabions and beach nourishment)

FSC DERRYGONNELLY

Located in the unspoilt West Fermanagh countryside, FSC Derrygonnelly is 10 miles from Enniskillen, 20 miles from Ballyshannon and only 15 miles from the Donegal coast. The River Sillees runs through the centre grounds and an excellent variety of habitats including rocky shores, freshwater, sand dunes, rivers, bog and heathland are within easy reach.



DG

Derrygonnelly

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NI Tel: 028 686 41673

Email: enquiries.dg@field-studies-council.org

Derrygonnelly Field Centre

Creamery Street

Derrygonnelly

County Fermanagh

BT93 6HW

TO BOOK THIS COURSE, SIMPLY:

1. Choose the time of the year you would like to attend
2. [Check availability online](#) or contact FSC Derrygonnelly

Please visit

www.field-studies-council.org/outdoorclassroom/ireland

for alternative courses

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.

FSC offers a number of courses covering [geography field trips](#), [geography fieldwork](#), [CCEA geography](#), [geography controlled assessment](#), as well as [biology fieldwork](#). Please visit our website for further information.