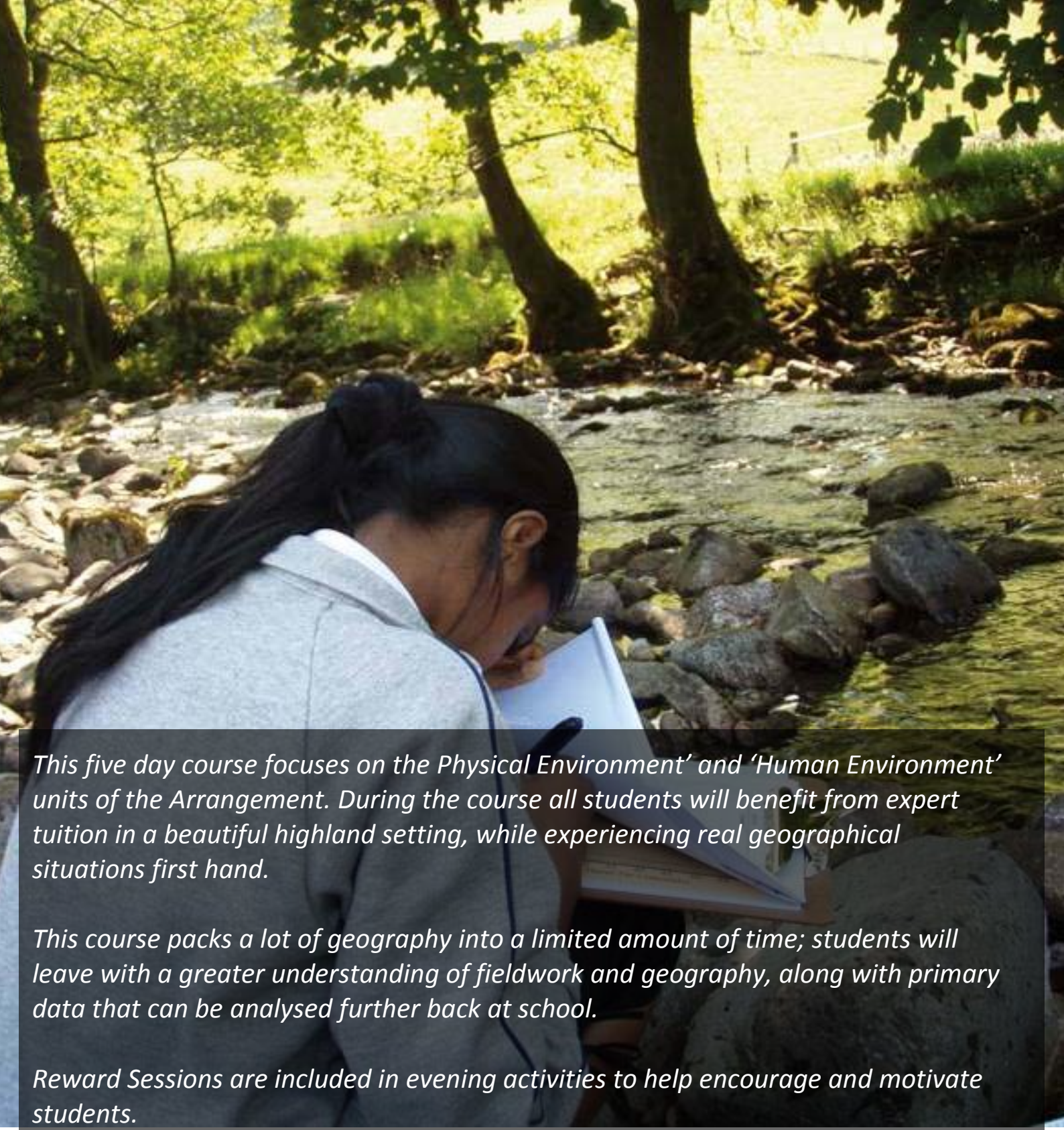


Standard Grade Geography *Physical and Human Environments, 5days*



This five day course focuses on the 'Physical Environment' and 'Human Environment' units of the Arrangement. During the course all students will benefit from expert tuition in a beautiful highland setting, while experiencing real geographical situations first hand.

This course packs a lot of geography into a limited amount of time; students will leave with a greater understanding of fieldwork and geography, along with primary data that can be analysed further back at school.

Reward Sessions are included in evening activities to help encourage and motivate students.

FSC standard courses are fixed length with clearly stated outcomes and links with SQA Arrangements.

Please visit

<http://www.field-studies-council.org/outdoorclassroom/scotland/standardgrade.aspx>
for alternative Standard Grade courses

Supported by



**Geographical
Association**

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

Physical and Human Environments, 5days

COURSE LENGTH

5 Days (4 nights with 12 teaching sessions)

Monday-Friday, Wednesday-Sunday

Groups would normally arrive in time to be taught in the afternoon of the first day and would then be taught on that evening and for three full days subsequently. Groups depart immediately after the morning session on the day of departure.

Day 1	Day 2	Day 3	Day 4	Day 5
Arrive Afternoon & evening sessions	Morning, afternoon & evening sessions	Morning, afternoon & evening sessions	Morning, afternoon & evening sessions	Morning session Depart after Lunch

TIMETABLE

DAY	MORNING	AFTERNOON	EVENING
1	<p>Arrival (approx. 12 - 1pm)</p> <p>Welcome and outline the challenges ahead</p> <p>Tour of centre Settle into rooms Allocate kit (i.e. waterproofs)</p> <p>Introduction to Fieldwork Introductory discussion to explore:</p> <ul style="list-style-type: none"> • The importance of fieldwork in Geography • Geographical sampling methods and techniques • Aims of the course 	<p>The Highland Landscape Students will undertake a field sketching exercise from a vantage point over the glen to:</p> <ul style="list-style-type: none"> • Discuss the need for and process of fieldsketching • Gain further understanding of the need for information such as land-use and landscape processes 	<p>Reward Session: Rockets Students will design and build own water rocket to</p> <ul style="list-style-type: none"> • Learn more about aerodynamics and fuel systems • Improve their team and communication skills <p>Or alternative: Highland overview Students undertake a research activity on the local area to:</p> <ul style="list-style-type: none"> • Gain a sense of place • Understand the environment they will be exploring over the four days and where they are • Introduce day 2 river study (you could then get straight out in the morning)
2	<p>Upland River study Students undertake river investigation to:</p> <ul style="list-style-type: none"> • Learn more about fieldwork techniques used for river studies • Measure width, depth and velocity at various river sites • Observe a range of river landforms and consider the processes which have formed them 	<p>Follow up session Students will use data collected in the previous session to:</p> <ul style="list-style-type: none"> • Calculate CSA and velocity • Construct CSA graphs • Review of field and analysis techniques and their limitations • Reach conclusions on how the river is changing with distance downstream 	<p>Reward Session: Orienteering Working in pairs students undertake an orienteering exercise to:</p> <ul style="list-style-type: none"> • Develop communication skills • Develop a sense of place
3	<p>Settlement study Students will undertake a study into nearby settlement Pitlochry. During the study students will:</p> <ul style="list-style-type: none"> • Discuss fieldwork techniques and undertake their own risk assessments • Collect data including bi-polar EQI, traffic counts, pedestrian surveys, questionnaires and land-use mapping 	<p>Follow up session Students will use data collected in the previous session to:</p> <ul style="list-style-type: none"> • Pool group results • Analyse data including graphical representation of pedestrian data using isopod and EQI scores • Review urban techniques and their limitations 	<p>Introduction to Weather and Climate Investigation Introductory session to revise topics in preparation for day 4 investigation</p>

4	<p>Weather and Climate investigation Students undertake weather investigation using Kindrogan’s Stevenson Screen to:</p> <ul style="list-style-type: none"> • Learn how to measure weather and climate in the field • Measure climatic variables on the ascent of Kindrogan Hill 	<p>Follow up session Using light, air and ground temperature, humidity and rainfall data collected in the previous session, students will:</p> <ul style="list-style-type: none"> • Provide graphical analysis of results • Discuss field and analysis techniques and limitations 	<p>Presentations Working in small groups, students will decide upon an aspect if their week which:</p> <ul style="list-style-type: none"> • Was the most enjoyable • Provided the greatest learning experience
5	<p>Reward session: Ropes and Zip Line Students take part in a series of tree and ropes challenges to:</p> <ul style="list-style-type: none"> • Improve their communication skills • Undertake a personal challenge 	<p>Lunch and depart</p>	

Please note: to ensure safe and quality learning experiences for students the timetable may alter depending on weather conditions and local factors at centres.

COURSE CONTENT

Includes:

- Introduction to geographical investigation and sampling methods
- Data collection using a range of fieldwork techniques and equipment - observation, measurement and recording
- Analysis, presentation and interpretation of data

A greater range of techniques may be covered, and presented within a broader set of contexts, including human geography options:

- River dynamics and flooding
- Weather and Climate
- Upland glaciated landscapes
- Rural Settlement – retail/tourism
- Rural Land Use

The daytime sessions are concentrated. As a balance, evening /reward activities are offered, including a choice of ropes challenge, orienteering, team building and problem solving.



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.

ARRANGEMENT LINKS

3 7 The Physical Environment

Key idea 1: Physical landscapes are the product of natural processes and are always changing.

Key idea 2: The elements of weather can be identified, observed, measured, recorded and classified. As a result, dynamic patterns can be identified and used for forecasting.

Key idea 4: The physical environment offers a range of possibilities for, and limitations on, human activities.

Key idea 5: There are many competing demands for the use of rural landscapes.

3 8 The Human Environment

Key idea 7: Settlements have many common characteristics related to site, situation and function.

Key idea 8: Urban settlements have dynamic patterns relating to their size, form and function.

3 10 Techniques

Gathering Techniques

- Extracting information from maps
- Field sketching
- Measuring (rivers, weather)
- Recording observed information on a map (land-use, location, distributions)
- Observing and recording (traffic and pedestrians flows, environmental quality, buildings, services, weather)
- Compiling and using questionnaires and interviews.

Processing Techniques

- Organising information – using classes/tables/matrices
- Drawing graphs (bar, line, pie, scatter)
- Drawing maps (land-use, location, distributions)
- Drawing cross-sections/transects
- Annotating maps, graphs and fieldsketches.

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.

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.

FSC KINDROGAN

Located in rural Perthshire, at the edge of the Cairngorms National Park FSC Kindrogan is 11 miles from Pitlochry's mainline train station and close to the A9. The Centre itself is set in wooded grounds on the banks of the River Ardle and lies within easy reach of some of the most inspiring landforms in the Scottish Highlands and a rich range of wildlife habitats.

**TO BOOK THIS COURSE, SIMPLY:**

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

Please visit

<http://www.field-studies-council.org/outdoorclassroom/scotland/standardgradegeography.aspx>
for alternative standard Grade 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](#), [Standard Grade geography fieldwork](#), as well as [biology fieldwork](#) and [cross curricular fieldwork](#). Please visit our website for further information.