• Complete the fieldwork requirements for AS level students within physical and human environments.
• Prepare AS level students for Paper 1: Landscape and Place exam, worth 21% of their total marks.
• Cover a choice of specification content for AS fieldwork in Topic 1.1 Landscape Systems (either 1.1.1 Coastal Landscapes or 1.1.2 Glaciated Landscapes) and Topic 1.2 Changing Spaces; Making Places.
• For those going on to A level, this course will contribute two of the four days of fieldwork requirements and provide contextualised learning in inspiring real world environments to develop their geographical understanding for the A level examinations.
### Example Course Timetable

#### DAY 1

**MORNING**

Arrive Midday

Students will be greeted by FSC staff, with a welcome talk followed by a brief tour of the Centre and the local area.

**AFTERNOON**

**Outline of the Course**

Allocation of wellies/waterproofs.

**EVENING**

**Outline of the Course**

Allocation of wellies/waterproofs.

**Topic 1.2 Changing Spaces; Making Places**

**How is a Place Seen Differently by Different People?**

What is place? Place vs. space. How is a place seen differently by different people?

The purpose of the afternoon is to engage students to explore place and the different ways the same place can be seen and used. This has implications for inclusivity, sustainability, place resilience and interdependence. These ideas will be explored through a centre based session, using the grounds and visitors to consider the way spaces are planned, used, viewed and shaped by people and flows.

**Topic 1.2 Changing Spaces; Making Places**

Qualitative Data / Information Analysis and Evaluation Workshop.

A range of different tools will be used including coding, textual and photo analysis to interrogate the results from the previous practical research session. Recognition of the values laden nature of this work will be made, with consideration of the part played by personal values and the values being engaged by place in our daily lives and this work. These skills will be invaluable in interpreting outcomes of this contemporary, complex topic.

#### DAY 2

**MORNING**

**Topic 1.1 Landscape Systems**

Choose one from:

- Development of Coastal Landforms
  
  Using their knowledge of the systems that influence processes on a coastline, students will develop their understanding of the character of the coastline and how it has developed. They will analyse the character of the coastline by determining the possible reasons behind the development of the distinctive landforms of erosion and depositions.

- The UK’s Glaciated Uplands
  
  A full fieldwork day where students explore an awe-inspiring post-glacial environment, piecing together the processes and chronology that has created the landscape they see today. Students will explore the impact of ice on the landscape, observing landforms such as corries, arêtes and terminal moraines, which have resulted from interactions between geology and erosional and depositional processes. Through direct observation and use of maps or aerial photos, students will gain knowledge of a number of glaciated environment landforms, including the processes that led to their creation.

**AFTERNOON**

**Topic 1.1 Landscape Systems**

Choose one from:

- Coastal Case Study
  
  Having identified the systems and characteristics of their chosen coastline, students will develop their findings into a case study of a high/low energy coast.

- Local Data in the Global Picture - Upland Glaciation
  
  Students will explore the link between impact of former glaciers and ice sheets on the UK landscape and the consequences of ongoing deglaciation in other global settings. The analysis of their local primary data and global secondary data through GIS will give meaning to the fieldwork on a local and global scale.

#### DAY 3

**MORNING**

**Topic 1.2 Changing Spaces; Making Places**

Evaluating Local Placemaking (including Rebranding, Reimaging and Regeneration)

Why do people attempt to rebrand areas? Through exploring the concept of placemaking students will investigate how community groups, local and national government and other actors / organisations including architects and planners attempt to create and present places in a particular way.

**AFTERNOON**

**Depart at Midday**

A final farewell from FSC staff as the students depart at midday.

**EVENING**

**Topic 1.1 Landscape Systems**

Choose one from:

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

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

“No place is a place until things that have happened in it are remembered in history, ballads, yarns, legends, or monuments. Fictions serve as well as facts.” Wallace Stegner

Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Learners have mental images of places—the world, the country in which they live, their neighbourhood—which form their ‘geographical imaginations’. They should recognise that there are many different perceptions of places, some of which may be different or even conflict with their own. When investigating a place, learners should consider where it is, what it is like, how it became like this and how it might change in the future.

Through working outside into the local environment learners will explore the concept of place, how we and others see, experience and understand place in different ways and how this can change over time. Working through a range of scales in the context of places that will, at first, be familiar to the learner, students will actively plan and critically evaluate the concept of place from a range of perspectives. The ideas and theories behind place will be expanded and applied to the centre grounds to allow learners to consider the different ways a place can be framed, planned and managed over space ad time.

Fieldwork, measurements, calculation and analysis may include:

- A centre-based exploration of place across a range of scales and perspectives. Use of simple materials to build places and evaluate these for inclusivity and quality of lived experience compared with implications for engagement.
- Collection of qualitative data via observations, questionnaires, image and textual analysis to assess the concept of place in and around the field centre. Critical evaluation of lived experience and engagement within the centre grounds.
- Collating and analysing mental maps based on qualitative data from local people on their perceptions of an area and the way they use the space and different services.
- Gathering local representations of place, e.g. on postcards or tourism literature and brochures - how are local places represented? To what extent do the learners relate to these representations? How could the learner represent the area differently?
- Taking photographs to represent the identity of area with digital camera. How and why is a place seen differently by different people.
- Producing geographical narratives to help understand the informal and formal representations of place.
- Using “Placechecks” as a tool to examine the qualities of a place and opportunities for improvement.
- Detailed photographic (still and video) representations to describe the built and natural environment.
- Discourse analysis, participant observation and questionnaires to explore how the physical environment relates to the local neighbourhood character or identity.
- Evaluating the spatial “lived-experience” of space, including exclusion (for whom).
- Mapping evidence of place-making elements, such as planning approaches or management plans to contextualise understanding.
- Analysis of personal biographies, oral histories and stories of people who have lived in different places: migrants, refugees – and mapping their experience of place.
Learning Opportunities

Learners will engage in a qualitative data analysis using their personal observations and data collated during the afternoon session. A range of analysis techniques will be introduced and there will be an opportunity for learners to apply these skills to the data and draw their own conclusions as they work through the course. The role of values in the perception of place will be recognised, and the unavoidable biases and dilemmas this can bring forward in this sort of work.

Qualitative data analysis techniques could include:

- Coding (open, axial, selective), categorising and interpreting data by engaging directly with original, primary data or secondary data in a variety of media in order to discover significant underlying patterns and trends.
- Image and textual analysis with consideration for the source of the image/text and the meanings that can be drawn from this data source in context.
- Concept mapping to define and explore the web of relationships between different themes within the data.
- Collating and analysing mental maps based on qualitative data from local people on their perceptions of an area and the way they use the space and different services.
Learning Opportunities

Students will revisit the same coastal landscape to gain detailed understanding of the development of that coastline. By analysing the character of their coastline, they will determine possible reasons behind the development of the distinctive landforms of erosion and deposition present and the links to the input systems previously identified. The work developed on this day will create a case study of either a high energy or low energy UK coastline.

Primary and secondary data collection and analysis might include:

- **Beach profiles**, to illustrate the action of longshore drift and/or erosion and consider what this means for the origin and development of landforms.
- **Field sketches and/or annotated photographs**.
- **Geology study**, to include investigating the origin of material found on beaches and use of BGS maps to determine local and regional bedrock.
- **Interpretation of the landscape** with reference to evidence of sea level change in the area and the resultant landforms in the landscape e.g. relic cliff lines and raised beaches.
- **Cliff surveys including cliff height and cliff sketches** to record erosional features and processes creating and modifying them.
- **Statistical analysis** of data.
- **Use of GIS** to map data, access located secondary data and analyse these data sets.
Learning Opportunities

‘A house burnt down by fire did not tell its story more plainly than did this valley. If it had still been filled by a glacier, the phenomena would have been less distinct than they now are.’ - Charles Darwin 1842

For developing an understanding of landscape there is no substitute for direct observation. The post-glacial landscapes of the UK are awe-inspiring places that connect us with their geological and climatological past, present and future. It is through engaging with this environment that we can begin to question the how and the why of what we see, and it is through this awareness that we can begin to answer these questions.

Learners will assemble evidence of glaciation on a landscape scale through first-hand observation and measurements. Through immersion in an inspiring post-glacial environment learners explore the impact of ice on the land, observing features and landforms from millimetre to kilometre scale and interpreting the chronology of interactions between ice and geology over hundreds of thousands of years. The use of secondary data, GIS and statistical tools to analyse the data will give meaning to the fieldwork on both a local and global scale.

Fieldwork, measurements, calculation and analysis may include:

- Identification and interpretation of landscape features.
- Corrie surveys: size, shape, orientation, altitude.
- Chronological interpretation.
- Geomorphological mapping.
- Striation surveys: orientation, cross-cutting.
Learning Opportunities

In this session students will build the data from the previous two fieldwork sessions into a coherent case study, focusing on either a high or low energy coastline. They will consider the physical factors which have helped form the coastline landforms and the inter-relationship of the landforms with the landscape systems. Secondary data will be used to identify how and why the coastline has changed over time, considering a range of different timescales.
Learning Opportunities

Learners will explore the link between the impact of receding glaciers on the UK landscape and the consequences of ongoing deglaciation in other parts of the world. The analysis of local data through graphical interpretation and global data through GIS will give meaning to the fieldwork on both a local and global scale.

For instance, this session may involve:

- Till fabric analysis using rose diagrams.
- Use of British Geological Society (BGS) glacial drift maps, Ordnance Survey (OS) maps and GIS to reconstruct past ice extent and ice flow direction.
- Numerical analysis of mean rates of glacial recession in different global regions, using secondary sources such as the Swiss Glacier Monitoring Network.
Learning Opportunities

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” Margaret Mead

Why do people attempt to rebrand areas? Through exploring the concept of placemaking learners will explore how community groups, local and national government and other actors / organisations including architects and planners attempt to create and present places in a particular way. This is in an attempt to attract inward investment, promote regeneration and improve place-image which are intended to make places better for people to live in. Learners will explore how and why places may wish to construct a different place meaning through rebranding, reimagining and regeneration. Who are potential winners and losers in this complex and dynamic process!

Learners will explore a range of strategies that can be used to rebrand places, such as through sport, art, heritage, retail, architecture and food. How the rebranding has altered people’s perception of that place and the relative success of the rebranding.

Patterns of placemaking with be investigated through fieldwork, combined with secondary research. Types of evidence that can be investigated include:

- Using architecture design review and evaluation frameworks to make qualitative judgements.
- Semi-quantitative recording and analysis of the “healthy high street” (using a set of RTPI indicators) as a measure of the success of placemaking.
- Qualitative recording the “imagability” of place, i.e. quality of a place that makes it distinct, recognisable, and memorable.
- Measuring retail experience using clone-town indicators and retail diversity (e.g. adaptation of Simpsons Index).
- Mapping public space potential.
**To book this course, simply:**
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