• In-depth coverage of fieldwork within a human environment, enabling students to get the grades they want within Section B of the Paper 3 exam: Geographical Skills.

• Focus on all the fieldwork opportunities within 1.2 People of the UK to provide students with the in-depth geographical understanding needed for the Paper 1 exam: Living in the UK Today.

• 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.
<table>
<thead>
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<th>DAY</th>
<th>MORNING</th>
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| 1   | **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. | **Geographical Investigative Process**  
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.  
Choose one from:  
• Economic Development  
• UK Population  
• Sustainable Transport | **Geographical Skills**  
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 use GIS to analyse their data, drawing evidenced conclusions and also critically reflect on their human fieldwork investigation. |
| 2   | **People of the UK**  
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.  
Choose one from the below geographical enquiries:  
• City Case Study  
• Urban Trends | | **Human Fieldwork Conclusions**  
Using historical data sets, students will contextualise their own data in a wider temporal and spatial environment. They will develop their skills in data presentation and analysis, preparing their fieldwork notes to support them in exam revision. |
| 3   | **Changes within UK Society**  
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.  
Choose one from:  
• UK Population  
• Sustainable Cities - Green Infrastructure | **Depart at Midday**  
A final farewell from FSC staff as the students depart at midday. | |

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

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.

Please visit [http://www.field-studies-council.org/outdoorclassroom/](http://www.field-studies-council.org/outdoorclassroom/)  
For alternative courses
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.
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

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.
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

Calculate and understand percentages (increase and decrease) and percentiles.
Interpret tables of data.
Make predictions; interpolate and extrapolate trends from data.
Draw and justify conclusions from numerical and statistical data.
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-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 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

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.
- Drawing evidenced conclusions.
- Critically reflecting on the fieldwork data.

A range of presentation methods will be introduced and approaches to identify the most appropriate will be discussed. Students will analyse their data, finding connections and building logical chains of reasoning, building their knowledge using geographical theories. They will improve their skills assessed during AO3: Applying knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. During each follow-up session, evidenced conclusions will be modelled for students, 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.
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.
Effectively present and communicate data through graphs and charts.
Extract, interpret, analyse and evaluate information.

3.3 Numerical and statistical skills
Understand and correctly use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class.
Interpret tables of data.
Describe relationships in bivariate data.
Sketch trend lines through scatter plots.
Draw estimated lines of best fit.
Make predictions; interpolate and extrapolate trends from data.

3.4 Other skills
Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams.
Suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.
Learning Opportunities

Focusing on the human physical interactions affecting the UK’s population structure, students will use their knowledge of the investigative process to undertake their own enquiry into the UK’s changing population. 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

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.
To book this course, simply:

1. Choose the time of the year you would like to attend
2. Pick the Centre(s) of interest
3. 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