In-depth study of a coastal landscape providing a detailed case study, to ensure students are prepared for Paper 1: Our Natural World.

Complete the physical environment fieldwork in preparation for Section B of the Paper 1 exam: Physical Geography Fieldwork.

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: Coastal Landscapes Case Study  3 days

#### Example Course Timetable

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<th>DAY</th>
<th>MORNING</th>
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<th>EVENING</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.  
**Outline of the Course**  
Allocation of wellies/waterproofs. | **Coastal Processes**  
Immersed in a real world coastal landscape students will consider the different geomorphic processes taking place in the area, such as weathering, mass movement, erosion transportation and deposition. They will be introduced to the geographical enquiry process while starting to build the context for their case study of a coastal landscape. | **Historical Perspective**  
Using the FSC’s extensive secondary data and information sources students will start to consider how the geology and climate has affected the coast line in the past and the possible scenarios for the future. They will start to consider how field data assists professionals to make decisions about the contemporary issues facing our coastal landscape. |
| 2   | **Coastal Landforms**  
Students will investigate the landforms and features of the coastline, looking at how waves shape the coast and the distinctive features resulting from erosion and deposition. Case study material will be combined with detailed fieldwork methods such as beach profiles and cliff surveys to develop in depth understanding of the coastal system. | **Depart at Midday**  
A final farewell from FSC staff as the students depart at midday. | **Landforms Conclusion**  
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 their case study. |
| 3   | **Human Activity**  
In this final session students will consider how human activity and management impacts the coastal landscape. They will consider the information they have collected over the course and evaluate the effectiveness of the management of the coastal landscape. |  | **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 allows students to practise a range of geographical fieldwork skills by presenting geography fieldwork through an enquiry approach and preparing learners for all aspects of AO4 (skills) and AO3 (application) that they will come across in their examinations. The following areas of fieldwork will be embedded within each day enabling students to build their confidence and competence in enquiry based geography as they progress throughout the course.

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

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Please visit [http://www.field-studies-council.org/outdoorclassroom/](http://www.field-studies-council.org/outdoorclassroom/)  
For alternative courses
GCSE Geography: Coastal Landscapes Case Study 3 days
Coastal Processes

Learning Opportunities
Students will visit a distinctive coastal landscape and start to explore the geomorphic processes which are operating in the environment. They will look at how the process of weathering and specific geology exposes the rock forms, as well as other material inputs into the coastal system. They will consider how erosion, transportation and deposition operate and may conduct fieldwork such as:

- Geology survey: considering the origin of the material on the beach, using primary and secondary data.
- Climate survey: gathering wind and wave data, comparing with longer terms records.
- Sketching, maps and photographs: annotated to explain the processes operating in the area.

Specification Links
2c - Content of Our Natural World: Topic 3 - Distinctive Landscapes
3.2. What influences the landscapes of the UK?

(a) What physical processes shape landscapes?
The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition.

(b) What are the characteristics of your chosen landscapes?
Case study of two landscapes in the UK, one coastal landscape to include the study of:
- its landforms created by geomorphic processes
- the geomorphic processes operating at different scales and how they are influenced by geology and climate
- how human activity, including management, works in combination with geomorphic processes to impact the landscape.
Learning Opportunities

By combining their fieldwork data with a range of secondary data such as, shoreline management plans, historical maps and personal first-hand accounts, students will start to build a picture of the historical context of the coastal landscape. They will consider some of the issues facing the coastline such as sea-level change and cliff collapse. The enquiry process will be used to provide students with a framework to develop their knowledge and case study understanding, placing the specific landscape into the wider geographical context.

Specification Links

2c - Content of Our Natural World: Topic 3 - Distinctive Landscapes

3.2. What influences the landscapes of the UK?

(b) What are the characteristics of your chosen landscapes?

Case study of two landscapes in the UK, one coastal landscape to include the study of:

• its landforms created by geomorphic processes
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Learning Opportunities

Students will investigate the landforms and features of the coastline, looking at how waves shape the coast and the distinctive features resulting from erosion and deposition. Students will build on their knowledge and understanding from the previous day’s fieldwork and start to investigate the relief and geology in depth. They will collect data on beach sediment and profiles, designing their own fieldwork sheets and starting to learn about accuracy, sampling and reliability.

Fieldwork may include:

- Sediment analysis, to include size and shape, which can then be linked to the coastal processes active in the area.
- Use sketches and/or photographs to record the landscape and the distinctive landforms that make up the landscapes.
- Beach profiles, to illustrate the action of longshore drift and/or erosion and consider what this means for the origin and development of landforms.

Specification Links

2c - Content of Our Natural World: Topic 3 - Distinctive Landscapes

3.2. What influences the landscapes of the UK?

(a) What physical processes shape landscapes?

The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit.

(b) What are the characteristics of your chosen landscapes?

Case study of two landscapes in the UK, one coastal landscape to include the study of:

- its landforms created by geomorphic processes
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Learning Opportunities

Students will follow up their day’s 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 the 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.

The enquiry processes will be used to enable students to add depth to their case study understanding, as well as developing students’ geographical skills that they will need for the fieldwork exam.

Specification Links

2d. Geographical Skills including Fieldwork

9.1 Cartographic skills
- 9.1.2 Interpret cross sections and transects.
- 9.1.5 Use and understand gradient, contour and spot height (on OS and other isoline maps).
- 9.1.6 Describe, interpret and analyse geo-spatial data presented in a GIS framework.

9.2 Graphical skills
- 9.2.1 Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information.
- 9.2.2 Effectively present and communicate data through graphs and charts.
- 9.2.3 Extract, interpret, analyse and evaluate information.

9.3 Numerical and statistical skills
- 9.3.4 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.
- 9.3.7 Interpret tables of data.
- 9.3.8 Describe relationships in bivariate data.
- 9.3.9 Sketch trend lines through scatter plots.
- 9.3.10 Draw estimated lines of best fit.
- 9.3.11 Make predictions; interpolate and extrapolate trends from data.
- 9.3.12 Be able to identify weaknesses in statistical presentations of data.
- 9.3.13 Draw and justify conclusions from numerical and statistical data.
Learning Opportunities

In this final session students will consider how human activity and management impacts the 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 shoreline management plans and a range of fieldwork methods to consider how the threat of coastal erosion has been mitigated or reduced. They will build their case study knowledge by forming conclusions about the effectiveness of the management strategy that is applied to the location and the reasons behind the particular strategies.

Specification Links

2c - Content of Our Natural World: Topic 3 - Distinctive Landscapes

3.2. What influences the landscapes of the UK?

(b) What are the characteristics of your chosen landscapes?

Case study of two landscapes in the UK, one coastal landscape to include the study of:

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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