• Complete the conceptual and methodological fieldwork enquires and prepare students for the Unit 3 fieldwork report.

• Wide coverage of specification content, to ensure learners consolidate their understanding of geographical concepts needed in the exams.

• Integrated mathematical, statistical and GIS techniques to improve students’ confidence and competence.

• This course is for schools in Wales and follows the WJEC GCSE in geography specification approved by Qualification Wales.
<table>
<thead>
<tr>
<th>DAY</th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
</tr>
</thead>
</table>
| 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. | Distinctive Landscapes in Wales  
The geographical enquiry process will be used as framework to study one located, distinctive Welsh landscape close to the field centre. | Landscape Management  
As a follow up to the day’s fieldwork students will consider strategies to manage the landscape and the human activity within it. |
| 2   | Fieldwork Enquiry: Methodology - Rivers or Coasts  
The focus of this day will be the methodology fieldwork task set by WJEC for the year of exam entry. Choose to contextualise this task in either a river or coastal landscape. The emphasis on different key questions will change due to the task set by WJEC. | Fieldwork Enquiry Conclusion  
During this evening session students will complete the enquiry process, placing their data into a social, economic and environmental context. |  |
| 3   | Fieldwork Enquiry: Conceptual Framework - Rural-Urban Links  
The focus of this day will be the conceptual fieldwork task set by WJEC for the year of exam entry. This task will be contextualised in a urban-rural environment and the emphasis on different key questions will change due to the task set by WJEC. | Fieldwork Enquiry Conclusion  
During this evening session students will complete the enquiry process, placing their data into a social, economic and environmental context. |  |
| 4   | Ecosystems  
A local small scale ecosystem will be visited to investigate its key features and how human activity affects the processes and interactions within the ecosystem. Sand dunes, woodlands or parklands can be investigated. | Sustainable Management  
Focusing on the ecosystem studied during the day, students will consider strategies for sustainable management. |  |
| 5   | Drainage Basins of Wales  
Using the enquiry process, students will consider the causes and effects of flooding in a local area.  
OR  
Coastal Hazards and their Management  
Students will consider how the hard and soft engineering strategies have been used at one coastline to prevent the risk of erosion and flooding. | 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:

1.1 What is the geographical enquiry process?  
1.2 How is evidence collected?  
1.3 How can evidence be processed and presented?  
1.4 How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding?  
1.5 What conclusions may be drawn from fieldwork enquiries?  
1.6 What evaluative techniques should be applied to the enquiry process?  

Please visit [http://www.field-studies-council.org/outdoorclassroom/](http://www.field-studies-council.org/outdoorclassroom/)  
For alternative courses
GCSE Geography: Landscapes, Issues and Fieldwork Enquiry 5 days
Distinctive Landscapes in Wales

Learning Opportunities

“Every mountain and stream, every farm and little lane announces to the World that landscape is something different in Wales” - RS Thomas

The geographical enquiry process will be used as framework to study one located, distinctive Welsh landscape close to the field centre. Students will be introduced to the six stage enquiry process in a real world context, learning how to collaborate during primary data collection.

Students will visit a local landscape and through the enquiry process build a picture of what makes the landscape unique. They will combine field surveying with a range of secondary resources to investigate the interaction between small scale human and physical features. Using the background of changing rural economies and societies students will explore the environmental challenges the landscape is facing and how human activities are contributing to these challenges.

Specification Links

Key Question 1.1.1 What makes landscapes distinctive in Wales?

Key Question 1.1.2 How are physical landscapes in Wales affected by human activity?

Mathematical and statistical skills

1 Numerical skills
   • 1.1 Demonstrate an understanding of number, area and scale and the quantitative relationships between units.

3 Cartographic skills
   • 3.1 Use and understand gradient, contour and spot height on OS maps and other isoline maps.
   • 3.3 Use and understand coordinates, scale and distance.
   • 3.4 Describe and interpret geo-spatial data presented in a GIS framework.

4 Graphical skills
   • 4.2 Interpret and extract information from different types of graphs. Interpret different graphs to identify patterns and trends.
Learning Opportunities

“‘The Bill aims to produce a Wales that has prosperity, resilience, health, equality, cohesive communities and a Wales which had a thriving culture and Welsh language.’”

Well-being of Future Generations (Wales) Bill

As a follow up to the day’s fieldwork students will consider strategies to manage the landscape and the human activity within it.

Students will use the Well-being of Future Generations (Wales) Bill to provide a context to consider how the natural beauty and cultural heritage of Welsh landscapes can be managed. Techniques to repair existing damage as well as protect these special places for future generations will be considered specifically in relation to the field site visited during the day.

Specification Links

Key Question 1.1.3 How can landscapes in Wales be managed?

Mathematical and statistical skills

1 Numerical skills
   • 1.4 Draw informed conclusions from numerical data.

2 Statistical skills
   • 2.3 Describe relationships in bivariate data.
   • 2.4 Identify weaknesses in selective statistical presentation of data.

3 Cartographic skills
   • 3.4 Describe and interpret geo-spatial data presented in a GIS framework.

4 Graphical skills
   • 4.2 Interpret and extract information from different types of graphs. Interpret different graphs to identify patterns and trends.
GCSE Geography: Landscapes, Issues and Fieldwork Enquiry 5 days
Fieldwork Enquiry: Methodology - Rivers or Coasts

Learning Opportunities

“The 2012 Climate Change Risk Assessment for Wales indicates that the most significant threat for Wales from climate change include increases in flooding both on the coast and inland, and changes in coastal evolution.” UK Climate Change Risk Assessment, (2012), A Climate Change Risk Assessment for Wales

The focus of this day will be the task set by WJEC for the year of exam entry. It will be one of the following contextualized in either a river or coastal landscape.

Options are:

<table>
<thead>
<tr>
<th>TASK</th>
<th>COASTAL LANDSCAPES</th>
<th>RIVER LANDSCAPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of transects</td>
<td>Analyse patterns of vegetation across a sand dune system.</td>
<td>Determine patterns of flow and deposition across a river channel.</td>
</tr>
<tr>
<td>Change over time</td>
<td>Changing coastal landforms based on a comparison of current evidence to historical evidence from maps/photos.</td>
<td>Changing river landforms based on a comparison of current evidence to historical evidence from maps/photos.</td>
</tr>
<tr>
<td>Qualitative Surveys</td>
<td>Comparing visitor/local perceptions of a coastal honeypot site.</td>
<td>The value of river landscapes.</td>
</tr>
<tr>
<td>Geographical flows</td>
<td>Analyses sediment size/shape as a result of longshore drift.</td>
<td>Discharge rates compared to rainfall or longitudinal survey of downstream changes in a river.</td>
</tr>
</tbody>
</table>

Students will complete the set WJEC task, by looking at how different landforms change over time and the process involved in this change. They will consider aspects such as:

• How the geology affects landforms and how they change.
• Climate and its effect on the seasonal variations and the impacts of extreme weather events.
• Human activity and intervention.

Students will pose questions about geographical processes and concepts and start to test hypotheses, beginning to learn how to design their own fieldwork sheets and obtain accurate and reliable results, with fieldwork equipment. Students will be given guidance in relation to using a range of different sampling techniques in a variety of contexts, building their understanding of how these determine the data collection methods and how this relates to the questions being investigated. A range of equipment will be used to collect quantitative and qualitative data, widening students experience and understanding of primary field skills.

Specification Links: River Landscapes

Key Question 1.2.1 How do processes work together to create landform features at different scales in river landscapes in Wales?

Key Question 1.2.2 What factors affect the rates of landform change in river landscapes in the UK?

Specification Links: Coastal Landscapes

Key Question 1.2.1 How do processes work together to create landform features at different scales in coastal landscapes in Wales?

Key Question 1.2.2 What factors affect the rates of landform change in coastal landscapes in the UK?

Key Question 5.3.2 What are the key processes of ecosystems at different scales?
Learning Opportunities

“Everything means something.” Philip Pullman, Lyra’s Oxford

During this evening session students will complete the enquiry process, placing their data into a social, economic and environmental context.

This follow-up session will be specific to the field study that the students have completed during the day. They will focus on:

- Selecting appropriate ways of processing and presenting their fieldwork data, often involving the use of GIS.
- Identifying, analysing and interpreting trends and patterns within their fieldwork data and relating these to wider geographical concepts and processes.
- Synthesising findings to reach evidenced conclusions that relate directly to the initial aim of the enquiry.
- Identifying the limitations of geographical data and evidence and reflect critically on the strengths and limitations of both the primary and secondary data from their study.
- Appreciating the stakeholders may have vested interests and how this might affect the reliability and validity of the data.

A range of presentation methods will be introduced and approaches to identify the most appropriate will be discussed. Key terminology will be used to support the discussion 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. Students will be encouraged to take ownership of their learning by reflecting on what and how they have learnt throughout their investigation.

Specification Links

The Enquiry Process, Sections 1.3, 1.4, 1.5 and 1.6

Mathematical and statistical skills

1 Numerical skills
   - 1.1 Demonstrate an understanding of number, area and scale and the quantitative relationships between units.
   - 1.3 Understand and correctly use proportion and ratio, magnitude and frequency.
   - 1.4 Draw informed conclusions from numerical data.

2 Statistical skills
   - 2.1 Use appropriate measures of central tendency, spread and cumulative frequency.
   - 2.2 Calculate percentage increase or decrease and understand the use of percentiles.
   - 2.3 Describe relationships in bivariate data.
   - 2.4 Identify weaknesses in selective statistical presentation of data.

3 Cartographic skills
   - 3.2 Interpret cross sections and transects.
   - 3.4 Describe and interpret geo-spatial data presented in a GIS framework.

4 Graphical skills
   - 4.1 Select and construct appropriate graphs and charts to present data, using appropriate scales.
   - 4.2 Interpret and extract information from different types of graphs. Interpret different graphs to identify patterns and trends.
   - 4.3 Interpret population pyramids, choropleth maps and flow-line maps.
Learning Opportunities

“The Wales Rural Development Programme (RDP) 2014-2020 is a seven-year £957m programme co-funded by the Welsh Government and the European Union. Not only is this a fantastic opportunity to support rural communities across Wales but it further demonstrates the benefits of our EU membership.” Deputy Minister for Farming and Food, Rebecca Evans

The focus of this day will be the task set by WJEC for the year of exam entry.

This task will be contextualised in an urban-rural environment and the emphasis on different key questions will change due to the task set by WJEC.

Options are:

<table>
<thead>
<tr>
<th>TASK</th>
<th>LOCAL URBAN-RURAL ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Comparing and contrasting the features of two distinctive locations to identify the uniqueness of place:</td>
</tr>
<tr>
<td>Sphere of influence</td>
<td>Identifying the extent of sphere of influence/catchment area and analysing the positive or negative impacts of this on place(s):</td>
</tr>
<tr>
<td>Cycles and flows</td>
<td>Identifying patterns of movement (in either a human or physical context) and the reasons for, or effects of, these movements:</td>
</tr>
<tr>
<td>Mitigating risk</td>
<td>Identifying the nature of risk and human responses to it in one location:</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Assessing the extent to which a community can be made more sustainable:</td>
</tr>
<tr>
<td>Inequality</td>
<td>Analysing patterns of inequality:</td>
</tr>
</tbody>
</table>

Students will complete the set WJEC task, by looking at the concept of urban-rural continuum and spheres of influence. Students will focus their study on one of the following areas of study:

- Processes of counter-urbanisation and its impact on rural settlements.
- Impacts of urban spheres of influence and technological change on service provision in rural areas.
- The challenges of creating sustainable communities.
- Economic, cultural and technological factors that have led to a change in retailing.

Students will pose questions about geographical processes and concepts and start to test hypotheses, beginning to learn how to design their own fieldwork sheets and obtain accurate and reliable results, with fieldwork equipment. Students will be given guidance in relation to using a range of different sampling techniques in a variety of contexts, building their understanding of how these determine the data collection methods and how this relates to the questions being investigated. A range of equipment will be used to collect quantitative and qualitative data, widening students experience and understanding of primary field skills.

Specification Links

Key Question 2.1.1 How are urban and rural areas in Wales linked?

Key Question 2.1.2 How are rural areas in Wales changing?

Key Question 2.2.2 What are some of the contemporary challenges facing UK towns and cities?

Key Question 2.2.3 How and why is retailing changing in the UK?
“The Environment (Wales) Bill will ensure the decisions we take in relation to our natural resources support our economy, our communities and our environment. It will help us manage our natural resources in a way that will deliver lasting benefits for current and future generations” Wales’s Natural Resources Minister Carl Sargeant

A local small scale ecosystem will be visited to investigate its key features and how human activity affects the processes and interactions within the ecosystem. Sand dunes, woodlands or parklands can be investigated.

Using the enquiry process students will investigate the distinctive features of the local ecosystem and the processes and relationships that link the living parts and non-living parts, including nutrient cycles and food webs. Ecosystem services will be considered, including the ways in which human activity has already affected the biodiversity, local flows, cycles and processes within the ecosystem.

**Specification Links**

**Key Question 5.3.2 What are the key processes of ecosystems at different scales?**

**Key Question 5.4.2 How do human activities modify processes and interactions within ecosystems?**

**Mathematical and statistical skills**

1 Numerical and statistical skills
   • 1.2 Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
   • 1.4 Draw informed conclusions from numerical data.

2 Statistical skills
   • 2.1 Use appropriate measures of central tendency, spread and cumulative frequency.
   • 2.2 Calculate percentage increase or decrease and understand the use of percentiles.

3 Cartographic skills
   • 3.1 Use and understand gradient, contour and spot height on OS maps and other isoline maps.
   • 3.2 Interpret cross sections and transects.

4 Graphical skills
   • 4.1 Select and construct appropriate graphs and charts to present data, using appropriate scales.
Learning Opportunities

“The overarching aims of the Environment (Wales) Bill are to put in place legislation that will enable Wales’ resources to be managed in a more proactive, sustainable and joined-up manner.” Wales’s Natural Resources Minister Carl Sargeant.

Focusing on the ecosystem studied during the day, students will consider strategies for sustainable management.

Using the Environment (Wales) Bills as background, students will consider the efficient maintenance and use of the natural resources within the ecosystem. They will consider different management strategies, such as adaptive management and natural resource management, while also considering the role that stakeholders have to play in the environment decisions relating to the process.

Specification Links

**Key Question 5.4.3 How can ecosystems be managed sustainably?**

**Mathematical and statistical skills**

1 Numerical and statistical skills

   - 1.2 Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
   - 1.4 Draw informed conclusions from numerical data.

2 Statistical skills

   - 2.1 Use appropriate measures of central tendency, spread and cumulative frequency.
   - 2.2 Calculate percentage increase or decrease and understand the use of percentiles.

3 Cartographic skills

   - 3.1 Use and understand gradient, contour and spot height on OS maps and other isoline maps.
   - 3.2 Interpret cross sections and transects.

4 Graphical skills

   - 4.1 Select and construct appropriate graphs and charts to present data, using appropriate scales.
Learning Opportunities

“We’re asking people to take great care and to be prepared for flooding. Our staff will be out working today and all weekend putting measures in place to prepare for flooding, and to help reduce the impacts to people and their property” Scott Squires from Natural Resources Wales

Using the enquiry process, students will consider the causes and effects of flooding in a local area.

Using information from a range of agencies and data students will collect themselves, the reasons why one location floods will be investigated. Physical factors such as climate, vegetation and geology will be studied together with human factors such as changing land use. Strategies for river channel and drainage basin management will also be considered.

Specification Links

Key Question 1.3.1 What physical process affect stores and flows in UK drainage basins?

Key Question 1.3.2 Why do rivers in the UK flood?

Key Question 1.3.3 What are the current and future management approaches to the problem of flooding in the UK?

Mathematical and statistical skills

1 Numerical skills
   • 1.2 Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
   • 1.4 Draw informed conclusions from numerical data.

2 Statistical skills
   • 2.1 Use appropriate measures of central tendency, spread and cumulative frequency.
   • 2.2 Calculate percentage increase or decrease and understand the use of percentiles.

3 Cartographic skills
   • 3.1 Use and understand gradient, contour and spot height on OS maps and other isoline maps.
   • 3.2 Interpret cross sections and transects.
   • 3.4 Describe and interpret geo-spatial data presented in a GIS framework.

4 Graphical skills
   • 4.1 Select and construct appropriate graphs and charts to present data, using appropriate scales.
GCSE Geography: Landscapes, Issues and Fieldwork Enquiry 5 days
Coastal Hazards and their Management

Learning Opportunities

“It is estimated that erosion is occurring along 346km (23 per cent) of the Welsh coast, with the average annual cost of flooding in Wales in the region of £200 million.”

Students will consider how the hard and soft engineering strategies have been used at one coastline to prevent the risk of erosion and flooding. Students will use Shoreline management plans and their own data to consider two strategies 'hold the existing line of defence' and 'managed retreat or realignment'. They will consider the concept of cost-benefit and why some communities are at a greater risk than others.

Specification Links

Key Question 4.2.1 How are coastlines managed?

Mathematical and statistical skills

1 Numerical skills
   • 1.2 Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
   • 1.4 Draw informed conclusions from numerical data.

2 Statistical skills
   • 2.1 Use appropriate measures of central tendency, spread and cumulative frequency.
   • 2.2 Calculate percentage increase or decrease and understand the use of percentiles.

3 Cartographic skills
   • 3.1 Use and understand gradient, contour and spot height on OS maps and other isoline maps.
   • 3.3 Use and understand coordinates, scale and distance.
   • 3.4 Describe and interpret geo-spatial data presented in a GIS framework.

4 Graphical skills
   • 4.1 Select and construct appropriate graphs and charts to present data, using appropriate scales.
   • 4.2 Interpret and extract information from different types of graphs. Interpret different graphs to identify patterns and trends.
<table>
<thead>
<tr>
<th>Distinctive Landscapes</th>
<th>Place</th>
<th>Sphere of Influence</th>
<th>Cycles and flows</th>
<th>Mitigating risk</th>
<th>Sustainability</th>
<th>Inequality</th>
</tr>
</thead>
<tbody>
<tr>
<td>DF Dale Fort</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MA Margam</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>OR Orielton</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>PM Preston Montford</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RC Rhyd-y-creeau</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Please Note:** All of our Centres offer this course, just please be aware if you visit a Centre other than the above, you will not be able to visit Welsh Landscapes, as it suggests you do in the specification.
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