## Geography GCSE Edexcel A Fieldwork Options

**Overview:**
Malham Tarn Field Centre uses hands-on experiential learning to engage students in the outdoor environment. Our courses have been designed to allow for specification content coverage in a contextual approach so that learners can reflect on their experiences, make links between different topics, build fieldwork skills and critically analyse the scientific investigation procedure.

Our fieldwork days are designed to meet relevant specification links while giving students the practical experience they need to develop their geographical enquiry skills. Our aim is to enable students to make real life links between topics and their landscape and to make those synoptic links with the environment.

Choose one from each environment: 7A Physical landscapes and 7B Human landscapes. Each involving fieldwork and research.

<table>
<thead>
<tr>
<th>7A Investigating physical environments (rivers landscapes or coastal landscapes)</th>
<th>Specification links, Geographical, Mathematical and Statistical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>River Landscapes (Cowside Beck or Clapham Beck)</strong></td>
<td>Component 1: The Physical Environment Component 3: Geographical Investigations – fieldwork</td>
</tr>
</tbody>
</table>

Students will carry out an investigation into the change of a river channel. Students will have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in river environments.

Students will have an opportunity to develop a question(s) based on their location and the task.

- A quantitative fieldwork method to calculate river discharge by measuring the low flow channel width, depth and velocity for at least five sites down the river course.
- A qualitative fieldwork method to record landforms that make up the river landscape e.g. field sketches and / or annotated photographs of the meanders, river terraces and the V shaped valley.

Students will gain an understanding of the implications of river processes for people living in the Tillingbourne catchment area. Secondary data sources will be provided on land cover, hydrogeology and flood risk for the river catchment.

<table>
<thead>
<tr>
<th><strong>Coastal landscapes (Morecambe Bay)</strong></th>
<th>Geographical Skills: Map, Graphical, Data &amp; Information Research and Investigative Skills Mathematics and Statistics Skills: Cartographic, Graphic, Numerical and Statistical Skills.</th>
</tr>
</thead>
</table>

Students will have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in coastal environments.

Students will have an opportunity to develop a question(s) based on their location and the task.

- Qualitative (and quantitative) fieldwork methods to measure beach morphology and sediment characteristics. Students will measure changes in beach morphology and sediment size and shape from West to East along Morecambe Bay.
- A qualitative fieldwork method to record landforms that make up the coastal landscape e.g. field sketches and / or annotated photographs of the beach at Morecambe Bay.

Students will gain an understanding of the implications of coastal processes for people living to the East of Newhaven beach in Seaford. Secondary data sources will be provided for geology, flood risk and coastal erosion rates between Newhaven and Seaford.
### 7A Investigating human environments (inner urban areas or rural settlements)

#### Changing city environments (Skipton)

Students will have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in urban environments. Students will have an opportunity to develop a question(s) based on their location and the task. Students will carry out fieldwork to investigate at least:

- A qualitative fieldwork method to record the quality of urban environment. Students will use and / or design a subjective scale to measure environmental quality for Skipton’s high street and light industrial.

- A quantitative fieldwork method to measure land use function. Students will record land use function using RICEPOTS classification for Skipton’s high street and light industrial areas. Students will gain an understanding of the interaction in environmental quality & land use function and the residents and visitors that frequent these two parts of Skipton.

Census and ‘actual’ crime data will be provided for the two areas with Skipton.

#### Changing rural environments

Students will have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in rural environments. Students will have an opportunity to develop a question(s) based on their location and the task. Students will carry out fieldwork to investigate at least:

- A qualitative fieldwork method to record the views of people on the quality of the rural environment. Students will use video or audio to record the views of people living in Settle.

- A quantitative fieldwork method to measure flows of people within a rural settlement. Students will measure pedestrian and vehicle flows through the settlement. Students will gain an understanding of the interaction between physical landscape features, rural settlements and residents and visitors.

Census and ‘actual’ crime data will be provided for Settle.

### Component 2: The Human Environment

**Geographical Skills:** Map, Graphical, Data & Information Research and Investigative Skills

**Mathematics and Statistics Skills:** Cartographic, Graphic, Numerical and Statistical Skills.