

A2 AQA Geography *Geography Fieldwork Investigations, 5days*



Students will carry out fieldwork to collect case-study material for Unit 3 (Contemporary Geographical Issues) and for Unit 4A (Geographical Fieldwork Investigation). Unit 4A is assessed in a 1.5 hour exam, which may include questions on any stage of the fieldwork investigation process.

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

Please visit

<http://www.field-studies-council.org/outdoorclassroom/geography/aqa/>
for alternative [geography fieldwork](#) courses covering
[AS / A level AQA geography fieldwork](#)

Supported by


**Geographical
Association**

COURSE LENGTH

5 Days /4 nights (12 teaching sessions)

Monday	Tuesday	Wednesday	Thursday	Friday
Arrive mid-day. Afternoon and evening session	Morning, afternoon and evening session	Morning, afternoon and evening session	Morning, afternoon and evening session	Morning session. Depart after lunch

COURSE CONTENT

Ecosystems in the British Isles (Succession)

Students carry out an investigation across a succession ecosystem, sampling along a transect to collect data on vegetation, soil and micro-climate. This data is then used to explore how the environment is changing over time. Data presentation and analysis skills will be developed during this follow up, preparing students for the Geographical Fieldwork Investigations Paper at A2.

Urban Decline and Regeneration

This study involves visits to contrasting areas in and around the inner city, to assess urban decline and deprivation. Over the course of the study, students will evaluate the success of different regeneration schemes and suggest management approaches that could be put in place to improve areas which are currently in decline.

Global Climate Change

Different relic landforms will be covered in order to aid students' awareness of how the climate has changed over the last 120,000 years. This study will include the processes that have been at play within the landscape in the past, a consideration of the reasons for these climatic changes and what may happen to the area in the future.

Retailing and other services

Students undertake a study which aims to identify the Central Business District (CBD) and delimit different zones within it. Students will also assess how the CBD has changed over time and evaluate the advantages and disadvantages of this change. From this, students can then decide how retailing may change in the future and how the CBD should be managed.



External Recognition of Quality

All our centres have been awarded the Quality Badge by The Council for Learning Outside the Classroom. The badge is awarded to organisations that have demonstrated that they consistently deliver high quality teaching and learning experiences and manage risk effectively. This means that you will have to complete less paperwork when visiting our centres

LEARNING OUTCOMES/OBJECTIVES**Ecosystems in the British Isles (Succession)**

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how vegetation in an ecosystem changes over time, leading to a climatic climax. Consider which factors are causing this change in vegetation. <p>Geographical fieldwork investigation skills:</p> <ul style="list-style-type: none"> Develop understanding of setting up an investigation with aims and hypotheses to test. Consider different data collection techniques and sampling strategies which could be used. Understand different ways to present and analyse data. 	<p>All students will:</p> <ul style="list-style-type: none"> Observe the changes in vegetation within a successional environment. Collect data on the vegetation, soil & micro-climate within this environment. Outline the fieldwork aims and the hypotheses being tested. Use at least two different techniques to present data (including kite diagrams) and identify trends shown in the data. Carry out one form of statistical analysis to test an original hypothesis. <p>Most students will:</p> <ul style="list-style-type: none"> Justify the fieldwork techniques used during the day, and outline why some techniques and sampling strategies were used rather than others. Explain what factors are causing changes in vegetation over time in this environment. Pick out anomalies in the data collected and suggest reasons for them. Use GIS and other ICT to help support the investigation process. <p>Some students will:</p> <ul style="list-style-type: none"> Suggest ways the investigation and data collection methods could be improved. Suggest specific factors within the environment which may lead to results that differ from other similar successional environments.

Urban Decline & Regeneration

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Compare and contrast different residential areas of an urban area. Assess the environmental quality of different urban areas and relate this to different indicators of variation. Consider ways to encourage and manage regeneration in an urban environment. 	<p>All students will:</p> <ul style="list-style-type: none"> Carry out an environmental quality survey in contrasting residential areas. Observe a regeneration project in an urban area. Use a mixture of primary and secondary data to assess levels of deprivation. <p>Most students will:</p> <ul style="list-style-type: none"> Give reasons for the development of spatial inequalities and urban deprivation. Relate environmental quality to other social and economic measures of deprivation. Assess the effectiveness of a regeneration project in an urban area. <p>Some students will:</p> <ul style="list-style-type: none"> Suggest further ways deprivation in an urban area could be tackled, and justify their suggestion. Evaluate different methods of assessing deprivation in an urban environment.

Global Climate Change (either evidence of sea-level change or of glaciation)

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how an environment has changed over the last 120,000 years and relate this change to climate change. Consider some of the possible reasons for and feedback mechanisms on climate change. Relate changes in climate to landforms in the environment. Gain a greater understanding of the processes which created relic landforms. 	<p>All students will:</p> <ul style="list-style-type: none"> Observe a range of landforms created during different climatic conditions. Link the formation of different landforms to different climatic conditions in a particular environment. Use maps and annotated field sketches to develop case study knowledge of the environment being studied. <p>Most students will:</p> <ul style="list-style-type: none"> Explain how different landforms have been created and modified by a variety of processes operating in different climatic conditions. Give evidence of climate change in a particular environment. <p>Some students will:</p> <ul style="list-style-type: none"> Suggest what processes may operate in the future in this environment and explain the impact this may have on the environment's landforms. Consider and evaluate different explanations for the formation of landforms.

Retailing and other services

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Understand the characteristics of CBD and how these relate to a case-study example. • Consider the changes occurring in the CBD, with particular reference to the retail sector. • Gain knowledge on a variety of fieldwork techniques which can be used to delimit the CBD. 	<p>All students will:</p> <ul style="list-style-type: none"> • Describe the characteristics of a CBD and relate this to a particular CBD case-study. • Describe some of the ways a case-study CBD has changed in recent years, and offer some explanations for these changes. • Survey the services offered in a CBD and surrounding area and map the spatial distribution of some of these services. • Map and suggest explanations for spatial variations in the CBD. <p>Most students will:</p> <ul style="list-style-type: none"> • Evaluate how effective the management of a particular CBD has been and the impact of change in on the CBD in recent years. • Explain reasons for change in the CBD, and suggest possible future trends in the area. • Suggest some of the impacts of spatial variations in the CBD, and consider whether these are positive or negative. <p>Some students will:</p> <ul style="list-style-type: none"> • Consider how a particular CBD could be more effectively managed. • Evaluate the effectiveness of different fieldwork techniques which can be used within a CBD.

Protecting fieldwork opportunities for everybody

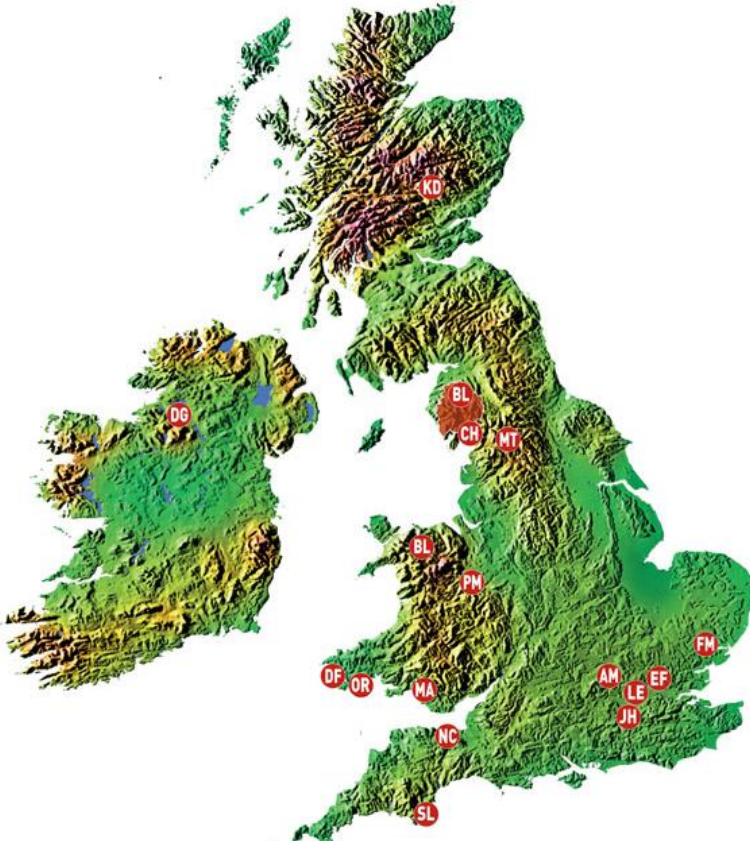
Growing pressures on outdoor learning has led the FSC to take on an important role; championing the rights and opportunities for people of all ages to experience the environment at first hand.

The FSC has led in campaigns to reverse the continuing decline in fieldwork within secondary schools and to build opportunities for out-of-classroom learning.

As a registered charity, the FSC receives no statutory funding. It relies solely on fees charged for courses and membership. Therefore, by visiting an FSC Centre not only are you receiving a high quality educational experience for your students, you are also helping to protect fieldwork opportunities for everybody.

FSC CENTRES

This course is offered at all of our residential centres, set in some of the most stunning locations in the UK.



TO BOOK THIS COURSE, SIMPLY:

1. Choose the time of the year you would like to attend
2. Pick the centre/centres of interest
3. [Check availability online](#) or contact head office using the details at the bottom of the page or contact the centre of your choice

**Please note to book this course the minimum size of your group must be 12 students and 1 member of staff*

		Ecosystems (succession)	Urban Decline and Regeneration	Global Climate Change	Retailing and other services
BL	Blencathra Tel: 01768 779 601	✓	✓	✓	✓
CH	Castle Head Tel: 0845 3307 364	✓	✓	✓	✓
DF	Dale Fort Tel: 0845 3307 365	✓	✓	✓	✓
DG	Derrygonnelly Tel: 028 686 41673	✓	✓	✓	✓
FM	Flatford Mill Tel: 0845 330 7368	✓	✓	✓	✓
JH	Juniper Hall Tel: 0845 458 3507	✓	✓	✓	✓
KD	Kindrogan Tel: 01250 870 150	✓	✓	✓	✓
MT	Malham Tarn Tel: 01729 830 331	✓	✓	✓	✓
NC	Nettlecombe Tel: 01984 640 320	✓	✓	✓	✓
OR	Orielton Tel: 0845 330 7372	✓	✓	✓	✓
PM	Preston Montford Tel: 0845 330 7378	✓	✓	✓	✓
RC	Rhyd-y-creuau Tel: 01690 710 494	✓	✓	✓	✓
SL	Slapton Ley Tel: 01548 580 466	✓	✓	✓	✓

Please visit

<http://www.field-studies-council.org/outdoorclassroom/geography/aqa/>

for alternative [geography fieldwork](#) courses covering [AS / A level AQA geography fieldwork](#)

COURSE PRICES

The cost of this course is shown below. The fee varies depending on time of year, arrival and departure days/times and course content. The FSC prides itself on being flexible; the course content can be tailored to meet your needs. Alternatively, we can work with you to create a fully bespoke course to meet your exact requirements.

5 day timetable, 2012, prices from: Band A: £168 Band B: £191 Band C: £231 Band D: £265 Band E: £278
 5 day timetable, 2013, prices from: Band A: £169 Band B: £194 Band C: £235 Band D: £268 Band E: £282

Week Beginning	Band	Week Beginning	Band	Week Beginning	Band
03 September 2012	D	25 February 2013	D	19 August 2013	B
10 September 2012	D	04 March 2013	D	26 August 2013	B
17 September 2012	D	11 March 2013	D	2 September 2013	C
24 September 2012	D	18 March 2013	D	9 September 2013	D
01 October 2012	E	25 March 2013	D	16 September 2013	D
08 October 2012	E	01 April 2013	B	23 September 2013	D
15 October 2012	D	08 April 2013	B	30 September 2013	E
22 October 2012	D	15 April 2013	D	7 October 2013	E
29 October 2012	B	22 April 2013	C	14 October 2013	D
05 November 2012	D	29 April 2013	C	21 October 2013	C
12 November 2012	D	06 May 2013	C	28 October 2013	B
19 November 2012	C	13 May 2013	C	4 November 2013	D
26 November 2012	C	20 May 2013	C	11 November 2013	D
03 December 2012	A	27 May 2013	B	18 November 2013	C
10 December 2012	A	03 June 2013	D	25 November 2013	C
17 December 2012	A	10 June 2013	E	2 December 2013	A
24 December 2012	A	17 June 2013	E	9 December 2013	A
31 December 2012	A	24 June 2013	E	16 December 2013	A
07 January 2013	A	01 July 2013	E	23 December 2013	A
14 January 2013	A	08 July 2013	E	30 December 2013	A
21 January 2013	B	15 July 2013	C		
28 January 2013	C	22 July 2013	C		
04 February 2013	C	29 July 2013	A		
11 February 2013	C	5 August 2013	A		
18 February 2013	B	12 August 2013	A		

FSC courses are classed as educational by HMRC and are therefore VAT exempt; **we don't charge you VAT**. This can save you time and effort paying it and then attempting to claim it back, if you are eligible to do so.

Included within the course price:

- Expert tuition by fully trained staff
- Rigorous and proven health and safety procedures including 24 hour emergency cover
- Access to risk assessments
- Full board (residential visits)
- Specialist equipment and exclusive access to specially developed resources
- Free places for visiting staff in a ratio of 1 to 12 students
- E-mail support before and after the course (on request)
- Personal and travel insurance

Please remember travel to the field centre and to fieldwork sites is not included in the course fee.

FSC offers a number of courses covering [geography field trips](#), [geography fieldwork](#), [GCSE geography controlled assessment](#), [AS / A level geography fieldwork](#) as well as [science field trips](#) and [biology fieldwork](#). Please visit our website for further information.