

Applied Geography Skills, 3days



At A2, fieldwork skills are explicitly assessed in Unit 4 (F764: Geographical Skills). Therefore, students will undertake a fieldwork investigation, for the 1.5 hour exam. In addition, students will to collect case-study material to help them answer questions in Unit 3 (F763: Global Issues).

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

Please visit

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

for alternative [geography fieldwork](#) programmes covering

[AS / A level OCR geography fieldwork](#)

Supported by



**Geographical
Association**

COURSE LENGTH

3 Days (2 nights with 6 teaching sessions)

Monday / Wednesday	Tuesday / Thursday	Wednesday / Friday
Arrive for lunch. Afternoon and evening sessions	Morning, afternoon and evening sessions	Morning session. Depart after Lunch

OR

Friday	Saturday	Sunday
Arrive for evening meal. Evening session	Morning, afternoon and evening sessions	Morning and afternoon sessions.

COURSE CONTENT

Ecosystems and Succession

Students will study the change in vegetation over space and time in an ecosystem, and relate this to abiotic measurements they have taken on the soil and micro-climate. Students will consider how the ecosystem is developing and how people are affecting it. This will give students a good understanding of succession and the influences on this process.

Managing Physical Environments: flooding

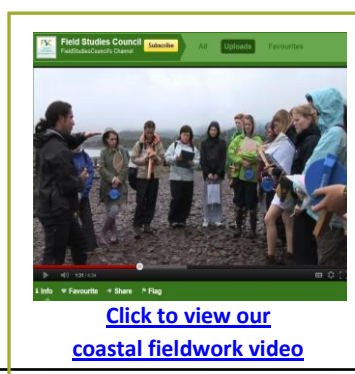
EITHER River Flooding OR Coastal Flooding (Depending on Centre)

River Flooding

Students will consider the impacts of previous flooding events, observe different flood defences and carry out a cost-benefit analysis for a variety of different flood alleviation options. Fieldwork will be conducted on the physical processes which make the area vulnerable to flooding and students will then be encouraged to consider what could be done to lessen the risk of flooding in the area.

Coastal Flooding

Students will consider the impacts of previous flooding events, observe different flood defences and carry out a cost-benefit analysis for a variety of different flood alleviation options. Fieldwork will be conducted on the physical processes which make the area vulnerable to flooding and students will then be encouraged to consider what could be done to lessen the risk of flooding in the area.



Quality Badge awarded by



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 and Succession

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand how ecosystems change over time. To relate changes in the ecosystem to the main physical factors affecting the environment. To develop case study knowledge of the interaction between physical and human factors in the environment being studied. To enhance investigation skills, including using GIS resources; identifying a question; developing a plan and strategy to collect data; collecting primary and secondary data; presenting data; analysing data and summarising the investigation findings. 	<p>All students will:</p> <ul style="list-style-type: none"> Measure changes in vegetation and physical factors across this environment, including taking soil and micro-climate readings. Describe the data collection methods, using the correct terms for equipment and referring to sampling strategies. Explain how physical factors and vegetation may change over time (succession). Observe a variety of management strategies which impact on this environment. Carry out an investigation to answer a particular question/hypothesis (this will include collecting primary data and presenting that data). Use a statistical test to analyse data collected during the study. <p>Most students will:</p> <ul style="list-style-type: none"> Justify the data collection techniques used during the day, including suggesting why one approach was used rather than another. Outline the advantages and disadvantages of a management strategy in the ecosystem being studied. Identify anomalies in the data collected. Outline the advantages and disadvantages of different data presentation techniques. Carry out a statistical test to analyse the data collected and explain the result in relation to confidence levels. <p>Some students will:</p> <ul style="list-style-type: none"> Explain general trends in the data and suggest reasons for anomalies. Suggest and justify how the area should effectively be managed in the future. Evaluate the reliability of their findings, suggesting how the data could be improved and how reliable it is.

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.

High Quality teaching

The teacher delivering the content plays a vital role in ensuring successful learning outcomes are achieved.

This is why every FSC Centre has taken great care in developing a qualified team of highly trained and CRB checked field teachers working full time, all year round.

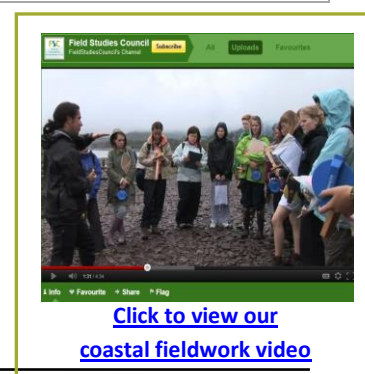
Not only are they experts, they are gifted teachers with a real passion for the subject being taught. FSC field teachers are the reason why many schools return year after year.

River Flooding

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand why some river systems are naturally vulnerable to flooding. To appreciate how successful flood management requires an understanding of physical processes. To gain case study Knowledge of the different flood defence schemes which are possible in this area. To consider how flood management schemes aim to balance socio-economic and environmental needs. To build up case study understanding of the social, environmental and economic costs of flooding. 	<p>All students will:</p> <ul style="list-style-type: none"> Conduct experiments to compare how land-use affects different components of the drainage basin (including infiltration rates) and relate this to flood risk. Observe a number of flood defences and map their location to build up a flood defence case study. Carry out cost/benefit analysis calculations on one or more flood defences. List some of the impacts of previous floods on the people in the area. <p>Most students will:</p> <ul style="list-style-type: none"> Carry out experiments on at least two different factors (e.g. different land-uses) relating to drainage basin response, and use this information to assess the risk of flooding in the catchment. Carry out a Mann-Whitney U statistical test to assess whether there is a statistical difference in one factor on two different land-uses. Outline the advantages and disadvantages of different river defences observed during the day. Outline, using a mixture of statistics, newspaper articles, web resources and photographic evidence, what the impact of previous flooding in the area has been. <p>Some students will:</p> <ul style="list-style-type: none"> Justify the location of current flood defences and/or suggest how they could be enhanced to protect the area whilst balancing the environmental and economic costs of schemes.

Coastal Flooding

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand why a stretch of coastline is naturally vulnerable to flooding. To appreciate how successful flood management requires an understanding of physical processes. To gain case study Knowledge of the different flood defence schemes (including hard and soft engineering) which are possible in this area. To consider how flood management schemes aim to balance socio-economic and environmental needs. To build up case study understanding of the social, environmental and economic costs of flooding. 	<p>All students will:</p> <ul style="list-style-type: none"> Conduct fieldwork on longshore drift and relate this process to the risk of erosion and flooding in the area. Observe a number of flood defences and map their location to build up a flood defence case study. Carry out cost/benefit analysis calculations on one or more flood defences. List some of the impacts of previous floods on the people in the area. <p>Most students will:</p> <ul style="list-style-type: none"> Contrast the beach profiles in front of coastal defences with unmanaged locations. Carry out a Mann-Whitney U statistical test to assess whether there is a statistical difference in beach dimensions in front of different coastal defences. Outline the advantages and disadvantages of different coastal defences observed during the day. Outline, using a mixture of statistics, newspaper articles, web resources and photographic evidence, what the impact of previous flooding in the area has been. <p>Some students will:</p> <ul style="list-style-type: none"> Justify the location of current flood defences and/or suggest how they could be enhanced to protect the area whilst balancing the environmental and economic costs of schemes.



FSC CENTRES

This course is offered at number of our residential centres, set in some of the most stunning locations in the UK. Course content may vary depending on the geographical location of each centre, as shown in the chart below:



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*

		Choose one topic		
		Ecosystems and Succession	River Flooding	Coastal Flooding
BL	Blencathra Tel: 01768 779 601	✓	✓	
CH	Castle Head Tel: 0845 330 7364	✓		✓
DF	Dale Fort Tel: 0845 330 7365	✓		✓
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/ocr/>

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

The FSC prides itself on being flexible. If you can't find a course to meet your exact requirements a course specifically tailored to meet your needs can be developed. To discuss this, contact the centre of your choice. Fees will depend on what time of year you would like to visit and your length of stay but will be more expensive than FSC courses at peak periods.

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.

3 day timetable, 2012, prices from: Band A: £99 Band B: £117 Band C: £141 Band D: £161 Band E: £168
 3 day timetable, 2013, prices from: Band A: £99 Band B: £120 Band C: £145 Band D: £165 Band E: £172

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.