

# Key Stage 2 (Year 5/6) Cross-Curricular *Eco-Venture, 5days*



*This course is designed to develop pupils' confidence, physical skills and attitudes towards active and healthy lifestyles and environments. The aims of the course can be delivered via an Adventure theme or an Exploration theme. The Adventure theme will include opportunities for ghyll scrambling or canoeing and climbing. The Exploration theme will include opportunities for conservation activities, such as bird box building and path or pond improvements. In both themes a wide range of competitive, co-operative, fun and creative outdoor environmental activities will simulate pupils to think in different ways about themselves, each other and the world in which we live. Linked directly to the National Curriculum this course covers aspects of Science, Geography, Physical Education and Art and Design.*

**FSC**

BRINGING  
ENVIRONMENTAL  
UNDERSTANDING TO ALL

Please visit

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

for alternative Key Stage 2 courses

## 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 AIMS

- Develop positive attitudes towards themselves and others
- Understand the value of fun and enjoyment in a healthy lifestyle
- Gain practice at developing social skills and building relationships
- Develop an appreciation of risk and challenging environments
- Start to understand different ecological environments
- Use observation, evaluation and questioning skills to understand life and the environment
- Appreciate the linkages between their behaviour and the health of the environment
- Appreciate the importance of individuals working together to achieve common goals
- Clearly express their ideas, feelings and observations about life experiences



### 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

### 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.

## COURSE TIMETABLE

DAY	MORNING	AFTERNOON	EVENING
1	<p><b>Arrival</b> (approx. 12 - 1pm)</p> <p><b>Welcome and outline of the course</b></p> <p>Tour of Centre Settle into rooms Allocate kit (i.e. waterproofs)</p>	<p><b>My Team</b></p> <p>During this afternoon pupils will have the opportunity to take part in a selection of environmental and personal development games. These are designed to progressively develop their skills in working with others and to explore their own abilities. Each selection of games will be put together to address the specific goal(s) of each group e.g. communication, fun, KS2-3 transition, understanding of the natural world.</p>	<p><b>My Environment</b></p> <p>During this evening, pupils will take part in a series of progressive problem solving games. These are designed to link their personal development, ecological systems and the development of societies. They will explore issues such as: What is important to them? What type of world they would like to grow up in? How can they help this happen? Activities might include shelter building, cooking on a stove and trading games.</p>
2	<p><b>Water Adventure</b></p> <p>During this day pupils will undertake a journey in a water environment, taking part in a combination of fieldwork, adventurous and reflective activities. Activities may include ghyll scrambling, canoeing, fluvial measurements, invertebrate sampling, water testing, field sketching and team games.</p> <p><b>OR</b></p> <p><b>Water Exploration</b></p> <p>During this day pupils will undertake a selection of activities designed to investigate the land and our relationship to it. Fieldwork will be combined with adventurous activities to enable pupils to investigate human resource use, recreation and sustainability. Activities may include map reading, fire lighting, climbing, walking, photography, mine exploration and team games.</p>		<p><b>Cultural Evening</b></p> <p>Pupils will have the opportunity to explore a range of social activities, which children enjoyed before TV was the evening entertainment. Activities may include storytelling, camp-fires, poetry, traditional games and dancing.</p>
3	<p><b>Land Adventure</b></p> <p>During this day pupils will investigate a water environment, taking part in fieldwork and conservation activities on the bank-side. Activities may include fluvial measurements, invertebrate sampling, water testing, pond clearing, field sketching and team games.</p> <p><b>OR</b></p> <p><b>Land Exploration</b></p> <p>During this day pupils will undertake a selection of activities to explore human relationships with the land. Through historical and contemporary studies pupils will explore opportunities to improve the landscape for people and wildlife. Activities may include map reading, fire lighting, bird box building, path building, land surveys and team games.</p>		<p><b>Environmental Exploration</b></p> <p>Pupils will have the opportunity to explore the Centre grounds, investigating the flora, fauna and history. Activities may include night walk, owl pellet dissection, animal tracking, orienteering and treasure hunts.</p>
4	<p><b>The Journey</b></p> <p>During this day pupils will use the skills they have learnt to plan and carry out a day long over land adventurous expedition.</p>		<p><b>Environmental Art</b></p> <p>This evening is an opportunity for pupils to reflect on the week of activities and explore their feelings and attitudes through visual environmental art. Pupils will explore their visual, sensory and tactile experiences, using the colour, form and textures of natural materials.</p>
5	<p><b>Review</b></p> <p>Pupils will have the opportunity to take part in activities that enable personal and team reflection on the experiences of the week. They might consider how they want to become helpful members of their homes, schools and communities, or how they might continue some of the activities they have done such as hill walking or bird watching. Each selection of games and activities will revisit the specific goals of each group started in the My Team session e.g. communication, fun, KS2-3 transition, understanding of the natural world.</p>	<p><b>Depart</b></p>	<p><b>Please note:</b> to ensure safe and quality learning experiences for students the timetable may alter depending on weather conditions and local factors at centres.</p>

## COURSE CONTENT

### My Team

Each group will come with different goals for the course; this initial session will focus on these. Common overall themes are fun and adventure, personal development and environmental awareness. Games will start off within pupils comfort zones and then begin to challenge pupils by choice. Activities will be mainly active, physical and outside, allowing pupils opportunities to work with others to meet challenges. Through-out the activities the FSC Field Teacher will use a selection of reviewing tools to assess pupils learning and make choices about the focus for the next activity in the series.

### Schemes of Work

PE Unit 30: Outdoor and adventurous activities

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>• To develop and refine orienteering and problem solving skills when working groups and on their own</li> <li>• To decide what approach to use to meet the challenge set</li> <li>• To adapt their skills and understanding as they move from familiar to unfamiliar surroundings</li> </ul>	All children will: (level 3) <ul style="list-style-type: none"> <li>• Solve some challenges with help and guidance</li> <li>• Work cooperatively</li> <li>• Take on roles given to them</li> <li>• Show some understanding of problem solving strategies planned by others</li> <li>• Follow safety rules</li> </ul>
	Most children will: (level 4) <ul style="list-style-type: none"> <li>• Choose and perform skills and strategies effectively</li> <li>• Find solutions to problems</li> <li>• Plan, implement and refine the strategies they use</li> <li>• Work increasingly well in a group or team</li> <li>• Take into account the groups' safety</li> <li>• Identify what they do well as individuals and as a group</li> <li>• Suggest ways to improve</li> </ul>
	Some children will: (level 5) <ul style="list-style-type: none"> <li>• Work confidently in unfamiliar environments</li> <li>• Devise and put into practice a range of solutions to problems</li> <li>• Take a leading role when working with others</li> </ul>

## My Environment

A selection of progressive problem solving games will allow pupils to plan, use and adapt strategies to improve their abilities to ask questions and suggest solutions to issues. Pupils will take part in active games in pairs and small groups to explore personal preferences and abilities and how these might affect society and the environment.

Throughout the activities the FSC Tutor will use reviewing questions to develop learning e.g.

- What happened during the game? Who did / said what?
- What did you chose? Why?
- Could you solve the problem with the information and/or resources you had?
- How did you decide what the best way to solve the problem was?
- What would you do next time?
- How does this help you think about what you might do at home?

## Schemes of Work

Citizenship Unit 01: Taking part – developing skills of communication and participation

PE Unit 30: Outdoor and Adventurous activities

Geography Unit 5/6 Enquiry in environmental and technological contexts

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>• To hold a discussion with one other person, offering their own opinions and listening to the views of the other person</li> <li>• To contribute to a simple debate</li> <li>• To see the importance of a group or team plan and the value of pooling ideas</li> <li>• To improve their performance by changing or adapting their approaches as needed</li> <li>• To plan a suitable approach to design</li> </ul>	All children will: (level 3) <ul style="list-style-type: none"> <li>• Listen to others views</li> <li>• Form their own opinions</li> <li>• Offer suggestions for things that have worked well</li> <li>• Suggest different designs or approaches as solutions to problems</li> </ul>
	Most children will: (level 4) <ul style="list-style-type: none"> <li>• Be able to express their own opinion succinctly</li> <li>• Listen to others and summarise what they have understood</li> <li>• Be a spokesperson for a small group</li> <li>• Make a decision and vote on an issue</li> <li>• Identify strategies and skills that have worked well</li> <li>• Make predictions e.g. this shelter would be better for insulation because.....</li> </ul>
	Some children will: (level 5) <ul style="list-style-type: none"> <li>• Express theirs and others opinions in a larger group</li> <li>• Negotiate with others and enable a group to reach a decision</li> <li>• Understand how they feel affects the way they approach a challenge</li> </ul>

**Water Adventure**

Pupils will spend the day in and around a water environment. They will learn both about themselves and the environment. They will learn hands-on about rivers, the effects they have on the landscape and the plants and animals that live within the environment. They will also learn about personal survival, water confidence and how to have fun in and around water safely and sustainably.

Schemes of Work:

Geography Unit 14 Investigating Rivers

Science Unit 6A Interdependence and Adaptations

PE Unit 30 Outdoor and Adventurous activities

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>• To see the importance of a group or team plan and the value of pooling ideas</li> <li>• To decide what approach to use to meet the challenge set</li> <li>• How animals and plants are suited to their habitats</li> <li>• How rivers erode, transport and deposit materials producing particular landscape features</li> <li>• About river systems and environmental impact</li> </ul>	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> <li>• Recognise the skills and equipment they might need to take on a challenge</li> <li>• Name some of the plants and animals found in a water habitat</li> <li>• Identify ways in which an animal / plant is suited to its environment</li> <li>• Describe the features found in a river e.g. steep slope, channel and bank</li> <li>• Compare the similarities and difference between river features</li> </ul>
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> <li>• Describe what they have achieved as an individual and as a team</li> <li>• Recognise the importance of planning and thinking as they go</li> <li>• Reflect on their skills and how this affects their strategies in meeting challenges</li> <li>• Group living things in a systematic way, using observable features</li> <li>• Recognise and describe the processes that form physical features in a river and understand how these can change over time</li> <li>• Begin to understand how the river environment changes and the impact these changes could have on the lives and activities of the people living in the area</li> </ul>
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> <li>• Start to share and allocate roles and responsibilities</li> <li>• Explain why different organisms are found in different habitats using environmental factors in the explanation</li> <li>• Suggest ways in which human activities cause changes to the river environment</li> </ul>



[Click to view our river fieldwork video](#)

## Water Exploration

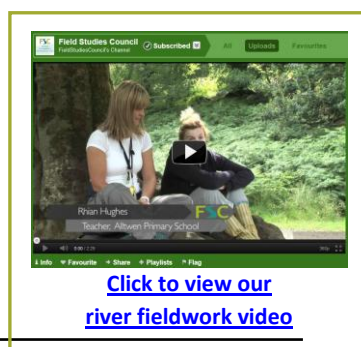
During this day pupils will investigate a water environment, taking part in fieldwork and conservation activities on the bank-side. Activities may include fluvial measurements, invertebrate sampling, water testing, pond clearing, field sketching and team games.

### Schemes of Work

Geography Unit 14 Investigating Rivers

Science Unit 6A Interdependence and Adaptations

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>About river systems and environmental impact</li> <li>How rivers erode, transport and deposit materials producing particular landscape features</li> <li>To use keys to identify plants and animals</li> <li>How animals and plants are suited to their environment</li> <li>That animals and plants are interdependent</li> </ul>	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> <li>Name some animals and/or plants found</li> <li>Use a key to identify plants and/or animals found</li> <li>Identify ways in which animals and/or plants are suited to their environment</li> <li>Describe features found in a river e.g. steep slope, channel and banks</li> </ul>
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> <li>Identify ways in which animals use plants e.g. food and shelter</li> <li>Identify ways in which plants use animals e.g. provide fertiliser and seed dispersal</li> <li>Group living things in a systematic way</li> <li>Describe similarities and differences between a range of living things</li> <li>Recognise and describe the processes that form physical features in a river and understand how these can change over time</li> <li>Begin to understand how the river environment changes and the impact these changes could have on the lives and activities of the people living in the area</li> </ul>
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> <li>Start to use classification</li> <li>Explain why different organisms are found in different habitats using environmental factors in the explanation</li> <li>Suggest ways in which human activities cause changes to the river environment</li> </ul>



## Cultural Evening

This evening will provide pupils with the opportunity to engage socially with their peers, participating in fun, shared and group activities. Campfires, games, dancing or storytelling will provide the setting for pupils to explore their reflective and communication skills. This is great evening to bring along musical instruments!

Schemes of Work (possible options may include)

PE Unit 31 Dance activities

History Unit 11: What was it like for children living in Victorian Britain?

Science Unit 5E: Earth, Sun and Moon

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>To use movement and sound to explore and communicate ideas, feelings and thoughts</li> <li>To consider how attitudes to children and childhood changed over time</li> <li>To identify the basic structure of the solar system</li> <li>To explore, appreciate and enjoy our natural world</li> </ul>	All children will: (level 3) <ul style="list-style-type: none"> <li>Start to appreciate the range of dance and sound</li> <li>Start to question their 'usual' ways of spending free-time</li> <li>Start to appreciate the distances involved in our solar system</li> </ul>
	Most children will: (level 4) <ul style="list-style-type: none"> <li>have developed their understanding of, and respect for themselves, others and the natural environment</li> <li>Have developed enjoyment and commitment to learning</li> <li>Show awareness of musical structure, rhythm and mood</li> <li>Understand that different options are available to spend free time</li> <li>Explain in terms of rotation, how the Sun and Earth move</li> </ul>
	Some children will: (level 5) <ul style="list-style-type: none"> <li>Show a clear sense of dance or song style and respond to music when taking part in performing</li> <li>Realise that 'peer pressure' can often be the cause of personal choices</li> </ul>

**Land Adventure**

Pupils will spend the day on land, either under it, on top of it or above it! They will learn about themselves, the environment and humans' relationship with land. Pupils will investigate rock, soils and the importance these have for human existence and the ways in which we use the land for recreation.

**Schemes of Work:**

Geography Unit 15 The Mountain Environment

Science Unit 5A Keeping Healthy

PE Unit 30 Outdoor and Adventurous activities

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>• To see the importance of a group or team plan and the value of pooling ideas</li> <li>• To decide what approach to use to meet the challenge set</li> <li>• That when we exercise, our muscles work harder</li> <li>• That different plants grow in different soils</li> <li>• That weather can have a significant impact on life in an area</li> <li>• About a mountain environment</li> </ul>	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> <li>• Recognise the skills and equipment they might need to take on a challenge</li> <li>• Understand that after exercise we feel differently because our muscles have worked harder</li> <li>• Carry out a selection of tests on different soils</li> <li>• Identify some characteristics of the landscape visited</li> </ul>
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> <li>• Describe what they have achieved as an individual and as a team</li> <li>• Recognise the importance of planning and thinking as they go</li> <li>• Reflect on their skills and how this affects their strategies in meeting challenges</li> <li>• Use results of soil tests to explain why different plants might grow in different soils</li> <li>• Describe the weather conditions in the landscape visited</li> <li>• Suggest reasons for the way a mountainous area has developed</li> </ul>
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> <li>• Start to share and allocate roles and responsibilities</li> <li>• Explain why some soil characteristics would suit a soil-living animal</li> <li>• Understand the effects of varying weather conditions on different types of human activity</li> </ul>

## Land Exploration

During this day pupils will undertake a selection of activities to explore human relationships with the land. Through historical and contemporary studies pupils will explore opportunities to improve the landscape for people and wildlife. Activities may include map reading, fire lighting, bird box building, path building, land surveys and team games.

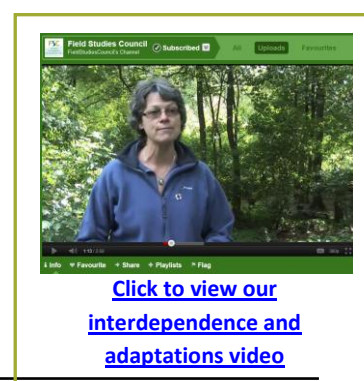
### Schemes of Work

Science Unit 6A Interdependence and Adaptations

Citizenship Unit 09: Respect for property

Art and Design Unit 6C: A sense of place

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>• To identify possible ways to improve landscapes for people and places</li> <li>• That different plants grow in different soils</li> <li>• About how resources are used and implications for individuals and communities</li> <li>• To collect visual and other information to help them develop their ideas about the landscape</li> <li>• To use keys to identify plants and animals</li> </ul>	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> <li>• Participate in a conservation construction task</li> <li>• Carry out a selection of tests on different soils</li> <li>• Being able to recognise that we have a responsibility towards shared landscapes and properties</li> <li>• Use keys to identify plants and / or animals</li> </ul>
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> <li>• Use results of soil tests to explain why different plants might grow in different soils</li> <li>• Understand different people have different responsibilities for parts of the landscape</li> <li>• Make suggestions about how the landscape could be managed</li> <li>• Identify the main natural and built features of the landscape</li> <li>• Explain how they feel about the landscape</li> <li>• Describe the similarities and differences between a range of living things</li> <li>• Group living things in a systematic ways, using observable features</li> </ul>
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> <li>• Explain why some soil characteristics would suit a soil-living animal</li> <li>• Suggest how public spaces and shared landscapes could be improved and sustained in the future</li> </ul>



**Environmental Exploration**

This evening will provide pupils with the opportunity to start to build a personal and more independent relationship with the environment around the Centre. They will be led through a range of exciting and enjoyable activities that are designed to enhance environmental understanding and personal development. Activities may include preparation for the journey day to follow.

Schemes of Work

Science Unit 6A Interdependence and Adaptation

Citizenship Unit 03: Animals and Us

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>About the responsibilities humans have towards animals</li> <li>That feeding relationships within an environment can be represented by food chains</li> <li>Different plants and animals are found in different habitats</li> </ul>	All children will: (level 3) <ul style="list-style-type: none"> <li>Identify that there are different types of animals that need human care</li> <li>Realise that feeding relationships exist in habitats</li> </ul>
	Most children will: (level 4) <ul style="list-style-type: none"> <li>Recognise that simple actions can improve animal welfare in the local environment</li> <li>Describe relationships in food chains using scientific terms e.g. predator and prey</li> </ul>
	Some children will: (level 5) <ul style="list-style-type: none"> <li>Begin to identify food webs</li> </ul>



[Click to view our interdependence and adaptations video](#)

**The Journey**

This full day will allow for a detailed exploration of the environment visited, together with numerous opportunities for engaging and personal challenges. Interesting features of the environment will be used to provide pupils with challenges and activities. These are designed to provide enjoyment and understanding of journeying, both through an environment and throughout life.

Schemes of Work

PE Unit 30: Outdoor and Adventurous Activities

Geography Unit 25: Geography and Number

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>• To understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing</li> <li>• To adapt their skills and understanding as they move from familiar to unfamiliar environments</li> <li>• To use maps</li> <li>• To develop and refine orienteering and problem-solving skills when working in groups and on their own</li> </ul>	All children will: (level 3) <ul style="list-style-type: none"> <li>• Know how to prepare physically to be a safe and efficient team member</li> <li>• Recognise which skills would be useful in a specific challenge or environment</li> <li>• Navigate using the eight points of a compass</li> </ul>
	Most children will: (level 4) <ul style="list-style-type: none"> <li>• Understand the excitement and enjoyment of completing a challenge</li> <li>• Successfully apply their skills and understanding to new challenges and environments</li> <li>• Navigate using simple compass bearings and timed distances</li> </ul>
	Some children will: (level 5) <ul style="list-style-type: none"> <li>• Know how to prepare and organise to contribute to the safe leadership of the team</li> <li>• Navigate with accuracy using compass bearings and paced distances</li> </ul>

**Environmental Art**

Pupils will use their knowledge of the Centre environment gained during their Environmental Exploration evening to provide them with materials and locations for their art. They will have the opportunity to produce both personal and group artwork, while exploring natural form, space and landscape. Pupils will also be able to start to compare ideas and approaches in their own work and the work of others.

Scheme of Work

Art and Design Unit 6C: A sense of place

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>• To collect visual and other information to help them develop their ideas about the environment</li> <li>• To select and record from first-hand observation</li> <li>• To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>• To describe how they might develop their work further</li> </ul>	All children will: (level 3) <ul style="list-style-type: none"> <li>• Collect natural items from the environment</li> <li>• Design and make a 3D sculpture using items collected</li> </ul>
	Most children will: (level 4) <ul style="list-style-type: none"> <li>• Explore ideas about the environment</li> <li>• Collect natural items which represent shapes, forms, space, colour and textures</li> <li>• Compare and comment on ideas and methods used in their and others work</li> <li>• Adapt and improve their work</li> </ul>
	Some children will: (level 5) <ul style="list-style-type: none"> <li>• Match visual and tactile qualities of materials to their ideas</li> <li>• Adapt and refine their work to reflect their view of its meaning and purpose</li> </ul>

**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.

**Review**

The group's goal(s) will be revisited through a combination of solo, pairs and group activities. Drawing together all the experiences, ideas, feelings and activities from the week, pupils will reflect on the personal and group outcomes and celebrate their achievements. The morning will finish with a prize ceremony designed by the pupils to commemorate the week triumphs and special moments.

**Schemes of Work**

Citizenship Unit 01: Taking part – developing skills of communication and participation

Citizenship Unit 06: Developing our school groups

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> <li>• Reflect on their participation and communication</li> <li>• About their expectations for change in themselves and their local environments</li> </ul>	All children will: (level 3) <ul style="list-style-type: none"> <li>• Describe how they like to communicate</li> <li>• Make suggestions about projects / goals</li> <li>• Realise that goals take time, money and resources to develop</li> </ul>
	Most children will: (level 4) <ul style="list-style-type: none"> <li>• Reflect on how their communication and participation skills have developed</li> <li>• Appreciate the importance of asking different people for their views</li> <li>• Understand how they can contribute to looking after a local environment</li> </ul>
	Some children will: (level 5) <ul style="list-style-type: none"> <li>• Recognise which types of communication are more helpful in certain circumstances</li> <li>• Recognise compromises are often necessary in group projects / goals</li> </ul>

## MAIN CURRICULAR LINKS

### Adventure Theme

#### Science

- Ideas and evidence in science – 1a, 1b
- Investigative skills – 2a,2b,2c,2e,2i,2j,2l
- Life processes – 1a,1b,1c
- Variation and classification – 4a
- Living things in the environment – 5a,5b,5c

#### Geography

- Geographical enquiry and skills 1a,1b,1c,1d,1e, 2a,2b,2c
- Knowledge and understanding of places 3a,3b,3c
- Knowledge and understanding of patterns and processes – 4a
- Knowledge and understanding of environmental change and sustainability -5a,5b

#### PE

- Selecting and applying skills, tactics and compositional ideas – 2a, 2b
- Knowledge and understanding of fitness and health – 4a, 4b, 4c
- Outdoor and adventurous activities – 11a, 11b, 11c

#### English

- Speaking – 1a
- Listening – 2b,2e
- Group discussion and interaction – 3a,3c
- Listening - 9c

#### Maths

- Problem solving – 1a,1b,1c,
- Communicating - 1f
- Explaining - 1h

#### Art and Design

- Exploring and developing ideas - 1a,1b,1c
- Investigating and making art, craft and design – 2a, 2c

#### Citizenship

- Developing confidence and responsibility and making the most of their abilities – 1a,1b,1c
- Preparing to play an active role as citizens – 2c,2d,2f
- Developing a healthy, safer lifestyle – 3a,3e,3f
- Developing good relationships and respecting the differences between people – 4a,4b

## Exploration Theme

### Science

- Ideas and evidence in science – 1a, 1b
- Investigative skills – 2a,2b,2c,2d,2e,2d,2i,2k,2j,2l, 2m
- Life processes – 1a,1b,1c
- Green plants – 3a
- Variation and classification – 4a, 4b
- Living things in the environment – 5a,5b,5c, 5d,5e

### Geography

- Geographical enquiry and skills 1a,1b,1c,1d,1e, 2a,2b,2c, 2d, 2e, 2f
- Knowledge and understanding of places 3a,3b,3c,3d,3e
- Knowledge and understanding of patterns and processes – 4a, 4b
- Knowledge and understanding of environmental change and sustainability -5a,5b

### PE

- Selecting and applying skills, tactics and compositional ideas – 2a, 2b
- Outdoor and adventurous activities – 11a, 11b, 11c

### English

- Speaking – 1a
- Listening – 2b,2e
- Group discussion and interaction – 3a,3c
- Listening - 9a, 9c

### Maths

- Problem solving – 1a,1b,1c,
- Communicating - 1f
- Explaining - 1h

### Art and Design

- Exploring and developing ideas - 1a,1b,1c
- Investigating and making art, craft and design – 2a, 2c

### Citizenship

- Developing confidence and responsibility and making the most of their abilities – 1a,1b,1c
- Preparing to play an active role as citizens – 2c,2d,2f
- Developing a healthy, safer lifestyle – 3a,3e,3f
- Developing good relationships and respecting the differences between people – 4a,4b

## FSC CENTRES



## FSC Centres that offer this course:

		Water Adventure	Water Exploration	Land Adventure	Land Exploration
<b>BL</b>	Blencathra Tel: 01768 779 601	✓	✓	✓	✓
<b>CH</b>	Castle Head Tel: 0845 330 7364	✓	✓	✓	✓
<b>DF</b>	Dale Fort Tel: 0845 330 7365		✓		✓
<b>FM</b>	Flatford Mill Tel: 0845 330 7368		✓		✓
<b>DG</b>	Derrygonnelly Tel: 028 686 41673		✓		✓
<b>JH</b>	Juniper Hall Tel: 0845 458 3507		✓		✓
<b>KD</b>	Kindrogan Tel: 01250 870 150	✓	✓	✓	✓
<b>MA</b>	Margam Tel: 01639 895636		✓		✓
<b>MT</b>	Malham Tarn Tel: 01729 830 331		✓		✓
<b>NC</b>	Nettlecombe Tel: 01984 640 320		✓		✓
<b>OR</b>	Orielton Tel: 0845 330 7372		✓		✓
<b>PM</b>	Preston Montford Tel: 0845 330 7378		✓		✓
<b>RC</b>	Rhyd-y-creuau Tel: 01690 710 494	✓	✓	✓	✓
<b>SL</b>	Slapton Ley Tel: 01548 580 466		✓		✓

**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*

Please visit

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

For alternative Key Stage 2 courses

The FSC prides itself on being flexible. The content of our recommended courses can be tailored to meet your needs. Alternatively, we can work with you to create a fully bespoke course to meet your exact requirements.

## 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: £156    Band B: £177    Band C: £216    Band D: £246    Band E: £257

5 day timetable , 2013, prices from:      Band A: £157    Band B: £180    Band C: £219    Band D: £249    Band E: £260

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.