

Key Stage 2 Cross-Curricular *Environmental Explorer, 5days*



This course will cover many sections of the Geography and Science curriculum as well as art, physical education, PHSE and Citizenship. It will enable students to explore the physical and human features of the local environment, and the interdependence and adaptations of organisms in contrasting habitats. The FSC Field Teacher delivering the course over the five days will help ensure students feel safe and have lots of fun.

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

**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>Arrival (approx. 12 - 1pm)</p> <p>Welcome and outline of the course</p>	<p>Orienteering</p> <p>An exploration of the Centre and surrounding environment using maps and compass to help navigate.</p>	<p>Animals and Plants: Food Chains What's that?</p> <p>Pupils will participate in a series of indoor or outdoor activities to investigate the animals and wildlife living around the Centre grounds. Activities may include tracking, live small mammal trapping, terrestrial surveying, owl pellet dissection or animal challenges/games.</p>
2	<p>Is this Environment Changing? Choose one option:</p> <p>Investigating Rivers: Pupils will conduct hands-on experiments in a river, investigating how the river changes as it flows towards the sea.</p> <p>Investigating Coasts: Pupils will have the opportunity to explore the changing face of our coastal environments, what lives there, what has shaped the landscape, how we are using the coast and how future climate change may change it.</p> <p>The Mountain Environment: Pupils will have the opportunity to explore a mountain environment and see the effects of tourism on the local people.</p> <p>Settlements: Pupils will visit a local settlement to identify its key features, map the area to see how the area has changed over time, compare with other known settlements and to enable discussions to take place which look into the future of the settlement.</p>		<p>The Day in a Nutshell</p> <p>Pupils will have the opportunity to use their findings from the day's activities to develop their own personal skills as well as working together as a team.</p>
3	<p>Interdependence, Adaptations and Sustainability</p> <p>Welcome to our home</p> <p>Pupils will investigate the interdependence and adaptations of eco-system life in a local habitat. The concepts of biodiversity will be introduced through hands-on activities focusing on pollution, waste and natural cycles.</p>		<p>Plants, Animals and Soils Under our feet</p> <p>An introduction to the importance of rocks and soils. Through a series of practical activities, pupils will investigate different soils and explore the properties of local soil samples and how these relate to the plants and animals studied during the day.</p>
4	<p>Contrasting Places: Historic Landscapes</p> <p>Each FSC Centre has unique places and landscape within walking distance or a short coach journey. Pupils will have the opportunity to discover and explore these places, focusing on the contrasting characteristics from their own locality.</p>		<p>Contrasting Places Art</p> <p>Pupils will have the opportunity to take part in a series of activities to consolidate their experiences of the special place visited during the day. Activities will focus on developing senses to find colours, shapes and textures in the landscape. Sculptures or artwork will be included.</p>
5	<p>Review</p> <p>Pupils will have the opportunity to take part in activities that enable personal and team reflection on the experiences of the week.</p>	<p>Depart</p>	

Please note: to ensure safe and quality learning experiences for students the timetable may alter depending on weather conditions and local factors at Centres.

COURSE CONTENT

Orienteering

Pupils will explore the Centre and local environment, learning how to use grid references and match features shown on maps to real life and photographs. Pupils will use a compass to navigate a route through the Centre environment and use maps to plan and measure routes to the places they will visit during the rest of the course.

Schemes of Work

Geography Unit 25 Geography and Number

Geography Unit 13 A contrasting UK locality

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> • To draw plans and maps • To use maps • To investigate a locality in the UK • To identify main physical and human features • To appreciate the quality of the environment 	All children will: (level 3) <ul style="list-style-type: none"> • Draw a sketch of the local area and add basic labels • Match the features shown on a local map to the landscape • Navigate using the 8 points of a compass
	Most children will: (level 4) <ul style="list-style-type: none"> • Annotate a field sketch of the local area, identifying defining features • Use six-figure grid references to accurately identify points on a map and start to use maps at different scales • Navigate using simple compass bearings and paced distances
	Some children will: (level 5) <ul style="list-style-type: none"> • Suggest suitable geographical questions to investigate the local landscape • Use six-figure grid references and distance calculations to identify points on different scaled maps • Navigate accurately using compass bearings and paced distances

Animals and Plants: Food Chains

Pupils will investigate the animals and wildlife living around the Centre. They will have the opportunity to discover about real world examples of food chains and why plants are essential to animal's survival. Pupils will undertake one or two activities that enable them to identify plants and animals involved in the food webs around the Centres e.g. small mammal trapping or owl pellet dissections. Pupils will also take part in short indoor or outdoor games designed to look in more depth at one particular food chain.

Scheme of Work

Science Unit 6A Interdependence and Adaptations (Yr 6)

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> • That food chains can be used to represent feeding relationships • That food chains begin with a plant • To construct food chains in a particular habitat 	All children will: (level 3) <ul style="list-style-type: none"> • Realise that feeding relationships exist in habitats • Construct a simple food chain • Name some plants that start food chains
	Most children will: (level 4) <ul style="list-style-type: none"> • Explain what a simple food chain means • Describe what will happen to organisms in food chains if some organisms reduce in numbers • Describe relationships in food chains using scientific terms e.g. predator and prey
	Some children will: (level 5) <ul style="list-style-type: none"> • Begin to identify food webs • Give basic explanations of numbers of organisms in food chains

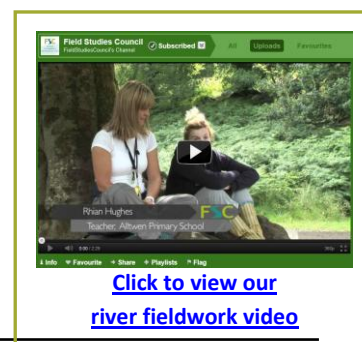
Investigating Rivers

Pupils will spend the day learning hands-on about rivers and the effects they have on the landscape. They will identify river landforms and investigate how and why rivers change. During the evening session "The Day in a Nutshell", pupils will undertake a selection of activities in groups to present their findings from the day's fieldwork. They might use ICT to present their data, produce a group project folder on the river environment visited or write descriptive accounts of a journey along a river.

Schemes of Work

Geography Unit 14 Investigating Rivers

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> • How rivers erode, transport and deposit materials producing particular landscape features • To use ICT to handle data • To undertake fieldwork • About river systems and environmental impact 	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> • Describe the features found in a river e.g. steep slope, channel and banks • Compare the similarities and differences between river features • Respond to enquiry questions about the river using geographical vocabulary
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> • Recognise and describe the processes that form physical features in a river and understand how these can change over time. • Begin to understand how the river environment changes and the impact these changes could have on the lives and activities of people living there. • Suggest geographical enquiry questions using appropriate vocabulary. • Draw and annotate a map of the route of the river • Draw and annotate a field sketch of the main features of the river
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> • Describe and begin to explain the processes that form physical features in a river • Offer explanations for where river features are found • Suggest ways in which human activities cause changes to the river environment



Investigating Coasts

Pupils will investigate the physical features and processes on a section of coastline. They will consider how human activities affect the coastline and investigate the main land uses in the area. Pupils will collect data on how the coastline is managed and consider the possible impact these strategies will have on the area. During the evening session “The Day in a Nutshell”, pupils will investigate and debate how proposed development will affect the environment and the people there.

Scheme of Work

Geography Unit 23 Investigating Coasts

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> ● About the physical features of coasts and the processes of erosion and deposition that affect them ● To collect and record evidence ● How people can improve or damage the environment ● How decisions about places and environments affect the future quality of people’s lives ● How and why people may seek to manage environments sustainably 	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> ● Describe the features found in a coastal environment e.g. stack, arch ● Begin to understand that waves and human activity affect coastal environments ● Compare the similarities and differences between coastal features ● Respond to enquiry questions about the coast using geographical vocabulary
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> ● Describe the main features of coastal environments ● Identify and explain the different views held by people about environmental change ● Recognise and describe the processes that form physical features in a coastal environment and understand how these can change over time. ● Begin to understand how the coastal environment changes and the impact these changes could have on the lives and activities of people living there. ● Suggest geographical enquiry questions using appropriate vocabulary.
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> ● Describe and begin to explain the processes that form physical features in a coastal environment ● Offer explanations for where coastal features are found ● Suggest ways in which human activities cause changes to the coastal environment ● Recognise how places and environment may be managed sustainably

The Mountain Environment

Pupils will visit a local upland area and begin to see for real the characteristics of a mountain environment e.g. scale and climate. Pupils will consider who comes to visit a mountainous environment and why, they will collect data on the impacts these visitors have on the local economy, people and landscape. During the evening session “The Day in a Nutshell”, pupils will undertake an activity session to study the links between the physical and human environment and consider options for sustainable development.

Schemes of Work

Geography Unit 15 The Mountain Environment

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> ● About a mountain environment ● To investigate how mountain environments are similar and different in nature ● That weather can have a significant impact on life in an area ● That the effect of tourism can be significant and can be good and bad 	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> ● Identify some characteristics of a mountainous area ● Describe what people come to the area for
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> ● Describe the weather conditions in the mountain environment studied ● Suggest reasons for the way a mountainous area has developed ● Identify the individual characteristics of the area studied ● Identify some effects of tourism on the area e.g. creates jobs, erosion
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> ● Understand the effects of varying weather conditions on different types of human activity ● Understand why tourism has specific effects within the area studied

Settlements

Pupils will use information from a range of sources together with first-hand data collection to investigate a local settlement. They will have the opportunity to use secondary sources to predict what the locality is like before visiting. Pupils will draw field sketches and identify the main land uses and start to explore the possible future of the settlement. During the evening session “The Day in a Nutshell”, pupils will collate the information and data collected during the day and have the opportunity to present this to the rest of the group.

Schemes of Work

Geography Unit 24 Passport to the World

Geography Unit 13 Contrasting Locality

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> ● To investigate places ● To analyse evidence ● To record and present information ● How the features of localities influence the nature and location of human activities 	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> ● Make observations and describe the human features found in the settlement ● Express their own views about the settlement and offer reasons for these views ● Recognise the ways in which people have tried to look after the settlement
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> ● Recognise and describe simple patterns in the layout of the environment e.g. roads, railways, housing etc. ● Understand that people can affect a place and start to recognise and describe some of the human processes affecting the settlement ● Understand the settlement has changed and might change in the future and people can affect this change in different ways
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> ● Recognise that the settlement is linked to other places and how this makes the settlement dependent on its surroundings ● Describe how human process can lead to similarities and differences in places and how this might affect the people that live there ● Suggest ways that people might help to manage the settlement in a sustainable way

Interdependence, Adaptation and Sustainability

Pupils will have the opportunity to investigate plants and animals in the Centre locality. They will make careful observations and measurements and use keys to identify unfamiliar plants and animals. Pupils will investigate an aquatic and / or terrestrial environment and consider how and why animals and plants are interdependent and suited to their environment. Fieldwork methods will be introduced which allow pupils to extend their skills in asking scientific questions, recording evidence and providing explanations. Habitats visited may be an on-site pond, stream, rocky shore heathland or woodland depending on the Centre location.

Schemes of Work

Science Unit 6A Interdependence and Adaptations (Yr 6)

Science Unit 5/6 H Enquiry in environmental and technological context (Yr5/6)

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> • To use keys to identify animals and plants • Different plants and animals are found in different habitats • That animals and plants are interdependent • How animals and plants are suited to their environment • To collect and record data • To identify and describe patterns in data • To try and explain their results using scientific knowledge and understanding • To describe the limitations of their own and others' evidence 	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> • Name some animals and/or plants found in the habitat studies • Use a key to identify plants and/or animals • Identify ways in which an animal and/or plant is suited to its environment • Make links between plants and animals • Collect data to answer questions • Make relevant observations and measurements • Record observations • Provide explanations for observations • Suggest improvements to their work
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> • Describe the similarities and differences between a range of living things • Group living things in a systematic way, using observable features • Identify ways in which animals use plants e.g. food and shelter • Identify ways in which plants use animals e.g. provide fertiliser and seed dispersal • Describe the scientific method used in their investigation • Make predictions about possible results • Present the data collected using simple graphs • Use graphs to point out and interpret patterns in the data • Describe conclusions based on results • Suggest reasons for improvements in their investigation
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> • Start to use classification • Explain why different organisms are found in different habitats using environmental factors in the explanation • Identify key factors that need to be taken account of to provide a fair test • Give scientific reasons for their predications • Start to use precision recording data • Offer explanations for differences in any repeat measurements



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

Plants, Animals and Soils

Pupils will take part in a series of activities to investigate the different properties of soils and the rocks from which they come. They will carry out a series of experiments on two or three different types of soils and record the difference between these soils. Pupils will start to make links between their studies of plants and animals during the day and the characteristics of the soils e.g. what type of animals would live in this type of soil and why.

Schemes of Work

Science Unit 6A Interdependence and Adaptations (Yr 6)

Science Unit 5C Gases all around us (Yr5)

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> • To make careful, relevant observations of soils • To draw conclusions from observations and to explain these using scientific knowledge and understanding • That different plants grow in different soil conditions • That soils have air trapped within them • To use tests to compare different soils 	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> • Carry out a selection of tests on different soil samples • Describe observed differences between soils • State that air is gas
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> • Use the results of the tests to describe why different plants might grow in different soils • Identify some soil characteristics that would suit a soil-living animal e.g. air spaces, dampness • Describe why these soil characteristics might be important for a soil-living animal • Recognise that air is a material and that it is one of a range of gases which have important uses
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> • Explain why some soil characteristics would suit a soil-living animal • Make clear distinctions between the properties of solids and gases

Contrasting Places: Historic Landscapes

Pupils will have the opportunity to discover a unique place or landscape close to the centre. Pupils will investigate the main qualities of the place and consider the human processes active in making up the defining characteristics. There will be opportunities for pupils to make connections between different places and perceive places from different people's points of view.

Schemes of Work

Geography Unit 13 Contrasting locality

Citizenship Unit 5: Living in a diverse world

Learning Objectives - Children should learn:	Learning Outcomes
<ul style="list-style-type: none"> • About different places, drawing on their own and others' experience • To investigate places • To use and interpret atlases and maps • To develop awareness of how places relate to each other • To identify the main human and physical features of a area • To appreciate the quality of an environment 	<p>All children will: (level 3)</p> <ul style="list-style-type: none"> • Begin to explain why places are like they are, using some reference to main features in the environment • Identify how people affect the environment
	<p>Most children will: (level 4)</p> <ul style="list-style-type: none"> • Find out and communicate what it is like to live in a different place • Describe the physical and human features of the place studied • Understand how the physical and human features of the place help explain its character • Offer observations about the patterns made by physical and human features • Recognise and describe how people can influence the environment
	<p>Some children will: (level 5)</p> <ul style="list-style-type: none"> • Describe different approaches to environmental management • Understand the importance of location in understanding places

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.

Contrasting Places Art

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

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

CURRICULUM LINKS

Geography

Geographical enquiry and skills (1a, b, c, d, e, 2a, b, c, g)

Students will be prompted to ask geographical questions using appropriate vocabulary as they plan, collect and record evidence using fieldwork techniques and secondary resources, such as maps, in order for them to be able to analyse their results and make conclusions. They will have the opportunity to identify and explain other people's views on geographical topics as well as their own and to communicate findings to an audience. Decision-making skills will be developed and used throughout the course.

Knowledge and understanding of places (3a, b, c, d, e)

Students will study the location and characteristics of the environment they are visiting as well as identify why places change and how they may change in the future.

Knowledge and understanding of patterns and processes (4a, b)

Students will identify the physical and human features and processes in the environment and investigate how these may change in the future.

Knowledge and understanding of environmental change and sustainable development (5a, b)

Students will recognise how they can improve or manage the environment sustainably or damage it and how this affects the future quality of people's lives.

Breadth of study – Localities and themes (6a, c, d, e 7a, b, c)

Students will visit a place in the UK where they will have the opportunity to study fluvial and coastal processes, settlements and how these change over time. They will also consider sustainable management of the environment and be able to compare the environment with their local place.

Science

Sc1 Scientific enquiry (1a, b)

Students will test ideas using evidence from observation and measurement as well as creative thinking to explain how living and non-living things work and to establish links between causes and effect.

Investigative skills (1a, b, c, d, e, f, g, i, j, k, l, m)

Students will be expected to use a range of investigate skills to try to answer scientific questions and predictions through first-hand experience. They will need to decide what evidence to collect with what equipment, be able to make it a fair test, make systematic observations and measurements and repeat where appropriate. With the data collected they will be encouraged to make comparisons, identify simple patterns, draw conclusions and review their work and work of others, describing its significance and limitations.

Sc2 Life processes and living things (4b, c)

Students will identify locally occurring animals and plants and assign to groups. They will understand the need to do this as the wide variety of plants and animals becomes more apparent.

Living things in their environment (5a, b, c, d, e, f)

Students will learn that different plants and animals are found in different habitats and how they are suited to the environments they live in. Through this they will look at the need to protect these environments and maintain them. Students will study food chains to show feeding relationships in a habitat and will understand nearly all food chains start with a green plant. They will also be aware micro-organisms are living organisms that are often too small to be seen and may be beneficial or harmful.

Sc3 Materials and their properties (3d, e)

Students will describe and group rocks and soils on the basis of their characteristics and recognise the differences between solids, liquids and gases in terms of ease of flow and maintenance of shape and volume through first-hand observations and tasks.

Breadth of study

Communication (a)

Students will be encouraged to use appropriate scientific language and terms, including SI units of measurement, to communicate ideas and explain the behaviour of living things, materials, phenomena and processes

Health and safety (b)

Students will recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

CROSS-CURRICULAR LINKS

English (2e, 3b)

Mathematics Ma4 Handling data (1a, c, f, h)

PSHE and Citizenship (1b, c 2f, 4a)

Physical education Outdoor and adventurous activities (11a, b, c)

Art and design (1a,c 2a)

FSC CENTRES**FSC Centres that offer this course:**

BL	Blencathra	Tel: 01768 779 601
CH	Castle Head	Tel: 0845 330 7364
DF	Dale Fort	Tel: 0845 330 7365
FM	Flatford Mill	Tel: 0845 330 7368
DG	Derrygonnelly	Tel: 028 686 41673
JH	Juniper Hall	Tel: 0845 458 3507
KD	Kindrogan	Tel: 01250 870 150
MA	Margam	Tel: 01639 895636
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

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.