

# Key Stage 3 Cross-Curricular *Adventurous Geography, 4days*



*This course will fuse fieldwork with outdoor activities to give students the opportunity to explore real geographical contexts in an exciting and engaging way. The course allows students to get first hand experiences of a range of physical landscapes and processes and a unique insight into the interaction of people and the environment. Individuals undertaking the course will be encouraged to develop their team skills and individual motivation whilst involved in activities that promote a healthy lifestyle.*

**COURSE LENGTH**

4 Days (3 nights with 8 teaching sessions)

Friday	Saturday	Sunday	Monday
Arrive for evening meal. Evening session	Morning, afternoon and evening sessions	Morning, afternoon and evening sessions	Morning session. Depart after Lunch

**COURSE TIMETABLE**

DAY	MORNING	AFTERNOON	EVENING
1			<b>Welcome and outline the challenges ahead</b> Tour of centre, settle into rooms, allocate kit (i.e. waterproofs)  <b>Team Building</b> Team building activities to enable students to develop their personal, learning and thinking skills (PLTS)
2	<b>Select one option from:</b> Exploring River Environments Exploring Coastal Environments Exploring Limestone Environments Exploring Tourism in the National Park Exploring Upland Environments Exploring Mountain Environments		Review of the day and orienteering
3	<b>Select one option from:</b> Exploring River Environments Exploring Coastal Environments Exploring Limestone Environments Exploring Tourism in the National Park Exploring Upland Environments Exploring Mountain Environments		Review of the day and either a low ropes course or dusk walk
4	<b>Conservation Challenge</b> Students will learn about the environment whilst undertaking a conservation task to help protect it	Depart after lunch	

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

**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

## COURSE CONTENT

### Exploring River Environments

<p><b>Main Key Concepts:</b></p> <p>1.1 Place: (a) understanding the physical and human characteristics of real places.</p> <p>1.2 Space: (b) Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>1.5 Physical and Human Processes: (a) understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.</p>	<p>An opportunity to follow a river downstream studying changes in channel characteristics and investigating the human use of this stream. Students will then travel up a dramatic gorge carved by water to get a different perspective of a river environment, working together to overcome obstacles such as waterfalls and plunge pools.</p>
<p><b>Main Key Processes:</b></p> <p>2.1 Geographical Enquiry</p> <p>2.2 Fieldwork and out-of classroom learning</p>	<p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Experience first hand the processes of erosion, transportation and deposition from the bankside and submerged in the water</li> <li>• Consider the implications of human use of this area and conflicts which may exist</li> <li>• Experience a different environment</li> </ul>
<p><b>Link to Cross-curriculum dimensions:</b></p> <p>Healthy Lifestyles: develop the self-respect and confidence to make responsible, informed and healthy choices about their lives, develop and maintain positive relationships with a wide range of people in a variety of settings, including work, home and the wider community</p> <p>Enterprise: work beyond their comfort zones, developing a “can do” attitude</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the processes happening in the river</li> <li>• Explain how processes are creating some landforms found in the river</li> <li>• Collect and record data about the river system</li> </ul>

#### 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 lead 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.

## Exploring Coastal Environments

<p><b>Main Key Concepts:</b>            1.1 Place: (a) understanding the physical and human characteristics of real places.            1.6 Environmental interaction and sustainable development: (a) understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change</p>	<p>An exploration of the coastal landscape and environment to allow students to study the impact of physical processes and the human influence on this environment. Students will examine coastal defences in an area and investigate why they are needed. To compliment this, the group will explore a coastal feature by venturing to the top of a headland, scrambling along, around and over rocky obstacles at the foot of the cliffs.</p>
<p><b>Main Key Processes:</b>            2.1 Geographical Enquiry            2.2 Fieldwork and out-of classroom learning</p>	<p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Study the impact of processes at the coast</li> <li>• Investigate the different strategies to manage the coastal environment</li> <li>• Use information to justify suggestions for the future of the area</li> </ul>
<p><b>Link to Cross-curriculum dimensions</b>            Healthy Lifestyles: develop the self-respect and confidence to make responsible, informed and healthy choices about their lives, develop and maintain positive relationships with a wide range of people in a variety of settings, including work, home and the wider community            Enterprise: work beyond their comfort zones, developing a “can do” attitude            Creativity and critical thinking: think critically, exploring, developing, evaluating and making choices about their own and other’s ideas</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the processes happening at the coast</li> <li>• Evaluate the effectiveness of different coastal defences</li> </ul>

## Exploring Limestone Environments

<p><b>Main Key Concepts:</b>            1.1 Place: (a) understanding the physical and human characteristics of real places            1.5 Physical and human processes: (a) understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies            1.6 Environmental interaction and sustainable development: (a) understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change</p>	<p>The students have the opportunity to explore the use of limestone as a resource in Britain. To do this, students will look at the features found in limestone while having a go at climbing in a limestone area. Along the way, students will examine quarrying of this material. They will also consider how quarry sites are used once the limestone has been extracted. An alternative to climbing during this day is caving, allowing students to discover limestone features such as stalactites and stalagmites, while journeying through a cave system.</p>
<p><b>Main Key Processes:</b>            2.1 Geographical Enquiry            2.2 Fieldwork and out-of classroom learning</p>	<p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Investigate the features in limestone scenery</li> <li>• Consider the impact of human use in the limestone environment</li> <li>• Challenge themselves whilst engaging with the environment</li> </ul>
<p><b>Link to Cross-curriculum dimensions:</b>            Healthy Lifestyles: develop the self-respect and confidence to make responsible, informed and healthy choices about their lives, develop and maintain positive relationships with a wide range of people in a variety of settings, including work, home and the wider community            Enterprise: work beyond their comfort zones, developing a “can do” attitude</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain how different features are formed in a limestone landscape</li> <li>• Describe how people have changed the environment</li> </ul>

**Exploring Tourism in the National Park**

<p><b>Main Key Concepts:</b></p> <p>1.1 Place: (a) understanding the physical and human characteristics of real places 1.1 Place: (b) developing “geographical imaginations” of places 1.2 Space: (a) understanding the interactions between places and the networks created by flows of information, people and goods 1.7 Cultural understanding and diversity: (b) appreciating how people’s values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues</p>	<p>Whilst visiting a tourist honeypot in a National Park, students will investigate the impact that millions of visitors have on a sensitive environment, recognised for its natural beauty. Students will then get the opportunity to explore this environment from a different perspective by taking part in an adventurous activity. The activity will vary depending on the Centre but may include:</p> <ul style="list-style-type: none"> <li>• A tourist activity of canoeing on a National Park lake.</li> <li>• A climbing / abseiling challenge to get to a viewpoint above the honeypot.</li> </ul>
<p><b>Main Key Processes:</b></p> <p>2.1 Geographical Enquiry 2.2 Fieldwork and out-of classroom learning 2.3 Graphicacy and visual literacy</p>	<p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Consider the issues in the area and the possible conflicts</li> <li>• See the National Park from a different perspective</li> <li>• Investigate the opinions of people in the area</li> </ul>
<p><b>Link to Cross-curriculum dimensions:</b></p> <p>Identity and cultural diversity: understand the factors that influence and change places, communities and wider society, such as migrations, economic inequality and conflicts Healthy Lifestyles: develop the self-respect and confidence to make responsible, informed and healthy choices about their lives, develop and maintain positive relationships with a wide range of people in a variety of settings, including work, home and the wider community Enterprise: work beyond their comfort zones, developing a “can do” attitude</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss why people may have different views about the use of an area</li> <li>• Recognise strategies to cope with different user groups to ensure everyone has access to the area.</li> <li>• Understand why certain environments attract many user groups</li> </ul>

## Exploring Upland Environments

<p><b>Main Key Concepts:</b></p> <p>1.1 Place (a) understanding the physical and human characteristics of real places</p> <p>1.5 Physical and human processes: (a) understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies</p> <p>1.6 Environmental interaction and sustainable development: (a) understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change</p>	<p>An exploration of an upland area to allow students to experience what makes the area so special and attract large volumes of people. The group can have a go at putting map reading skills into practice and experience some adventurous terrain while addressing issues such as tourism, management of the environment and the processes of glaciation.</p>
<p><b>Main Key Processes:</b></p> <p>2.1 Geographical Enquiry</p> <p>2.2 Fieldwork and out-of classroom learning</p> <p>2.3 Graphicacy and visual literacy</p>	<p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Investigate the relationship between the human and physical world</li> <li>• Consider the effect humans have on a delicate environment</li> <li>• Explore new terrain and test map reading skills</li> </ul>
<p><b>Link to Cross-curriculum dimensions:</b></p> <p>Healthy Lifestyles: develop the self-respect and confidence to make responsible, informed and healthy choices about their lives, develop and maintain positive relationships with a wide range of people in a variety of settings, including work, home and the wider community</p> <p>Enterprise: work beyond their comfort zones, developing a “can do” attitude</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand how people have used and changed an environment</li> <li>• Use and construct maps and images</li> <li>• Identify and explain the features of the places they have studied</li> </ul>

## Exploring Mountain Environments

<p><b>Main Key Concepts:</b></p> <p>1.1 Place (a) understanding the physical and human characteristics of real places</p> <p>1.5 Physical and human processes: (a) understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies</p> <p>1.6 Environmental interaction and sustainable development: (a) understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change</p>	<p>Students will journey through landforms sculpted by rivers of ice thousands of years ago and will imagine how once powerful glaciers created the corries and U-valleys which, now abandoned of ice, cover the National Park. Then students will gain a very different perspective of the landforms created by the last ice age by undertaking a climbing / abseiling challenge.</p>
<p><b>Main Key Processes:</b></p> <p>2.1 Geographical Enquiry</p> <p>2.2 Fieldwork and out-of classroom learning</p> <p>2.3 Graphical and visual literacy</p>	<p><b>Students will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Investigate the relationship between the human and physical world</li> <li>• Consider the effect humans have on a delicate environment</li> <li>• Explore new terrain and test map reading skills</li> </ul>
<p><b>Link to Cross-curriculum dimensions</b></p> <p>Healthy Lifestyles: develop the self-respect and confidence to make responsible, informed and healthy choices about their lives, develop and maintain positive relationships with a wide range of people in a variety of settings, including work, home and the wider community</p> <p>Enterprise: work beyond their comfort zones, developing a “can do” attitude</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand how people have used and changed an environment</li> <li>• Use and construct maps and images</li> <li>• Identify and explain the features of the places they have studied</li> </ul>

**EVERY CHILD MATTERS OUTCOMES WHICH THE COURSE CONTRIBUTES TO:****Be healthy:**

- Physically healthy

**Stay Safe:**

- Identify and minimise risk

**Enjoy and achieve:**

- Achieve personal and social development and enjoy recreation
- Achieve stretching national educational standards at secondary school

**Make a positive contribution:**

- Develop positive relationships
- Develop self-confidence and successfully deal with significant challenges
- How to work effectively with others

**COURSE LINKS TO PSHE: ECONOMIC WELLBEING AND FINANCIAL CAPABILITY**

1.2 Capability: (c) understanding how to make creative and realistic plans for transition.

2.1 Self-development: (c) assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise, (d) review their experiences and achievements.

2.3 Enterprise (e) use approaches to working with others, problem-solving and action planning.

**COURSE LINKS TO PERSONAL, LEARNING AND THINKING SKILLS (PLTS)**

Students will have the opportunity to develop as;

**Independent enquirers by:**

- Exploring issues from different and personal perspectives by gathering, analysing and evaluating evidence to reach their own, well-reasoned decisions and conclusions

**Creative Thinkers by:**

- Exploring geographical imaginations and alternative futures for places, people and for themselves
- Questioning their own and others' ideas of the key concepts of environmental interaction, sustainable development, cultural understanding and diversity to find imaginative solutions to issues or problems

**Team Workers by:**

- Experiencing the benefits of working collaboratively to complete tasks in the classroom and in fieldwork.
- Recognising their own strengths and those of others by allocating roles and tasks, and taking responsibility for their own contribution.

**Self-managers by:**

- Addressing challenging tasks that require application of perseverance, initiative and creativity.
- Responding positively to new or changing priorities, by actively embracing the challenges of investigating new places, ideas and issues.

**Effective Participators by:**

- Exploring and questioning their own values and responsibilities to other people, to the environment and to the sustainability of resources to develop their own views about their place and role as global citizens
- Reviewing alternatives, negotiating and balancing diverse views to understand how workable solutions to geographical issues might be achieved.

**Reflective Learners by:**

- Communicating their understanding of processes and concepts, selecting ways appropriate to different audiences, by using maps, graphs and geographical information systems (GIS)

**NATIONAL CURRICULUM LINKS:****Citizenship:**

- 2.2 (b) *'Taking account of different viewpoints'*
- 2.3 (a) *'Explore creative approaches to taking action on problems and issues to achieve intended purposes'*
- 3 (e) *'Actions that individuals and groups can take to influence decisions affecting the environment'*

**Science:**

- 2.1 (b) *'Assess risk and work safety in the field'*
- 3.4 (c) *'Human activity and natural processes can lead to changes in the environment'*
- 4 (e) *'Experience science outside the school environment'*

**Geography:**

- 1.1 (a) *'Understanding the physical and human characteristics of real places'*
- 1.1 (b) *'Developing 'geographical imaginations' of places'*
- 1.2 (a) *'Understanding the interactions between places'*
- 1.2 (b) *'Knowing 'how and why where places and landscapes are changing'*
- 1.5 (a) *'Understanding how sequences of events in the physical and human worlds lead to change in places'*
- 1.6 (a) *'Understanding that the physical and human environment are interrelated'*
- 1.6 (b) *'Exploring sustainable development'*
- 1.7 (b) *'Appreciating people's values and attitudes differ'*
- 2.1 (a) *'Ask geographical questions, thinking critically, constructively and creatively'*
- 2.1 (e) *'Find creative ways of using and applying geographical skills'*
- 2.1 (g) *'Solve problems and make decisions to develop analytical skills and creative thinking'*
- 2.3 (a) *'Use a map at a range of scales'*
- 3 (f) *'Physical geography, physical processes and natural landscapes'*
- 3 (h) *'Interactions between people and their environments, and manage their future impact'*
- 4 (a) *'Build on and expand their personal experiences of geography'*
- 4(b) *'Explore real and relevant contemporary contexts'*
- 4 (e) *'Undertake fieldwork investigations outside the classroom, individually and as part of a team'*

**PE:**

- 1.1 (c) *'Responding with body and mind to the demands of an activity'*
- 2.3 (b) *'Develop mental determination to succeed'*
- 4 (g) *'Make links between PE and other subjects and areas of the curriculum'*

**English:**

- 1.2 (a) *'Making fresh connections between ideas, experiences texts and words'*
- 1.4 (c) *'Explore other ideas and develop their own'*
- 2.3 (c) *'Generate and harness new ideas and develop them in their writing'*

**Mathematics:**

- 2.3 (d) *'Look at data to find patterns and exceptions'*
- 4 (d) *'Work on problems that arise in other subjects and in contexts beyond the classroom'*

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

		Rivers	Coasts	Limestone	Tourism	Uplands	Mountains
<b>BL</b>	Blencathra Tel: 01768 779601	✓				✓	
<b>CH</b>	Castle Head Tel: 0845 330 7364	✓	✓	✓	✓	✓	
<b>RC</b>	Rhyd-y-creuau Tel: 01690 710 494	✓			✓		✓

**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 3 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.

4 day timetable, 2012, prices from: Band A: £120 Band B: £136 Band C: £168 Band D: £191 Band E: £200  
4 day timetable, 2013, prices from: Band A: £121 Band B: £137 Band C: £169 Band D: £192 Band E: £201

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.