

Key Stage 3 Geography

Geographical Concepts, 3days



This course will give students the opportunity to study 'first hand' the geographical concepts of space, interdependence, environmental interaction and sustainable development. The course has been designed to enable the maximum time spent 'in the field', investigating the issues affecting diversity of a wide range of human and natural environments. Starting from the students' personal geographies, FSC tutors will lead them through a selection of activities designed to develop geographical competence while enhancing enquiry and creative thinking skills.

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

Please visit

<http://www.field-studies-council.org/outdoorclassroom/keystage3crosscurricular/>

For alternative KS3 [geography field trips](#)

Supported by



**Geographical
Association**

COURSE LENGTH

3 Days (2 nights with 6 teaching sessions)

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

COURSE TIMETABLE

DAY	MORNING	AFTERNOON	EVENING
1	Arrival (approx 12 – 1pm) Welcome and outline of week's course.	Orienteering and /or Team Building A variety of team building activities, including orienteering are used as opportunities to enable students to develop their personal, learning and thinking skills (PLTS).	Ecoduction Students will explore the centre and its sustainable and environmental practices to see how they can help minimise their impact on the environment whilst at the Centre and out in the natural environment throughout the week.
2	Select one option from: Urban Futures and Diversity OR Countryside and Food OR Landscapes and Hazards.		
3	Climate and Biodiversity An exploration of an eco-system and how it may be affected by a changing climate. Students will investigate how micro-climates can effect bio-diversity and consider the possible impacts of climate change on environments.	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

COURSE CONTENT**Urban Futures and Diversity**

<p>Main Key Concepts</p> <p>1.6 Environmental interaction and sustainable development: Understand that the physical and human dimensions of the environment are interrelated and together influence environmental change.</p> <p>1.3 Scale: Making links between scales to develop understanding of geographical issues.</p>	<p>Urban Futures</p> <p>An exploration of an urban environment, focusing on the processes and consequences of change and considering the sustainability of the environment. Students undertake a field visit to an urban environment and investigate the sustainability of the urban area. They then consider the potential futures of the area and strategies needed to achieve these.</p>
<p>Main Key Processes</p> <p>2.1 Geographical Enquiry.</p> <p>2.2 Fieldwork and out-of classroom learning.</p>	<p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Consider the sustainability of the existing urban environment e.g. through a Egan Wheel. • Develop ideas about the possible futures of the urban environment. • Consider the impact of decisions made at different scales about development e.g. traffic management, education, leisure facilities.
<p>Link to Cross-curriculum dimensions</p> <p>Creativity and critical thinking: Think critically, exploring, developing, evaluating and making choices about their own and other's ideas.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise how individuals' decisions and large scale planning decisions can affect the sustainability of the environment. • Discuss how the scale of planning decisions can affect people's lives.

<p>Main Key Concepts</p> <p>1.2 Space: Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and implications for people.</p>	<p>Diversity</p> <p>An investigation into the patterns and distributions of features within a built environment and the impact these have on the local communities. Students undertake a visit to a built environment/s and map significant characteristics of the environment.</p>
<p>Main Key Processes</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>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Investigate the spatial location and patterns of important defining features e.g. leisure facilities, anti-crime features. • Consider the implications for the local communities that result from the features. • Use technology to explore the issues surrounding the perception of place e.g. GIS to locate features, YouTube community videos to gain 'sense of place'.
<p>Link to Cross-curriculum dimensions</p> <p>Technology and the media: Use and manage information effectively, learning to question the authenticity, accuracy and reliability of the information they encounter.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the locations and patterns of important defining features. • Recognise how features of spaces include or exclude different communities. • Display and interpret information in map and/or visual form.

Countryside and Food

<p>Main Key Concepts 1.1 Place: Understand the physical and human characteristics of real places.</p>	<p>Countryside An exploration into the changing nature of the countryside, investigating services, conflict and development. Students undertake a visit to a local countryside, rural or greenbelt area and consider the issues and changes that make up the character and identity of a place.</p>
<p>Main Key Processes 2.2 Fieldwork and out-of classroom learning. 2.4 Geographical Communication.</p>	<p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Study different kinds of countryside environments. • Consider the conflicts and issues within a place. • Consider their own perceptions of place identity.
<p>Link to Cross-curriculum dimensions Identity and cultural diversity: understand the factors that influence and change places, communities and wider society, such as migrations, economic inequality and conflicts.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss how the character and identity of a place may change over time. • Identify and explain the features and interactions of the places they have studied. • Discuss why people may have different views about meaning and identity.

<p>Main Key Concepts 1.4 Interdependence: Understand the significance of interdependence in change, at all scales. 1.6 Environmental interaction and sustainable development; Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.</p>	<p>Food An enquiry into the sustainability of our food supply and how this impacts on our environment. Students will investigate how their current choices and actions shape future society.</p> <p>Students use a combination of research data and field visits (e.g. farm, supermarket, farmers market) to investigate the sustainability of food supply.</p>
<p>Main Key Processes 2.2 Fieldwork and out-of classroom learning. 2.3 Graphicacy and visual literacy.</p>	<p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Consider the connections between their own choices, lifestyle, other parts of the world and sustainability e.g. supermarket survey. • Investigate the relationships that exist that create dependence. • Consider how the physical environment can be influenced by human actions e.g. intensive farming / biodiversity.
<p>Link to Cross-curriculum dimensions Global dimension and sustainable development: reflect on the consequences of their own actions and take account of the needs of present and future generations in the choices that they make.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Be aware of some of the ways that people can influence and change the environment in which they live. • Discuss the way their choices have an impact on a range of scales. • Use appropriate methods for exploring interdependence e.g. GIS of crop maps.

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.

Landscapes and Hazards

<p>Main Key Concepts 1.5 Physical and human process: understand how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.</p>	<p>Landscapes An exploration into the changing nature of a natural landscape. Students will investigate how environmental changes arise and how humans can have an impact on this change. Students undertake a visit to a local landscape e.g. limestone plateau, coast, river, moorland.</p>
<p>Main Key Processes 2.2 Fieldwork and out-of classroom learning. 2.3 Graphical and visual literacy.</p>	<p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Make links between process and form. • Investigate temporal and spatial change. • Consider how and why change takes place.
<p>Link to Cross-curriculum dimensions Creativity and critical thinking: think and act creatively, using imagination to explore the unfamiliar and make unlikely connections.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the processes of change. • Explain the consequences of change. • Identify evidence / data needed to investigate change. • Use and construct maps, images and plans.

<p>Main Key Concepts 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>Hazards An investigation into the human and physical elements of a location at risk. Students undertake a visit to investigate the relationships between the physical and human geography of an environment at risk e.g. from Flooding or Development.</p>
<p>Main Key Processes 2.1 Geographical Enquiry. 2.2 Fieldwork and out-of-classroom learning.</p>	<p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Investigate the management of the area and its impacts. • Consider the issues and possible conflicts. • Consider possible futures of the area and their sustainability.
<p>Link to Cross-curriculum dimensions Global dimension and sustainable development: think imaginatively about what individuals can do to develop a more informed society and sustainable future.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask geographical questions and use information to justify suggestions for the study area's development. • Explain how the interaction of physical and human processes has shaped the environment. • Describe how people have changed the environment.

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.

Climate and Biodiversity

<p>Main Key Concepts: 1.2 Space: 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 1.4 Interdependence: Understanding the significance of interdependence in change, at all scales.</p>	<p>Climate and Biodiversity An exploration of an eco-system and how it may be affected by a changing climate. Students will investigate how micro-climates can affect bio-diversity and consider the possible impacts of climate change on environments. Students undertake an investigation of an eco-system (e.g. pond, moorland) and enquire into the possible effects a changing climate may have on this eco-system.</p>
<p>Main Key Processes: 2.1 Geographical Enquiry. 2.2 Fieldwork and out-of classroom learning.</p>	<p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Study the flows, patterns and movements within an ecosystem. • Investigate the relationship between the human and physical world. • Consider the possible impact of a changing climate.
<p>Link to Cross-curriculum dimensions: Global dimension and sustainable development: understand long term global challenges including climate change, conflict and development and how these issues impact on and change society.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand how environments are affected by the movements of materials and organisms. • Explain the characteristics of an ecosystem. • Collect, record and display data e.g. micro-climate data or species distribution.

COURSE LINKS TO PSHE: ECONOMIC WELLBEING AND FINANCIAL CAPABILITY

- 1.2 Capability (a) Exploring what it means to be enterprising (d) Becoming critical consumers of goods and services.
 1.3 Risk (a) Understanding risk in both positive and negative terms (c) Taking risks and learning from mistakes.
 1.4. Economic Understanding (a) Understanding the economic and business environments.

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

Students will have the opportunity to develop as

Independent enquirers by:

- Exploring issues from different perspectives.
- Collecting, analysing and evaluating evidence to come to their own reasoned conclusions.

Creative thinkers by:

- Exploring geographical futures for places and people.
- Questioning key concepts of environmental interactions, sustainable development and diversity.

Reflective learners by:

- By communicating learning through maps, graphs and GIS.
- Inviting and reflecting on feedback from others.

Team workers by:

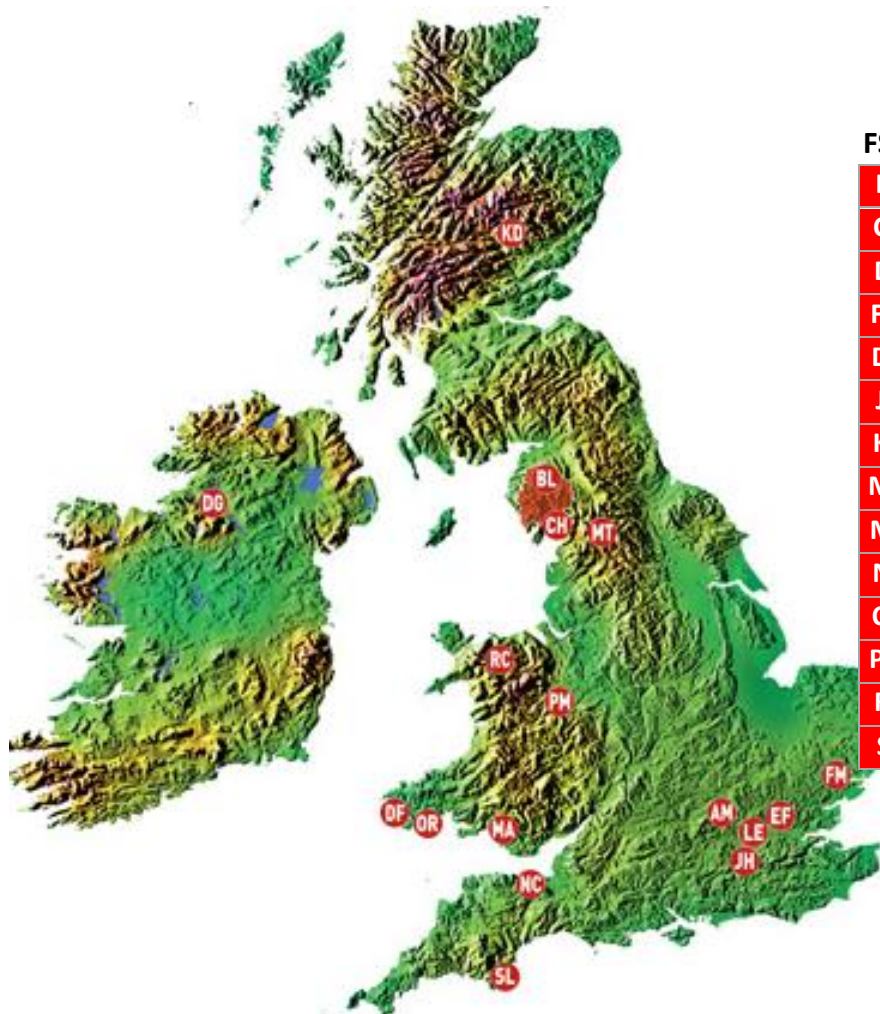
- Working collaboratively to research and collect field data.
- Considering different views of places and people.

Self managers by:

- Taking responsibility for organising their own time and resources to contribute to a field enquiry.
- Responding positively to investigating new places, ideas and issues.

Effective participators by:

- Exploring and questioning their own views about the environment, sustainability and their role as citizens.
- Discussing issues of concern or conflict in the local environment.

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

Please contact head-office for an up-to-date list of which Centres plan to use ICT during the controlled assessment.

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 KS3 [geography field trips](#)

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.

3 day timetable , 2012, prices from: Band A: £89 Band B: £109 Band C: £132 Band D: £150 Band E: £157
 3 day timetable , 2013, prices from: Band A: £89 Band B: £112 Band C: £135 Band D: £154 Band E: £161

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.