

Key Stage 4 OCR B Geography *Producing the Student Portfolio for Controlled Assessment and Case Studies, 5days*



Students will research and undertake fieldwork in an appropriate environment in order to prepare their portfolio to take forward to the high control 'write up' phase of their controlled assessment. Students will undertake primary fieldwork to cover Unit B562: Geographical Enquiry – Fieldwork Focus. This course will cover all aspects of the research and data collection for the creation of a portfolio to take back to school or college.

In addition, students will undertake investigations to support understanding of other areas of the specification.

FSC

BRINGING
ENVIRONMENTAL
UNDERSTANDING TO ALL

Please visit

<http://www.field-studies-council.org/outdoorclassroom/>
For alternative [geography fieldwork](#) courses covering the
[GCSE OCR geography controlled assessment](#)

Supported by


Geographical
Association

COURSE LENGTH

5 Days /4 nights (12 teaching sessions)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Arrive mid-day</p> <p>Research on fieldwork and the area to be investigated</p> <p>Development of Hypotheses</p>	<p>Fieldwork from morning to late afternoon including data collection</p> <p>Late afternoon and evening beginning write up of methodology and presentation of data</p>	<p>Completion of portfolio including index of resources for each student</p> <p>Half day case study fieldwork option</p>	<p>Full day case study fieldwork option</p>	<p>Half day case study fieldwork option</p> <p>Depart after lunch</p>

Quality Badge awarded by

**External Recognition of Quality**

All our centres have been awarded the Quality Badge by The Council for Learning Outside the Classroom. The badge is awarded to organisations that have demonstrated that they consistently deliver high quality teaching and learning experiences and manage risk effectively. This means that you will have to complete less paperwork when visiting our centres

COURSE CONTENT

CHOOSE ONE TOPIC FROM THE LIST BELOW TO PREPARE FOR THE CONTROLLED ASSESSMENT

Rivers

Coasts

Population and Settlement: Changing Urban Areas

CHOOSE ONE TOPIC FROM THE LIST BELOW TO COVER AS A CASE STUDY

Rivers

This session develops students' knowledge for Theme 1 (Rivers and Coasts). Students will investigate the processes and landforms created by a river.

Coasts

This session develops students' knowledge for Theme 1 (Rivers and Coasts). Distinctive coastal landforms are observed and the processes which have created them are investigated. This is combined with a study where the success of different strategies for coastal management will be assessed.

Population and Settlement: Changing Urban Areas

This session develops students' knowledge for Theme 2 (Population and Settlement). It investigates changing service and retail provision and land use in an urban area.

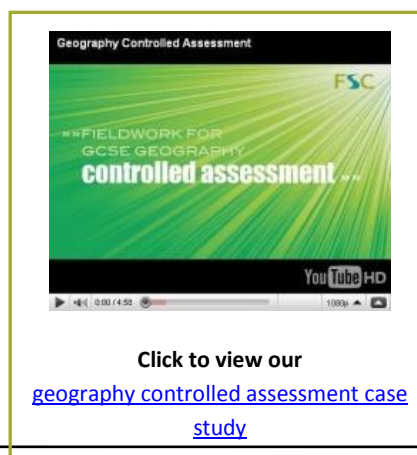
BOTH TOPICS FROM THE LIST BELOW WILL BE USED AS HALF DAY CASE STUDIES

Provision of Services and Economic Activities in Rural Settlements

This half day session explores concepts within Theme 2 (Population and Settlement) and Theme 4 (Economic Development). Students will investigate the link between population size and service provision and consider how services in the area have changed over time. The economic activities are also highlighted during this session, with students considering why they are located in the region and the impact they are having on the physical environment.

Flooding in a River Basin

This half day session links with the river investigation and Theme 1 (Rivers and Coasts). It focuses on the river basin system, the hydrological cycle and how these link with flooding.



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 you are helping to protect fieldwork opportunities for everybody.

LEARNING OBJECTIVES/OUTCOMES

Controlled Assessment

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of the environment investigated <p>Learning Objectives related to the Controlled Assessment:</p> <ul style="list-style-type: none"> Gain greater understanding of different approaches to primary data collection Consider how data can be presented Understand the different stages through a route to enquiry, including a pre-fieldwork phase, setting up the study, fieldwork, data presentation, analysis and evaluation 	<p>All students will:</p> <ul style="list-style-type: none"> Describe the context of the enquiry using geographical knowledge and understanding Carry out fieldwork in the outdoor classroom, collecting data for the controlled assessment Describe different data collection techniques for the investigation Collect a variety of information, first hand, including quantitative and qualitative data Have access to relevant secondary data Complete their portfolio (unless they are identified as needing additional time) <p>Most students will:</p> <ul style="list-style-type: none"> Describe and explain a variety of contexts relating to the enquiry Use secondary data in the pre-fieldwork phase to justify and contextualise the fieldwork Use GIS information to aid the enquiry process Present data in an appropriate range of maps, graphs etc. Use OS maps and aerial photos to aid the investigation Identify limitations with the investigation and data collection methods Use field sketches/photos/maps <p>Some students will:</p> <ul style="list-style-type: none"> Use a variety of presentation techniques to analyse of data Use a range of maps to present data/information Use a range of evidence from a selection of different sources to inform their investigation

Case Study: Rivers

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand the processes and factors responsible for the formation of distinctive landforms within the river basin Gain case study knowledge of a variety of river landforms in a river basin Consider how rivers change with distance downstream 	<p>All students will:</p> <ul style="list-style-type: none"> List and describe different landforms created by rivers (such as meanders, interlocking spurs, floodplains, river cliffs, V-shaped valleys and waterfalls) using maps/sketches/photos to record findings Describe how the river changes with distance downstream Complete location maps, 'setting the scene' for the investigation Describe different data collection strategies used during the day State a clear question/hypothesis being investigated <p>Most students will:</p> <ul style="list-style-type: none"> Label photos/sketches/maps with explanations of how river landforms are created Describe and explain different data collection strategies Create location maps, 'setting the scene' for the investigation Comment on different methods of presenting data and suggest trends in the data <p>Some students will:</p> <ul style="list-style-type: none"> Explain the reasons why different landforms are located where they are down the river Suggest limitations of the study, and possible solutions to these problems if the investigation was repeated

Case Study: Coasts

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Understand the processes and factors responsible for the formation of distinctive landforms along a stretch of coastline • Gain case study knowledge of coastal management, assessing the sustainability of different methods of coastal protection • Consider the physical and human reasons why managing and protecting the coastline are important 	<p>All students will:</p> <ul style="list-style-type: none"> • List and describe different coastal defences • Observe and describe a range of coastal landforms • Complete location maps, 'setting the scene' for the investigation • Describe different data collection strategies used during the day • State a clear question/hypothesis being investigated <p>Most students will:</p> <ul style="list-style-type: none"> • Label photos/sketches/maps with explanations of how coastal landforms are created, referring to range of geomorphic processes • Outline advantages and disadvantages of different coastal defences • Describe and explain different data collection strategies • Create location maps, 'setting the scene' for the investigation • Comment on different methods of presenting data and suggest trends in the data <p>Some students will:</p> <ul style="list-style-type: none"> • Assess the effectiveness of different coastal protection schemes • Explain the reasons why different landforms are located on specific positions along a coastline • Suggest limitations of the study, and possible solutions to these problems if the investigation was repeated

Case Study: Changing Urban Areas

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> • Understand the reasons for patterns of land use in a case study urban location • Consider how retail services have changed over time in an urban setting • Gain case study knowledge of urban change illustrating economic, social and environmental planning and its sustainability 	<p>All students will:</p> <ul style="list-style-type: none"> • Map land use and retail services in an urban location • List economic, social, and environmental benefits and costs of an urban development project • Complete location maps, 'setting the scene' for the investigation • Describe different data collection strategies used during the day • State a clear question/hypothesis being investigated <p>Most students will:</p> <ul style="list-style-type: none"> • Explain why different retail services locate where they do and relate their location to other data collected (such as pedestrian numbers) • Describe changes over time in retail services in an urban area • Describe and explain different data collection strategies • Create location maps, 'setting the scene' for the investigation • Comment on different methods of presenting data and suggest trends in the data <p>Some students will:</p> <ul style="list-style-type: none"> • Suggest how urban areas may change in the future and how this should be managed • Assess the effectiveness of a development at tackling urban problems • Suggest limitations to the study, and possible solutions to these problems if the investigation was repeated

Case Study: Provision of Services in Rural Environments

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Gain case study knowledge of service provision and economic activities in a rural settlement Understand which factors (including population size) affect the level of service provision in the settlement Consider why economic activities in the area are located there and their impact on the physical environment 	<p>All students will:</p> <ul style="list-style-type: none"> Record different services in a rural settlement Map the location of different economic activities in and around a rural settlement <p>Most students will:</p> <ul style="list-style-type: none"> Explain the location of different services in a rural location and relate the service provision to population size in the settlement Identify why economic activities have located in the area Describe the impact economic activities have had on the area <p>Some students will:</p> <ul style="list-style-type: none"> Suggest how the economic activities in the area are likely to change in the future and how this transition can be managed effectively

Case Study: Flooding in a River Basin

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> Understand how different elements of the water cycle impact on storm hydrographs Consider different causes of flooding in a river basin (both physical and human) 	<p>All students will:</p> <ul style="list-style-type: none"> List possible causes of flooding Identify different units and links within the hydrological cycle <p>Most students will:</p> <ul style="list-style-type: none"> Describe different causes of flooding and what can be done to reduce flood risk in an area Explain how different parts of the hydrological cycle link together Decide which land uses increase flood risk <p>Some students will:</p> <ul style="list-style-type: none"> Suggest and justify possible sustainable flood management strategies which could be employed in the future

“It was almost deafening hearing all the pennies dropping”

KS4 teacher, Hunstanton Beach

FSC CENTRES

		Choose 1 topic			Choose 1 topic			Rural	Flooding
		Rivers	Coasts	Urban	Rivers	Coasts	Urban		
BL	Blencathra Tel: 01768 779 601	✓	✓	✓	✓	✓	✓	✓	✓
CH	Castle Head Tel: 0845 330 7364	✓	✓	✓	✓	✓	✓	✓	✓
DF	Dale Fort Tel: 0845 330 7365	✓	✓	✓	✓	✓	✓	✓	✓
DG	Derrygonnelly Tel: 028 686 41673	✓	✓	✓	✓	✓	✓	✓	✓
FM	Flatford Mill Tel: 0845 330 7368	✓	✓	✓	✓	✓	✓	✓	✓
JH	Juniper Hall Tel: 0845 458 3507	✓	✓	✓	✓	✓	✓	✓	✓
KD	Kindrogan Tel: 01250 870 150	✓		✓	✓		✓	✓	
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*

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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: £184 Band C: £225 Band D: £256 Band E: £268

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.