

Blencathra Field Studies Centre

Lake District



Edexcel B GCSE Geography Programme Options



- Quality teaching
- Stunning locations
- Dedication to health and safety

“The programme was perfect. The students fully enjoyed their learning and experiences. Great use of ICT and fieldwork equipment.”

Teacher, St Cuthbert Mayne School
(March 2011)

“A wonderful centre. I always look forward to bringing the students and they always enjoy their visit”

Teacher, King Edwards VI Aston
(Jan 2011)


“The quality of care and guidance offered to students is outstanding as are the arrangements to ensure their safety and well-being” (PEF, 2011)



Edexcel B GCSE Geography Programme Options

The following programme options are designed to meet the aims of the Edexcel B GCSE specification, including the Controlled Assessment elements of the course. If your requirements are not covered by the outlines suggested below, then please contact the centre to discuss the possible alternatives. All groups booking a course at the Blencathra Course will be contacted by a member of the education team to discuss the specific details of their course.

First taught session:	Number of students:
Last taught session:	Number of school staff:
Tutor(s):	
Specific educational/physical needs:	

The Controlled Assessment – We offer five core modules which allow students to undertake an enquiry they can then write up for the Controlled Assessment. These will be adapted each year to match the titles Edexcel set. Not all of the optional questions set can be investigated at the Blencathra Centre due to a lack of suitable field sites in the area.

Sessions	Topic	
Estimated Arrival Time:		
Welcome and introduction to the centre	Students are kitted out with the equipment that they will need for their course and settle into their rooms ready for dinner. The first session will start at ____.	
Coastal Environments (task question 2)	Outline	<p>Students map, evaluate and carry out an impact assessment on a range of soft and hard engineering coastal defence strategies at St Bees.</p> <p>2012 focus: Coastal management involves a range of solutions, some of which impact on people in different ways. How far does the research you carried out make you think that this statement is correct?</p> <p>2013 focus: Coastal management always results in 'winners' and 'losers'. How far does the research you carried out make you think that this statement is correct?</p> 
River Environments (task question 1)	Outline	<p>Students investigate how the channel characteristics and river features change at three sites downstream on either the Glenderaterra Beck or Keskadale Beck.</p> <p>2012 focus: Stretches of a river can be very different in terms of their processes and landforms. How far does the research you carried out make you think that this statement is correct?</p> <p>2013 focus: Geographical theory (such as the Bradshaw model) reliably predicts changes in river channel characteristics. How far does the research you carried out make you think that this statement is correct?</p>

<p>River Environments (task question 2)</p>	<p>Outline</p>		<p>Students investigate the causes, impacts and responses to flooding. Depending on the year of submission students will map land use, carry out infiltration studies, and evaluate and map flood management schemes in Keswick and the surrounding rural area.</p> <p>2012 focus: Flood management involves a range of solutions, some of which impact on people in different ways. How far does the research you carried out make you think that this statement is correct?</p> <p>2013 focus: The degree of flooding is influenced by both physical and human factors. How far does the research you carried out make you think that this statement is correct?</p>
<p>Rural/Countryside Environments (task question 1)</p>	<p>Outline</p>	<p>Students use a variety of data collection techniques, such as questionnaires, environmental quality assessments and pedestrian/traffic counts to assess the economic, social and environmental impacts of tourism in a honeypot village, Grasmere. Optionally, for the 2013 submission, groups can investigate the impact of tourism on Cat Bells, a popular fell close to Keswick, on the shores of Derwentwater.</p> <p>2012 focus: On balance, tourism has a positive impact on rural areas. How far does the research you carried out make you think that this statement is correct?</p> <p>2013 focus: Tourism 'honeypots' create significant challenges in National Parks and/or other rural areas. How far does the research you carried out make you think that this statement is correct?</p>	
<p>Town/City Environments (task question 2)</p>	<p>Outline</p>	<p>Students will carry out a variety of techniques appropriate to their study, such as traffic and pedestrian counts, service tallies and environmental quality assessments, to investigate the differences within Penrith, a market town on the outskirts of the National Park.</p> <p>2013 focus: Urban living space is always a mixture of 'the good, the bad and the ugly'. How far does the research you carried out make you think that this statement is correct?</p>	

<p>Other Fieldwork Options</p>		
<p>Sessions</p>	<p>Topic</p>	
<p>Coastal Change (Management)</p>	<p>Outline</p>	<p>Students investigate the human and physical factors influencing management along the St Bees coastline and consider the cost-benefit analysis and sustainability of different strategies.</p> <p>Location: St Bees Head</p>
<p>River Processes (Landforms)</p>	<p>Outline</p>	<p>Students survey Keskadale Beck from its source to its confluence with Newlands Beck investigating landforms resulting from erosion (such as waterfalls and V-shape valleys), landforms resulting from erosion and deposition (meanders) and landforms resulting from deposition (such as levees and flood plains).</p> <p>Location: Keskadale Beck</p>

River Processes (Landforms)	Outline	Students investigate how channel shape and characteristics change along the long profile of Glenderaterra Beck or Keskadale Beck. Location: Glenderaterra Beck or Keskadale Beck
River Processes (Flooding)	Outline	Students investigate the impact, responses and management of flood risk in Keswick evaluating the existing and proposed hard and soft engineering flood defence strategies. Location: River Greta, Keswick
Living spaces and the changing countryside	Outline	Students investigate the social, environmental and economic issues facing rural settlements and consider how local people, the National Park and the County Council manage these issues. Location: Settlements in the Eden area

Additional Notes

- Please feel free to request further details on the content, learning objectives and outcomes for each topic we teach.
- The order of days and location of study sites may be varied due to the weather, and to avoid equipment/transport clashes.
- Students are requested to bring a pen, pencil and paper. They may also find a camera, USB pen, calculator, protractor, folder in which to keep their work, colouring pencils and graph paper useful.
- It is advised that you bring a USB pen or portable hard drive onto which resources and students' work can be saved.
- Students will undertake activities outdoors for extended periods of time and should therefore be dressed appropriately for the prevailing weather conditions. **They will need walking boots, a waterproof jacket with hood and waterproof trousers.** All the above items can be hired from centre for £2 each.



Transport *[select bullet points as appropriate]*

- Transport to the fieldwork sites will be provided by Blencathra Field Studies Centre. This will incur an additional cost of [**£cost**] per student. For a detailed breakdown of the cost, please see the details of each day. An invoice will be made out to the school and sent out to the organiser immediately after the course.
- Transport to the fieldwork sites will provided by the school.
- If you have been asked to drive during the course, please complete a driving form and provide us with a copy of your full driving licence in advance.
- You are booked to be picked up at Penrith Station at [**time**] on [**date**] and dropped off at [**time**] on [**date**]. This incurs an additional charge of [**£cost**] per student.
- You have not currently booked any transfers between the centre and Penrith Station. If you wish to take advantage of this option, please enquire.

A Typical Day

We make the most of your time whilst at the centre. A typical day normally consists of a classroom session starting at 9.30am, followed by fieldwork from 10.30am to 4pm in the afternoon. On return, the students enjoy a break and then follow-up their learning in the classroom until 6pm. The after dinner session typically lasts one hour.

Health & Safety

All tutored sessions are risk assessed and led by experienced teaching staff with specialist knowledge and fieldwork expertise. They all hold first aid qualifications and are trained in H&S and group management. We hold the Quality Badge by The Council for Learning Outside the Classroom, which is awarded to organisations which 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 centre.



Adventurous Activities

We are fully accredited to offer a range of more adventurous activities such as gill scrambling and mountain walking. These offer the students a marvellous opportunity to develop their personal and leadership skills in a less academic environment and may also help you to sell the fieldwork to the young people and parents and governors.

Who are we?

Blencathra Field Studies Centre is one of 17 centres in the UK run by the Field Studies Council, an independent education charity committed to bringing environmental understanding to all. We offer tailor-made packages for school and youth groups as well as providing outreach education and adult training. Leading the field in innovative, effective and enjoyable approaches to learning outside the classroom, we are confident of providing a safe, secure and caring atmosphere in which your students will widen their geographical understanding, improve their motivation and develop their personal and social skills. We can accommodate up to 110 people full-board, including a self-contained, self-catering unit for up to 22 people and offer a choice of ½ or full day taught sessions.

