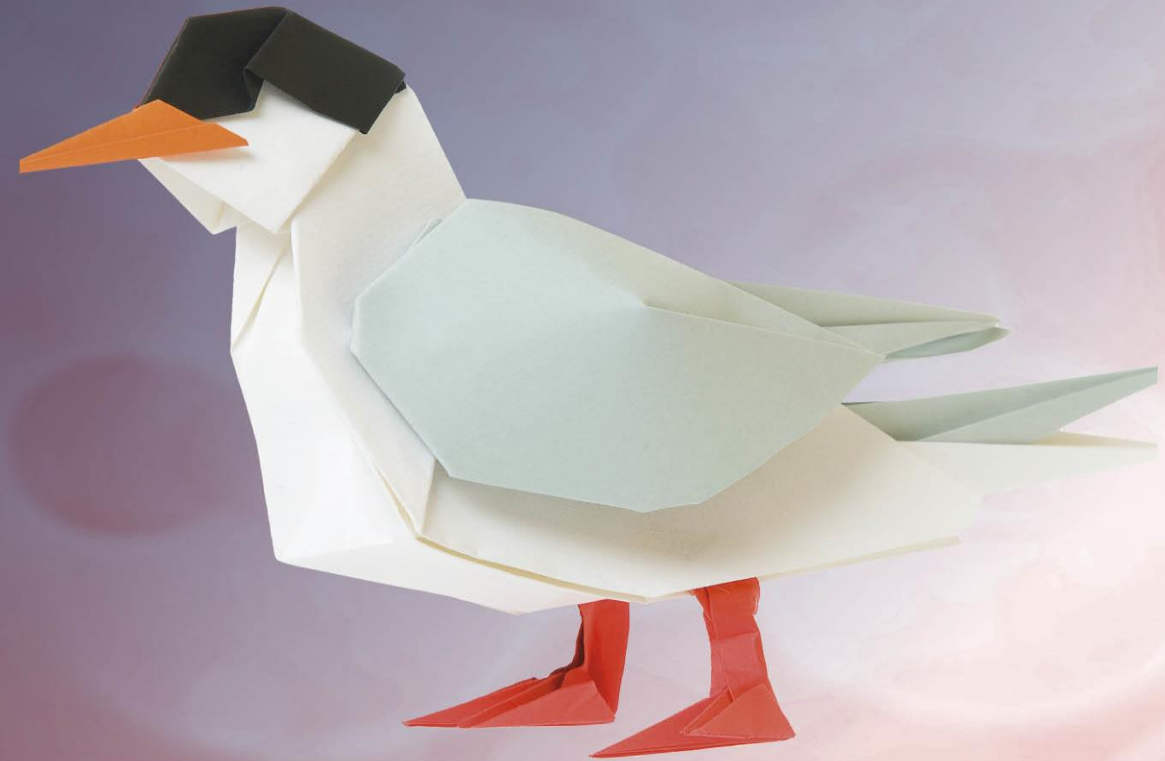
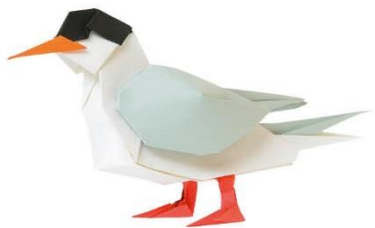


# AS and A level 2016 Geography

## Session 5:

- Planning high quality fieldwork
- Integrating GIS into teaching
- 13:00 to 14:15pm





A level Geography 2016

# Meeting The Demands of Fieldwork Beyond 2016





# Fieldwork Requirements a Brief Recap....

A level Geography 2016

**AS** At least 2 days of fieldwork

Covers:

- Dynamic Landscapes: Topic 2 (Glaciation or Coasts)
- Dynamic Places: Topic 4 (Regenerating Places or Diverse Places)

Assessed by Fieldwork Qs in Exam

## A Level

- At least 4 days of fieldwork over 2 years

Covers –

- Any Spec Content.
- Assessed by NEA: Individual Investigations of 3,000 to 4,000 Words



A level Geography 2016

# Challenges and Opportunities in Meeting Fieldwork Requirements post 2016?

Changes to specifications and assessment bring challenges and opportunities for teaching

Q What excites and what worries you about Edexcel's new model for fieldwork?

Q Are these the same in both of your settings?

Join up with another pair – share your challenges and opportunities...

Q What are the common themes?





A level Geogra



***“The main reason is to give the students the chance to have a personal experience of a glaciated landscape and to get a feel for the huge scale of these environments. With a large cohort of Y12 geographers it makes the development of good fieldwork and enquiry skills so much easier to use the FSC.”***

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# There are probably some decisions you need to make...

Q When?

Q Who? AS and A-level?  
Yr12 and Yr13?  
Together or separately?

Q Where?

Q What Content?

- Year 12 content for AS & A-level
- Year 12 → Year 13 content

Q How?

Developing enquiry skills?

## Logistics

- Residential Day
- Local further away
- Single or combined year group
- One two three or four occasions  
*(i.e. One long trip or several shorter trips)*



A level Geography 2016

# The Ideal Time For Fieldwork

In an ideal world AS Fieldwork.....

*Is embedded within the teaching of the content to which it relates, and at a point when it can contribute most to the learners understanding of that topic.*

*Is not limited in length to one day per topic, rather is sufficient to deliver the content and detail that supports classroom learning.*

*May involve residential aspects where required to allow learners to visit landscapes which present the best learning opportunities accessible.*



A level Geography 2016

# The Pragmatic Time For Fieldwork

In reality the dates for AS Fieldwork are probably a compromise.....

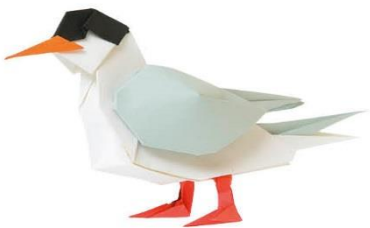
*It takes place around the time of teaching content – it may be immediately before, during and after teaching a particular topic. Field trip dates may influence teaching plan or vice versa.*

*Is restricted by the intricacies of the school calendar and cover arrangements.*

*Depends on availability and price of transport, accommodation and provider available dates.*

*Is timed to suit the exam – close enough, but not too close!*





# A Date In The Diary

- Q When do you currently do your AS and/or A Level field work?
- Q Residential or day trips? How many occasions?
- Q Self-taught or Provider?
- Q When is the “BEST” time of year for fieldwork in the new Spec?

AS Fieldwork?		Pros	Cons
Autumn Term	1 <sup>st</sup> HT		
	2 <sup>nd</sup> HT		
Spring Term	1 <sup>st</sup> HT		
	2 <sup>nd</sup> HT		
Summer Term	1 <sup>st</sup> HT		
	2 <sup>nd</sup> HT		

A-level?		Pros	Cons
Autumn Term	1 <sup>st</sup> HT		
	2 <sup>nd</sup> HT		
Spring Term	1 <sup>st</sup> HT		
	2 <sup>nd</sup> HT		
Summer Term	1 <sup>st</sup> HT		
	2 <sup>nd</sup> HT		



A level Geogra



*“I am of no doubt that our excellent results are in no small part to the work that we do over the three day trip. Students also commit to geography when they return to school and show much more passion to the subject in their lessons.”*

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# To Combine or Not To Combine?

Should I combine my AS and A Level Cohorts for field trips?

## Year 12 Fieldwork: *AS + A Level (yr1)*

- Same academic year at school
- Same delivery content
- Co-taught
- AS students may decide to transfer to A-Level at end of yr1
- Different model of assessment

## Year 12 + Year 13 Fieldwork? *AS + A-Level (yr1) + A-Level (yr2)*

- Different fieldwork focus - Class Investigations vs Individual Investigations
- More teaching staff required
- Larger group size
- Reduced overheads e.g. transport costs
- Familiar location at Yr2
- Yr1 see the process they will go through in yr2



A level Geography 2016

# A Dual Purpose Field Trip at Year 12

How do you ensure your year 12 fieldwork meets needs of both the AS exam and prepares them for the Individual investigation?

## Collaboration

## ...in preparation for...

Individual Students

Individual  
Content

Small Group

### Exploratory Content

Increased student ownership of enquiry –  
Planning, Questions, Justification + Methods.  
Feeds student input into “Base”

Whole Class

### Base Content

Designed to meet requirements of Fieldwork Questions +  
provide core content of investigation

Teacher-led?

A2 Individual  
Investigations

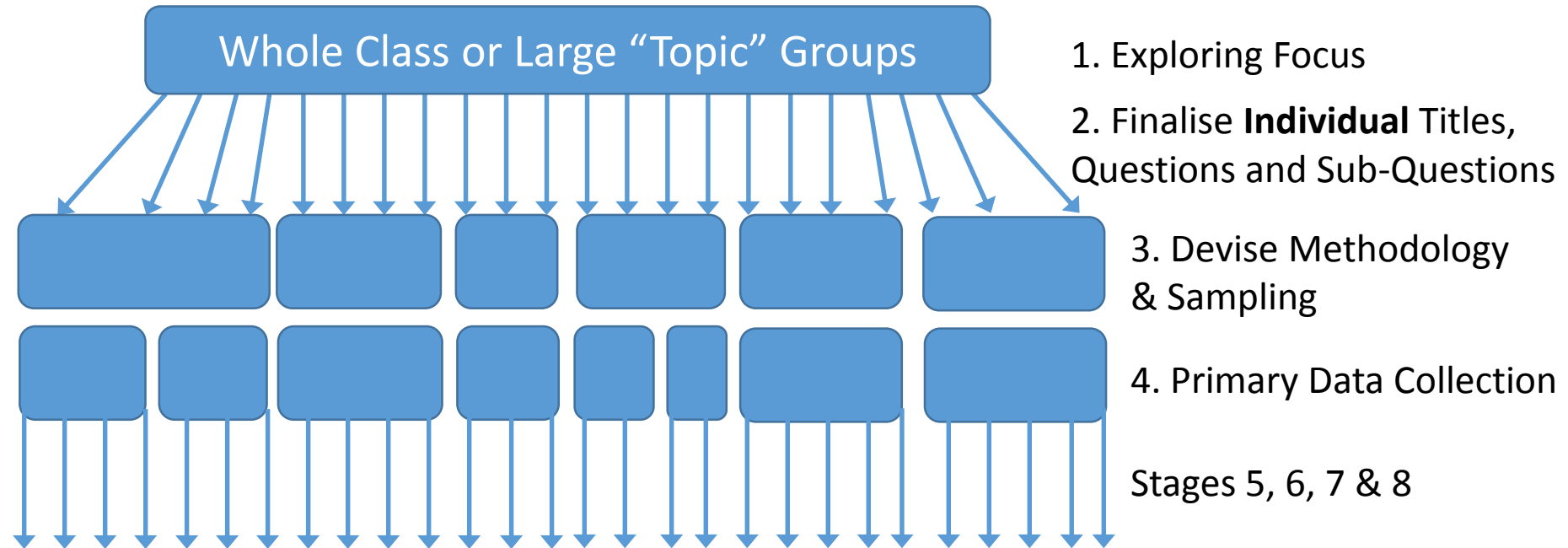
Level 4 @ AS

Level 3 @ AS



# Collaborative or Individual Working?

## A Level Individual Investigations



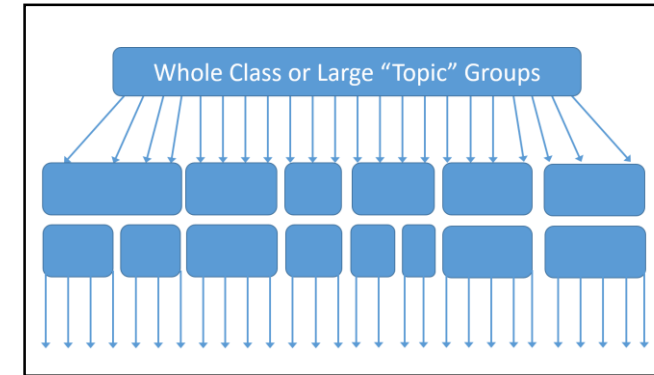




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# Collaborative or Individual Working?

## A-Level Individual Investigations



## Year 12 Fieldwork

If using fieldwork in year 12 to develop individual enquiry skills....

Replace some individual working with collaborative working in small groups feeding into class discussion throughout the enquiry process.

Use opportunities to critique suggested questions, and collectively develop a class question and sub questions.

Experiment with a range of methods and equipment, and evaluate what works well/less well before deciding on methods to collect data for class questions.

Encourage individual or small group sub-questions that will help to answer the class question.



# Time For Some Reflection

Think about all of the fieldwork you currently do across all levels – KS3, KS4, AS and A2.

- Q How do you ensure progression in fieldwork skills?
- Q How to engage your students in the enquiry process?

*Where do you go? Why do you go? What do you do? What do the learners do? What did they learn? What did they find out? Who planned it?*

- Q Does the fieldwork change from KS3 to A-Level?
- Q What is similar or different across the different levels?



A level Geogra



*"The focused time over 4 days is hugely important for us. We tried delivery at school in the past but on a residential there is no daily absence and sessions run seamlessly between each other – minds are 'on the job' hour by hour with little distraction or need to recap between sessions."*

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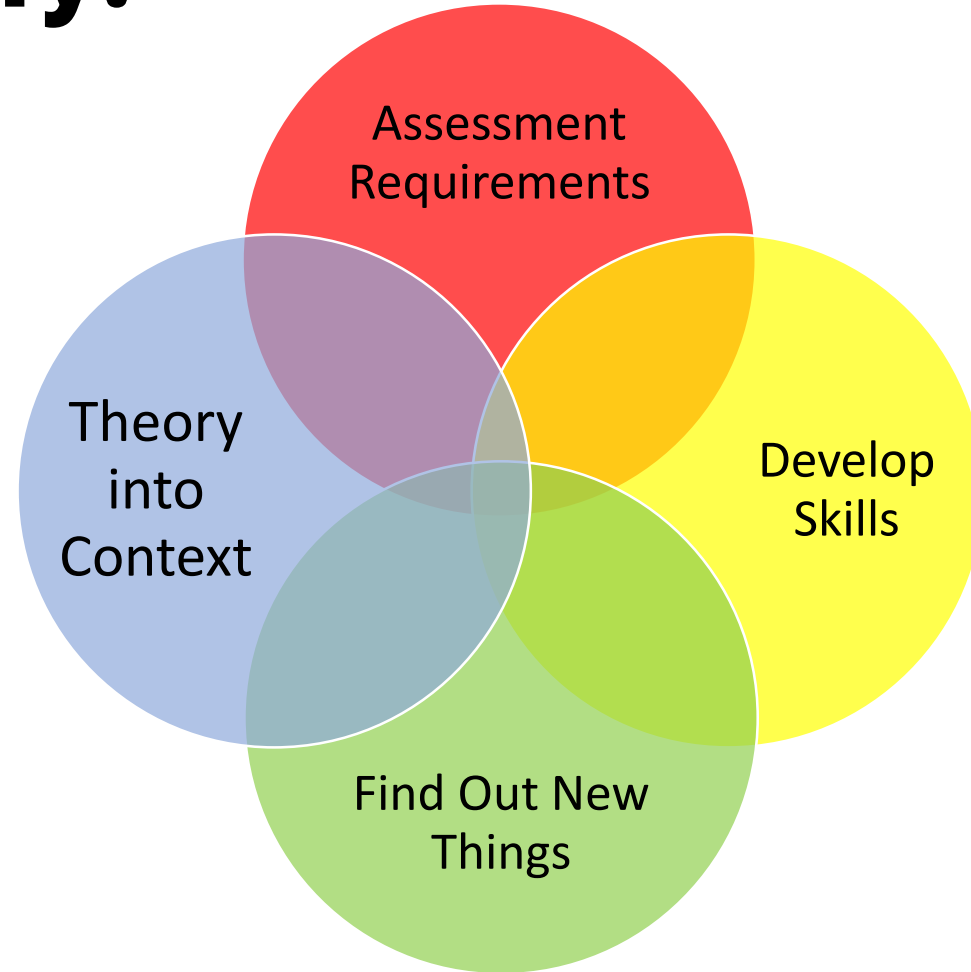


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# Developing Individuality in Enquiry?

Assessment models over recent years have “de-trained” many students in the art of “Individual Investigation”.

“Investigations” have become more about meeting assessment requirements than about finding out new things about places.







# Developing Individuality in Enquiry?

A level Geography 2016

Developing students confidence and ability to ask questions about places and take ownership of investigative work is vital for ensuring students are prepared for the Individual Investigation.

Modelling an enquiry approach can be developed further down the school and used in all Geography lessons, not just those relating to fieldwork.

It's all about developing understanding by asking questions and finding out.







# Be Bold! Take a Risk!

- Investigative, enquiry, fieldwork is about finding out new things about places.
- Students often find this difficult and get hung up in worries about “**Will it work**” or “We will get the right answer”.
- For this reason they may end up asking **simple**, or **safe** questions, rather than the **interesting** questions
- Good fieldwork doesn’t mean accepting your null hypothesis!



A level Geography 2016

# Developing a question to investigate...

*"We are going on a field trip to -2.755710, 52.707541"*

*"What Geography can you find there? General topics / themes for enquiry?"*

How could students research this...?

[Google Maps](#)

[Scribble Maps](#)

[ArcGIS Online](#)

[Where's the Path](#)

- Use photos and videos of the place...
- Or take them there and walk around in your

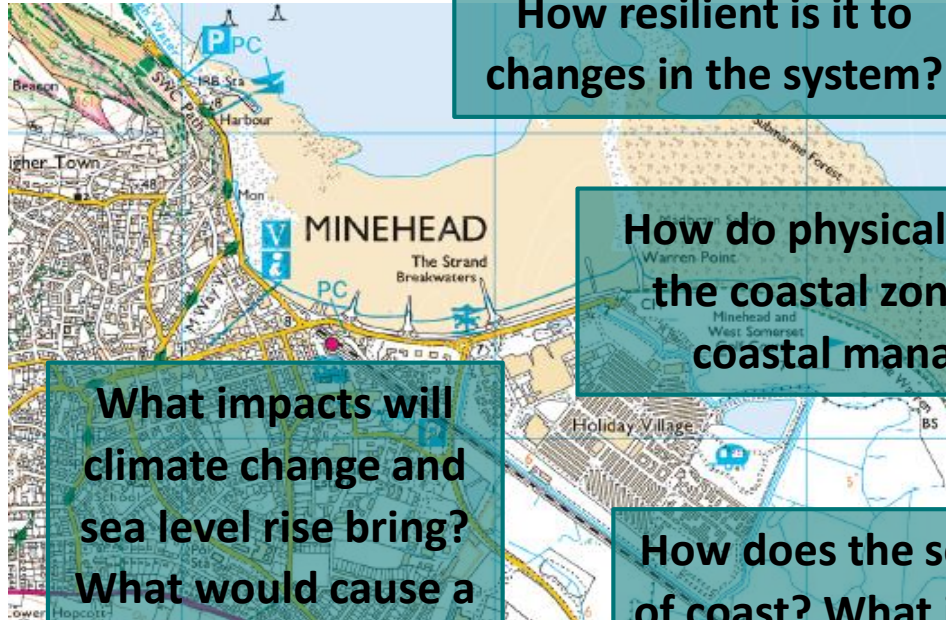
**"Geography Goggles"**





# What Questions Could You Ask About This Place?

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How has the coastline changed over time?  
How resilient is it to changes in the system?

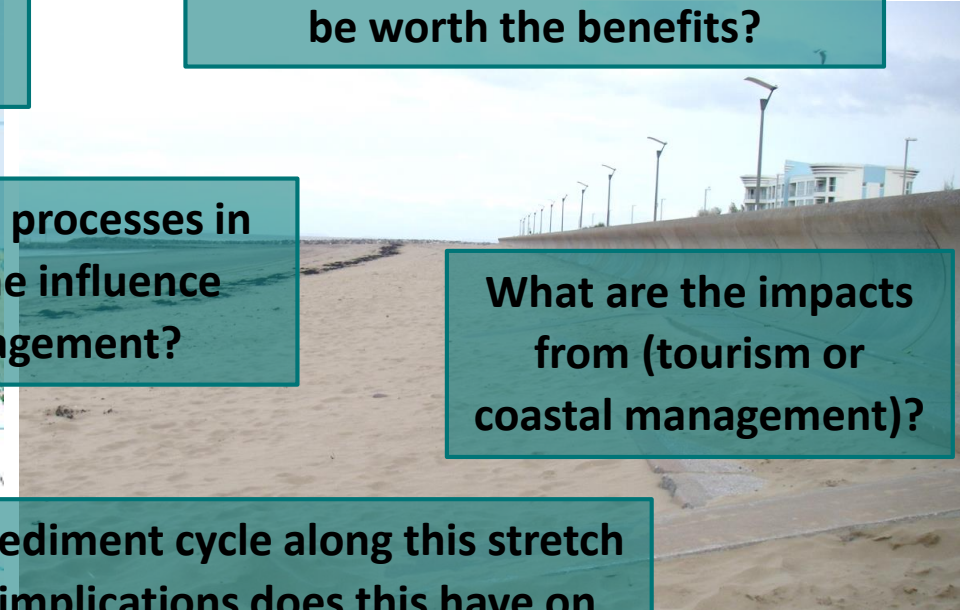
How is the coast managed and will management in the future be worth the benefits?

How do physical processes in the coastal zone influence coastal management?

What impacts will climate change and sea level rise bring?  
What would cause a threshold event?

How does the sediment cycle along this stretch of coast? What implications does this have on...  
'coastal management' or 'land forms' or 'integrated coastal zone management'?

What are the impacts from (tourism or coastal management)?





A level Geography 2016

# Developing a question to investigate...

- Once the general topic has been chosen, some further background research is required into both topic and location. This may use both Formal and Informal representations.

[ONS Interactive](#)

[NRFA](#)

[BGS Mapviewer /iGeology](#)

[Blogs](#)

[Social Media](#)

[Art](#)

[Old Maps](#)

[Check My Flood Risk/EA Flood Risk Map](#)

[IMD Data Mapper](#)

- This “Contextualising Research” is important in developing better questions, grounded in context of the place.



A level Geography 2016

# Developing a question to investigate...

- In Yr 12 this research could be shared or pooled to produce an agreed class question or hypothesis.
- This will give rise to methods of data collection which will contribute to answering the question
- Individuals or small groups should also be encouraged and allowed the freedom and time to pursue any other supplementary questions they have developed.





A level Geography 2016

# Fieldwork Opportunities

## AS + A Level (yr1)

- Coasts or Glaciation
- Regenerating Places or Diverse Places

## A Level (yr2)

- Any specification content but...

*...when you choose to do your Fieldwork may have an impact.*

*...some topics may be more suitable for individual investigation.*



A level Geography 2016

# Fieldwork Opportunities

**Yr 12**

Tectonic Processes and Hazards

Landscape Systems: Coasts or Glaciation

Globalisation

Shaping Places: Regenerating Places or Diverse Places



**Yr 13**

Water Cycle and Water Insecurity

Carbon Cycle and Energy Security

Superpowers

Global Development and Connections:  
Health, Human Rights and Intervention  
or Migration, Identity and Sovereignty



# How FSC can support you...

A level Geography 2016

## Edexcel AS/A-Level Courses

AS/A Level Geography  
Edexcel

Investigating Places,  
Landscapes and Change  
3 days

A Level Geography  
Edexcel

Coursework:  
Independent Investigation  
5 days

A Level Geography  
Edexcel

Investigating a place, region  
and country: an independent investigation  
5 days

- Complete the fieldwork requirements in real environments.
- Prepare AS level students for their total marks.
- Cover a choice of specification content: Coastal Landscapes, and Topic 4: Regions.
- For those going on to A level, this course is two of the four days of fieldwork requirements, provide contextualised learning in inspiring real environments to develop their geographical understanding for the A level examinations.

## CPD Courses For Teachers

[www.field-studies-council.org/professional](http://www.field-studies-council.org/professional)



[www.geography-fieldwork.org](http://www.geography-fieldwork.org)