# Embedding Fieldwork Skills Activities

To help support you in delivering the fieldwork skills in the Geography GCSE A specification (p15), we have developed a range of activities to enable you to embed fieldwork into your teaching. The activities included, encourage students to interact with a wide variety of resource materials to develop their fieldwork skills. The activities can be completed as starters and with students working in pairs or small groups. This resource outlines which part of the specification the fieldwork activity can be embedded as well as which one of the six areas of fieldwork the activity is targeting (see below). The main section of the resource explains the teaching and learning activity with reference to online resources to complete the activity or the website links include examples and further information to support both you and your students. The nature of the tasks included in this resource mean that students will be developing their geographical skills as they interact with maps, images and data.

In the specification we have defined fieldwork as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In undertaking fieldwork, students practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds ‘geographical value’ to study, allowing students to ‘anchor’ their studies within a real world context.

There are six areas of fieldwork that will be assessed through both students’ own experiences of fieldwork and unfamiliar contexts, these are listed on page 15 of the specification and they include:

i. understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.

ii. understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.

iii. processing and presenting fieldwork data in various ways including maps, graphs and diagrams.

iv. analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories.

v. drawing evidenced conclusions and summaries from fieldwork transcripts and data.

vi. reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

The assessment of fieldwork will take place within Component 03 - Geographical Skills. This component will include questions in relation to physical and human geography. This resource has been developed with that in mind as we have embedded fieldwork skills into the physical and human geography themes within the specification content.

We suggest that you use this resource alongside our other fieldwork resource entitled ‘GCSE Geography Fieldwork Skills Factsheet’. This resource unpacks and explores each of the six areas of fieldwork listed on page of the 15 specification and gives lots of information about the enquiry approach to fieldwork and how you might deliver this: <https://www.ocr.org.uk/qualifications/gcse/geography-a-geographical-themes-j383-from-2016/planning-and-teaching/>

**Geography fieldwork resources**

Endorsed OCR GCSE Geography Fieldwork book - <https://insightandperspective.co.uk/publications/gcse-geography-fieldwork-for-ocr>

Field Studies Council - <https://www.geography-fieldwork.org/gcse/> (See getting started and the resources for different types of fieldwork e.g. rivers, urban etc)

Royal Geographical Society - <https://www.rgs.org/in-the-field/fieldwork-in-schools/> (see the fieldwork resources section)

Geographical Association – <https://www.geography.org.uk/Geography-fieldwork>

[](https://www.surveymonkey.co.uk/r/ZL5Z53B)

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| Specification reference | Resource and teaching/learning activity | Activity type | Fieldwork skill |
| --- | --- | --- | --- |
| 1.1.3 The formation of river landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, oxbow lake). | Bing or google maps  Teaching and learning activity: Use an OS map at 1:25,000 scale (available on Bing maps). Identify three potential sites for river fieldwork. Think about the features of the river (width of the channel), the accessibility of the sites (vegetation, steepness of the banks) and the potential risk (water pollution, stinging nettles). Justify your choice. Images of the river landforms could be used alongside this activity and students could annotate them with key geographical features as well as the accessibility to these sites for fieldwork. | Homework | ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement |
| 1.1.4 The formation of coastal landforms (headland, bay, cave, arch, stack, beach, spit). | <https://www.bgs.ac.uk/home.html>  The interactive geology map can be found within the data tab on the top row and then ‘geology maps’.  Use the Geology of Britain viewer to explore the relationship between geology and features of the UK coastline. Use the map to pose research questions about the relationship between rock type and coastal landforms/rates of erosion - for example, relating the development of headlands and bays to rocks of varying resistance. | Pairs/ Small groups | i. Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these. |
| <https://www.random.org/>  <https://www.geography-fieldwork.org/gcse/before-starting/methods/sampling/>  Use Google maps and a random number generator. Find a satellite image or aerial photo of the beach where you intend to collect data through fieldwork, use the image / photo as a discussion point on sampling/how data on pebble size/shape could be collected. Explore use of point sampling using an arbitrary overlay grid on the image or the use of a quadrat in the field. Students could work in pairs to use the random number generator and suggest how these numbers could be used in data collection. During fieldwork, ask some students to choose pebbles by eye and others to use the random numbers. Evaluate how these two techniques worked and which provided a representative sample. For more information about sampling, see the link to the Field Studies Council information. | Pairs/ Small groups | ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement  vi. Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained. |
| 1.1.5 **Two case studies, one** UK river basin and **one** UK coastal landscape, to cover:  how human activity, including management, works in combination with geomorphic processes to impact the landscape | <https://www.youtube.com/watch?v=U0WOWKciG7o> (animation)  <https://www.metoffice.gov.uk/weather/specialist-forecasts/coast-and-sea/beach-forecast-and-tide-times>  Play the short animation that explains the value of the inter-tidal zone and the purpose of managed realignment. Students use a 1:50,000 OS map (available on Bing maps) or satellite images of local coastlines to identify suitable locations for fieldwork where the feasibility of future managed realignment schemes could be investigated. Students could also identify criteria that could be used to assess the suitability. For example, they might consider relief, tidal range, land use and location of infrastructure (such as roads) that might need relocating. This evidence could be collected using secondary sources (such as OS maps for relief, or the Met Office website for tide times and heights) or by observing land uses (perhaps using RICEPOTS) during a fieldtrip (real or virtual).  <https://www.geography-fieldwork.org/gcse/urban/cbd/fieldwork/> (RICEPOTS) | Pairs/ Small groups | ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement. |
| <https://www.geograph.org.uk/>  <https://what3words.com/>  Use Geograph to find photos of hard engineering strategies on a local urban river (embankments, flood walls, demountable defences). Annotate the images to explain how the feature prevents flooding or erosion. Use the What3words app to provide a geo-location for the feature. What are its strengths and weakness for providing a geo-location for a fieldwork feature compared to using a post code? | Homework | ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement  vi. Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained. |
| 1.2.3 Case study of the consequences of economic growth and/or decline for one place or region in the UK. | <https://maps.nls.uk/>  <https://www.streetcheck.co.uk/>  <https://parallel.co.uk/imd/>  Use the National Library of Scotland website. Find the six inches to the mile map of the fieldwork site in the ‘side by side viewer’. Use this evidence to identify one way that the economy of the fieldwork location has changed since the map was made. Pose suitable research questions, which, for example, might relate economic growth/decline to changes in the quality of the environment or to changes in socio-economic indicators. Explore one way that the impact of this change could be investigated during fieldwork, for example, using re-photography or Environmental Quality Index (primary) or census data (secondary). | Pairs/ Small groups | i. Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.  ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement. |
| <https://www.geograph.org.uk/>  <https://www.rgs.org/schools/teaching-resources/quality-of-life/>  <https://www.geography-fieldwork.org/a-level/place/inequalities/method/>  Select photos on Geograph or screenshot images of urban decline and deprivation (such as vacant shops or businesses, derelict buildings, waste ground) from Google Street. Use these images as discussion starters. How is the urban environment affected by job losses or the closure of shops or other businesses? Students could use the discussion to create simple criteria for an Index of Decay data collection sheet. | Starter/ Homework | ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement. |
| 1.2.4 An understanding of the causes and the effects of, and responses to an ageing population. | [https://parallel.co.uk/3D/population-density/](https://parallel.co.uk/3D/population-density/0)  Use the Parallel Population Density map to investigate the location and distribution of ageing populations close to your school/college. Ask students to explore the population pyramids and sort them into categories. These could be simple categories that you have devised (such as ageing, student, families) or ones devised by the students. Discuss the services needed by an ageing population (such as transport, health, life-long education).  <https://www.geography-fieldwork.org/gcse/urban/inner-cities/fieldwork/>  Design a data collection sheet that you could use to assess the quality of the environment in one area with an ageing population. The sheet would need to assess the provision of services identified above. After the fieldtrip, reflect critically on the design of your data collection sheet. What were the strengths and limitations of your methods? What could you have improved? | Pairs/ Small groups | ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement  vi. Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained. |
| 1.2.6 **Case study** of **one** major city in the UK including the influences of:   * migration (national and international) and its impact on the city’s growth and character * the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption | <https://www.geograph.org.uk/>  Select photos on Geograph or screenshot images that demonstrate the influence of migration on UK cities (such as mosques, Asian, Caribbean or European restaurants, and shops selling ethnic or halal foods) from Google Street. Use these images as discussion starters. How is the urban environment influenced by migration and/or globalisation? Students could conduct a virtual fieldtrip using Google Street View and plot evidence of different nations in a UK high street on a map at a relevant scale. | Starter | i. Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these. |
| <http://www.extrium.co.uk/noiseviewer.html>  Use the Extrium website to identify 3 locations close to the school/college that experience high noise levels from traffic. Identify one or more research question/s that could be investigated at these locations for example, linking noise to: amount of traffic at different times of day; types of traffic; presence or absence of traffic calming.  <http://www.mobilelearningtoolkit.com/measuring-noise-levels-in-a-town.html>  Design a strategy for recording noise levels using smart phones – for example the Decibel 10 App. Students could also work in pairs / small groups to devise a scale for recording noise levels. | Pairs/ Small groups | i. Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these. |
| 1.3.2 **Case study** of **one** UK flood event caused by extreme weather conditions including:   * causes of the flood event, including the extreme weather conditions which led to the event * effects of the flood event on people and the environment * the management of the flood event at a variety of scales. | <https://www.youtube.com/watch?v=21YAP8RF_sw>  Play the video describing why natural flood management is preferable to hard engineering approaches. Students may need to watch this short video twice. The first time they should identify three ways that rivers could be managed to reduce the flood risk. The second time they watch the video they can focus on the enquiry questions: *How have rivers been altered? Why has this had the unintended consequence of increasing the flood risk?* Students use this information to design a questionnaire which could be used to gather perceptions of flooding and flood management. | Pairs/ Small groups | i. Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.  ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement. |
| <https://floodassist.co.uk/resources/flood-risk>  Use the flood risk map to identify locations that are at risk of flooding (this could be close to the school). Use Geograph to find photos of these locations. List the land uses in the photos and ask students to rank or classify the land by level of impact if flooding occurs. For example, car parks, playing fields (low impact); roads and arable fields (medium impact); housing and shops (high impact); and retirement homes and hospitals (very high impact). This classification will provide a starting point for a discussion of flood zones.  <https://geosmartinfo.co.uk/flood-zones-explained/>  <https://floodflash.co/how-to-know-if-youre-at-risk-of-flooding/>  Design a primary data collection sheet to record land use and the level of impact of flooding when conducting fieldwork at these locations. See section 7: Risk mapping <https://www.geography-fieldwork.org/a-level/water-carbon/flooding/method/#risk> | Pairs/ Small groups | ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement. |