# Embedding Fieldwork Skills Activities

To help support you in delivering the fieldwork skills in the Geography GCSE B specification (p19), 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 19 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 Components 01 and 02 These components will include questions in relation to physical (01) and human (02) geography. This resource has been developed with that in mind as we have embedded fieldwork skills into the physical and human geography topics 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 19 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-b-geography-for-enquiring-minds-j384-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>



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[resources.feedback@ocr.org.uk](file:///%5C%5Cfilestorage%5COCR%5CPD%5CProdSup%5CDesign%5CStudio%5CVisual%20Style%20Guidelines%5C2016_Templates%5Cresources.feedback%40ocr.org.uk).

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| Specification reference | Resource and teaching/learning activity | Activity type | Fieldwork skill |
| --- | --- | --- | --- |
| 1.1.b **Case studies** of **two** contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below:* flash flooding or tropical storms
* heat wave or drought.

There must be **one** UK based and **one** non-UK based natural weather hazard event. | <https://www.metoffice.gov.uk/weather/maps-and-charts/surface-pressure> View the current surface pressure chart on the Met Office site. Use the chart to predict changes in the weather over the next 24 hours. Use evidence on the chart to pose suitable research questions, for example:* Is rainfall higher during low air pressure?
* Is cloud cover greater when fronts pass overhead?
* How much lower are temperatures after the passing of a cold front?
 | Pair/group work | 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. |

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| 3.1.a How the concept of a landscape can be defined, including the differences between built and natural landscapes. | <https://artuk.org/discover/artworks>Use the ArtUK website to find an artwork that depicts the landscape in your home town or region. The site includes images of rural and urban landscapes. Use the image as a starter activity. If this is the first time students have tried this type of activity, you might want to use closed questions, such as, (a) which of these questions could be useful as part of an interview with local people? And (b) why have you chosen this question? Does this image create a positive or negative impression? How has this place changed? Why do people like this place? What do local people feel about this place? | 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. |
| <https://www.geograph.org.uk/>Use the Geograph website. Select photographs of built and natural landscapes that are potential fieldwork sites. Use one image of a built environment and one of a natural landscape as discussion starters. Ask students to each list 10 words that describe the images. Collate the results. Ask students to work in pairs/teams, using the words that have been generated to create bipolar semantic scales (see websites below for further information) that could be used to assess each type of landscape – adding antonyms where necessary. Use the completed bipolar semantic scales to assess the remaining images. Students should note how members of their team in similar/different ways to the images. Use this evidence to evaluate how and why geographers use this method of data collection.See Section 9 – Environmental quality assessment e.g. <https://www.geography-fieldwork.org/a-level/place/inequalities/method/> See recording the quality of the environment e.g. <https://www.geography-fieldwork.org/gcse/rural/rural-issues/fieldwork/> | Pair/group work | 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. |
| 3.2.a The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake. | <https://www.youtube.com/watch?v=jt2pdqnYmJc><https://www.youtube.com/watch?v=fmzjRJUi9UY>Play the videos describing the restoration of Swindale Beck. Students should identify the main differences in the old (straight) river channel and the restored (meandering) river channel. From this, identify (a) research questions/hypotheses and (b) data that could be collected at their own river fieldwork site that will help them judge whether their river is a natural or engineered channel and/or how it may respond during a flood event.Activity support: <https://www.geography.org.uk/Idea-17--Rivers-fieldwork-Collecting-and-displaying-results-> <https://www.geography-fieldwork.org/gcse/rivers/river-processes/fieldwork/> | Pair/group work | 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.random.org/><https://www.geography-fieldwork.org/gcse/before-starting/methods/sampling/> <https://www.rgs.org/schools/teaching-resources/sampling-techniques/>Use Google Maps and a random number generator. Use a satellite image or aerial photo of the beach where you intend to collect data as a discussion point on sampling/how data on pebble size/shape could be collected. 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. See the websites above for further information on sampling. | Pair/group work | 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.  |
| 3.2.b **Case study** of **two** landscapes in the UK, **one** coastal landscape and **one** river basin, to include the study of: * Its landforms created by geomorphic processes
* the geomorphic processes operating at different scales and how they are influenced by geology and climate
* how human activity, including management, works in combination with geomorphic processes to impact the landscape.
 | <https://www.youtube.com/watch?v=21YAP8RF_sw>Play the short 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 question: *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. | Pair/group work | 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://what3words.com/><https://www.geograph.org.uk/>Use Geograph to find photos of hard engineering strategies in a local coastal environment (embankments, groynes, artificial reefs). Annotate the images to explain how the feature prevents flooding or erosion. Use the What3words app to provide a geo-location for the feature. Evaluate this application. What are its strengths and weakness for providing a geo-location for a fieldwork feature compared to using a post code? | Pair/group work | 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.  |
| <https://www.youtube.com/watch?v=U0WOWKciG7o>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 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. Students could also use the free GIS tool from ESRI UK to complete the same activity e.g. <https://schools.esriuk.com/>  | Pair/group work | ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement. |
| 5.2.a What is life like for people in a city?* Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption.
* Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality.
 | Google Street ViewMeasuring environmental quality e.g.<https://www.geography-fieldwork.org/gcse/urban/inner-cities/fieldwork/>Use Google Street View to explore evidence of culture in the urban environment such as graffiti, important historical buildings (such as museums or places of worship) or public buildings that use modern architecture. Design a simple Environmental Quality Index (EQI) that you could use to collect data about the impact of these features on the urban environment. After the fieldtrip, reflect critically on the design of your EQI. What were the strengths and limitations of this method of collecting data? What could you have improved? | Pair/group work | 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.  |
| <https://www.geograph.org.uk/>Further support – developing enquiry questions e.g.<https://www.geography-fieldwork.org/gcse/before-starting/planning/geographical-questions/> <https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=cbcda0a7-7062-44ce-8eba-9bdcf6620f98&lang=en-GB>Use the Geograph website. Select five photographs of the fieldwork site/s. Pose suitable research questions or hypotheses which could be investigated using fieldwork at this site. If students lack confidence then use this as a starter activity – providing a range of possible questions/hypotheses, some of which are suitable, for students to select and justify. | Starter activity | 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.police.uk/>Use the Police website to investigate patterns of crime in your fieldwork area. Plan a transect (a route you can safely walk through the area) that will take you past places with differing amounts of reported crime. Design a data collection sheet that you could use to record evidence of crime prevention (such as CCTV cameras or shutters on windows) on this transect. After the fieldtrip, reflect critically on your choice of transect and the design of your data collection sheet. What were the strengths and limitations of your methods? What could you have improved?Further information:<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=ed433c81-8005-4ef3-8454-70e29f8c6619&lang=en-GB> | Pair/group work | 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.  |

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| 5.2.b For **each city** investigate **one** initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements. | <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 questions 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.  | Pair/group work | 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. |
| 7.1.c Identify the changes in **one** economic hub and its significance to its region and the UK. | <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 from 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 | 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. |