

Geography PGCE

Post -16 Fieldwork Planning

<u>Fieldwork Planning 2009</u>	Group Members: Claire Harrington, Emma Camplejohn, Lucy Mitchell, Victoria Jeeves, Jennifer Pong.	Location: Lake District	Target Audience: A2
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Rationale: a short explanation of the aims and objectives of the fieldwork	Setting the scene: description of the geographical contexts and locations
<p>Assertion: The Lake District National Park has a distinctive sense of place.</p> <p>Aim: To compare sense of place in two contrasting sites.</p>	<p>Site 1: Great Woods (south of Keswick, east of Derwent Water on B5289). GR: 2127 OS map 90 (Penrith & Keswick)</p> <p>Site 2: Bowness. GR: 4097 OS map 96 (Barrow-in-Furness)</p>

Assessment/specification context: Specification requirements and framework. How does the approach/philosophy and content (generalisations/knowledge/understanding/skills/values and assessment requirements) of the specification influence the design of the fieldwork?	Geographical focus (application of subject knowledge): Specify relevant subject knowledge featured in this unit
<p>Unit 4a (geographical fieldwork investigations) requires: 'an individual investigation of a geographical argument, assertion, hypothesis, issue or problem'.</p> <p>This fieldwork will enable pupils to complete exams on Units 3 and 4a.</p> <p>David Holmes (2009, Geography Teaching Today website) argues the case for qualitative fieldwork. He believes that teachers focus too heavily on the systematic, quantitative approach because they feel more comfortable using traditional statistics and that this approach means that pupils have specific roles (e.g. counting buses) that keep them occupied throughout the fieldwork. However, using qualitative methodologies allows for a more 'fluid, recursive approach' and using techniques such as producing field sketches</p>	<p>AQA Unit 3 (contemporary geographical issues):</p> <ul style="list-style-type: none"> • Changes in ecosystems resulting from urbanisation • One case study on an ecological conservation area (e.g. National Park) • Relationships between human activities, biodiversity and sustainability • The conflicts between conservation and exploitation of a fragile environment <p>By focusing on 'sense of place', this fieldwork links NC big concepts that pupils will have studied previously (e.g. space, place and scale) to the concepts that are studied in university geography, effectively bridging the gap between the two. This ensures progression in learning.</p>



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and textual analysis of poetry are valid data collection techniques. These types of data are viewed as inferior by positivists, since they do not result in statistical analysis.

In addition, Homes states that it is valid to use pupils as the sole research participants.

The fieldwork design is also linked to the concept of 'experiential learning' which is the process of making meaning from direct experience. David Caton within his 'Theory into Practice' article argues that in Geography, this is about promoting meaningful experiences with the environment through using alternative methods based on qualitative information. This is a more holistic approach that embraces all aspects of the environment which provides a more rounded understanding and a greater awareness of places, often through engaging all the senses in sensory fieldwork. This knowledge is constantly gained through reflections on both personal and environmental experiences and becomes a 'living textbook' of understanding that students can recall. This may be why "research within the field of educational psychology suggests there is a strong link between experiential learning and improved learning outcomes" (Kent and Foskett, 1999).

Geographical Objectives: the knowledge, understanding, skills and values that will be developed by the students

Knowledge & understanding:

To understand that the Lake District National Park is not a homogenous place
To understand how human activity can change a place
To know a case study of an ecological conservation area (as per the AQA specification)

Skills:

Literacy
Annotation of OS maps and sketch maps
Risk assessments

Important background information: what do students need to know before the trip, also give links to other useful references and sources of information

What is a National Park?
Where is the Lake District National Park? (www.nationalparks.gov.uk)
What makes a place? (e.g. articles by Doreen Massey)
What are fragile environments? (completed unit of work from AQA syllabus)
Why carry out fieldwork and what can it involve? (www.field-studies-council.org)

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Bipolar surveys
To evaluate an assertion

Values:

To develop a sense of place
To appreciate different points of view



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Suggested itinerary/timetable: Provide detailed information about the timing of activities (including travel times) and clear maps showing the location of sites.

Approximate Timing	Activity
9am	Travel from accommodation (Ambleside YHA) to site 1 (Great Wood)
9:35	Arrive at Great Wood. Verbal briefing. Walk to site within woods.
9:50	Thought shower (starter)
10:00	Soundscape
10:10	Human camera
10:25	Field Sketch of location
10:35	Bipolar analysis with opinion line
10:50	Analysis of images and texts
11:15	Creating individual poems
11:40	Thought sheet (plenary)
12:45	Arrive at site 2 (Bowness)
12:50	Thought shower (starter)
13:00	Lunch
13:45	Soundscape
13:55	Human camera
14:05	Field Sketch of location
14:20	Bipolar analysis with opinion line
14:40	Collage work – collecting resources
15:10	Thought sheet (plenary)
15:20	Travel to YHA
15:40	Arrive at YHA and break
16:00	Evening follow-up work

Teaching strategies:	Learning activities:
Content of the student briefing	Preparation activities
<p>We will inform pupils prior to departure that they require:</p> <ul style="list-style-type: none"> - Suitable footwear - Appropriate outdoor clothing - Sun and insect protection and medication - Equipment needed in the field (e.g. stationery) 	<p>Pupils will have completed Unit 3 on ecosystems.</p> <p>Pupils will have studied:</p> <ul style="list-style-type: none"> - what a National Park is and why it is needed - woodland ecosystem features - the Lake District, through text books, descriptions and photographs



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<p>We discuss expectations with the pupils. Write to parents/guardians informing them of: departure and arrival times; the fieldwork location and activities; and contact details. Written permission obtained from parents/guardians for each pupil.</p>	<p>Pupils will revise map skills, using OS map of the fieldwork area.</p>
<p>Role of the teacher during fieldwork</p> <p>Teacher takes a facilitator role during the actual fieldwork. Introduces different activities and explain fieldwork techniques (e.g. bipolar analysis) as necessary, but pupils carry out the activities in pairs or individually. Teacher is responsible for minimising hazards by providing briefings before each activity and ensuring pupils have appropriate equipment with them. In the case of poor weather, the teacher reorganises the schedule as necessary (e.g. indoor activities using photos). In the case of emergencies, the teacher is responsible for alerting relevant authorities and people. Teacher takes on a pastoral role.</p>	<p>Details of fieldwork activities</p> <p>Thought shower (starter) Pupils write down three initial thoughts about each site, as soon as they arrive there.</p> <p>Sounds scape Pupils close their eyes and hold their hands up in fists. Every time they hear a sound they raise a finger. After hearing 10 sounds, the pupils record them on a worksheet, along with whether they are human or natural.</p> <p>Human camera Pupils work in pairs. One person closes their eyes, the other directs them to a place where they 'take a photo' by opening their eyes and describing what they can see in front of them. They repeat it to take a close up 'photo' and a panoramic one.</p> <p>Field Sketch Individually, pupils complete field sketch of each site and annotate.</p> <p>Bi polar analysis and opinion line Pupils complete bi polar analysis, scoring each site on different variables. Once pupils have added up their score for the site, they align themselves in order of their scores. Teacher selects pupils to justify their scores/positions. The activity repeated with pupils taking on different roles, e.g. how would an older/younger person feel about the site.</p> <p>Interpreting text (site 1 only) Pupils analyse Ingrid Pollard's photos (in fieldwork books). Annotate to show what is in photos and how the photographer feels. Teacher reads Ingrid Pollard's poem to pupils. Pupils reflect on the photos again. Teacher reads Wordsworth poem to pupils. Pupils then analyse the poem to see how Wordsworth's opinion of the Lake District differs to that of Ingrid Pollard.</p> <p>Pupils write poem (site 1 only) Describing the site and their feelings.</p>

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Creating collage (site 2 only)

Pupils collect resources that they think represent Bowness. They will use them to make a collage in the classroom.

Final thought shower (plenary)

Pupils write down 3 final thoughts about the site they have been visiting and compare these to their initial thoughts.



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Debriefing focus	Follow-up activities (data processing, presentation and analysis)
<p>Look at image of Lake District in a text book. Pupils discuss the photo and whether they think it is representative now that they've been there themselves. Ask: What sense of place do you develop from the photo? How does this differ to your experiences in the Lake District? Pupils annotate image and then have group discussion.</p> <p>Repeat the activity for a photo of another location, such as Kenya.</p> <p>Can pupils extrapolate the skills they have learnt in the field to help them develop a sense of place about the location in the photo?</p> <p>Do the pupils have a clearer geographical imagination of the Lake District and other locations following the fieldwork?</p>	<p>Pupils assemble collected items from Bowness into a collage to demonstrate their thoughts and observations about the place.</p> <p>Pupils present their work to each other. First they read their poem, then they explain the reasons behind their collage, highlighting any similarities and differences between the two.</p> <p>Group discussion to confirm or dispute the assertion (the Lake District National Park has a distinctive sense of place).</p>

Resources and equipment needed: (Attach any worksheets)	Health and Safety issues: highlight specific risk assessment information for each site
<p>First aid kit Pens, pencils, clipboards Laminated photos of sites in case of poor weather (attached) OS map 90 Poems to read out loud Worksheets (attached)</p>	<p>Great Woods Slips and trips (appropriate footwear) Cuts and scrapes (appropriate footwear) Sloping surface (appropriate footwear) Uneven surfaces (appropriate footwear) Car park traffic (verbal warning and briefing) Contact with strangers (working in pairs & verbal warning and briefing) Mobility (pupils supply medical forms before trip) Insect bites (pupils advised to bring spray) Pupils get lost (set meeting point in car park)</p> <p>Bowness Traffic (verbal warning and briefing) Animals (verbal warning and briefing) Falling into lake (verbal warning and briefing)</p>



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Contact with strangers (working in pairs & verbal warning and briefing)
Pupils get lost (set meeting point near Visitor Centre)

Evaluation: How will the learning outcomes be assessed?
Suggestions for further development

In the field, assess their ability to form their own sense of place by asking pupils to create an opinion line and justify their positions on it. We will check that students have developed their skills through marking their workbooks, particularly field sketches. Observe their poem and collage presentations.

Through debriefing and follow up activities (as above).

Ways to extend the study:

1. Students could be given an OS Map and asked to select two new sites that might have a different sense of place to the ones already studied. This could be checked through internet research or if time, through fieldwork.
2. Evaluate how senses of place might change over time, using old photographs and making future predictions.
3. If video cameras are available, pupils could record their own senses of place at different sites. This would give them a 'voice'.