

# Geography PGCE

## Post -16 Fieldwork Planning

<b><u>Fieldwork Planning 2007</u></b> <b>Title:</b> Flopsy, Mopsy, Cottontail, Peter	<b>Group Members:</b> Naomi Allen, Fahima Madaser, Salma Begum, Maarya Siddiqui,	<b>Location:</b> Lake District	<b>Target Audience:</b> AS Level
--	---	-----------------------------------	-------------------------------------

<b>Rationale:</b> a short explanation of the aims and objectives of the fieldwork To build practical fieldwork skills whilst learning in line with the AQA syllabus Build up a case study of managing honey pot sites in the Lake District.	<b>Setting the scene:</b> description of the geographical contexts and locations The AS Level will be staying locally at a youth hostel. This is a 1 day of a residential fieldtrip within the Lake District looking at the impact of Beatrix Potter on Hawkshead, Hilltop and Latterbarrow.
---	---

<b>Assessment/specification context:</b> 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? <ul style="list-style-type: none"> <li>• Environmental impact and the associated conflicts or issues.</li> <li>• Management strategies such as honeypot sites, footpath maintenance, access, zoning.</li> <li>• A case study of a National Park.</li> </ul>	<b>Geographical focus (application of subject knowledge):</b> Specify relevant subject knowledge needed to deliver the unit <ul style="list-style-type: none"> <li>• National Parks</li> <li>• National Trust</li> <li>• Lake District</li> <li>• Honeypot sites</li> <li>• Management of a rural area in an MEDC</li> <li>• Environmental impact</li> </ul>
--	---

<b>Geographical Objectives:</b> the knowledge, understanding, skills and values that will be developed by the students Knowledge <ul style="list-style-type: none"> <li>• To be able to name the positive and negative impacts of tourism in an MEDC within a National Park.</li> <li>• To build a case study of the Lake District as an example of the impact of tourism on a honeypot sites</li> </ul> Understanding	<b>Important background information:</b> what do students need to know before the trip, also give links to other useful references and sources of information <ul style="list-style-type: none"> <li>• In lessons beforehand the class will have studied OS maps of the Lake District</li> <li>• They will have had some understanding of National Parks in an LEDC for a contrasting case study</li> <li>• They will have researched about Beatrix Potter and watched Miss Potter film.</li> </ul>
---	--

## Geography PGCE Post -16 Fieldwork Planning

- The need and purpose for conservation
- The conflicting issues arising from tourism

### Values

- To gain insight into a rural culture
- Appropriate behaviour of students

### Skills

- Mapping skills
- Observational
- Interview
- Data analysis
- Communications
- Sensory
- Groupwork
- Numeracy
- Literacy
- listening
- Empathy
- Enquiry

- They will have an understanding of how BP is linked with the National Trust and specifically Lake District.
- Students will know the objective of the visit.
- Before the trip students will prepare semi structured interviews/questionnaires
- Pupils will familiarise themselves with the resource booklet.

# Geography PGCE

## Post -16 Fieldwork Planning

**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
9:00-9:30	<p><b>Briefing</b>            Setting the scene – encouraging students to absorb surroundings of the Lake District            Behavioural expectations            Students form pairs for responsibilities and safety.            Risk &amp; Hazard briefing            Final checks on equipment e.g. shoes, waterproof, clipboards, water, pen/pencils</p>
9:30-10:30	<p>Class walking up Latterborrow mountain – including 2 five minute stop  <b>Task - In pairs come up with adjectives to describe the area</b> (during 1<sup>st</sup> 5 minute pit stop)  <b>Task - Environmental Quality Assessment</b> (during 2<sup>nd</sup> 5 minute pit stop)</p>
10:30-11:00	<p><b>Sensory activity at top of mountain– eyes closed, write down 5 sounds you can hear. Camera shutter exercise.</b>  <b>Environmental Quality Survey, Reading from Beatrix Potters 'The Tale of Squirrel Nutkin',</b>  <b>Field Sketch of Hawkshead</b></p>
11:00-12:00	<p>Class walking down the hill – including 2 five minute stop</p>
12:00-13:00	<p>Drive down to Hawkshead (15 minutes)            Students have 45 minutes for lunch this will be broken into 15 minutes as a group, sitting on benches at Hawkshead car park and 30 minutes independent time for shopping, walking, WC etc.            Class to return to bench at 1pm.            Students can leave un-needed bags etc in minibus, as teacher will be located close to car park.</p>
13:00-14:00	<p>Hawkshead – class briefed and discussions around task.  <b>Tasks– In groups the students will conduct the following: Environmental Quality Assessment, transport activity, semi-structured interviews</b>            Class to return to benches at 2pm</p>
14:00-14:20	<p>All students gathered (10 minutes)            Drive to hilltop (10 minutes)</p>
14:20-15:30	<p>Hilltop House - class briefed and discussions around task.            Class filtered through the house at different intervals in groups  <b>Tasks: Environmental Quality Assessment, transport activity, semi-structured interviews</b> (to be completed around the house grounds)</p>

## Geography PGCE Post -16 Fieldwork Planning

15:30-16:00	Plenary Reading literature from Beatrix Potters book – pupils reflect on the day and discussions take place
16:00	Leaving to drive back to hostel

Teaching strategies:	Learning activities:
Content of the student briefing	Preparation activities
Reminder of context and purpose of case study for exam question Important for pupils to collect data for case study Explain that similar tasks will be carried out at all 3 sites. Explain risks and safety.	Resources Background research Watching Miss Potter film Google Earth of Lake District Familiarise themselves with OS maps
Role of the teacher during fieldwork	Details of fieldwork activities
<ul style="list-style-type: none"> <li>Teacher will be leading the group into the mountain and tasks will be carried out.</li> <li>Teacher will be driving minibus between loctions</li> <li>Brief pupils about the importance of the area.</li> <li>Supervising pupils in Beatrix Potter gallery, independent work and Hilltop.</li> <li>Students will know the teacher will be at meeting point if needed for assistance.</li> </ul>	To be able to read OS maps To conduct EQA surveys To carry out semi-structured interviews To make links between honey pot sites and tourism To develop and understanding of how the national trust works to manage the impacts of tourism in the Lake District

## Geography PGCE Post -16 Fieldwork Planning

<p><b>Debriefing focus</b></p> <ul style="list-style-type: none"> <li>Review of objectives – ask students if objectives were met and how</li> <li>Compare each others notes from fieldwork</li> <li>Ask each group to name negative and positive impacts of tourism and examples of management.</li> <li>Ask students opinions of how Beatrix Potter has influenced tourism in Lake District</li> </ul>	<p><b>Follow-up activities (data processing, presentation and analysis)</b></p> <ul style="list-style-type: none"> <li>In groups the class will summarise their findings and present these to the class tailoring their findings to answering a past exam question e.g ` For a named area in an MEDC explain the nature of the challenge in managing an area for Tourism &amp; Recreation ?'. The class will also have the answer photocopied in bullit points to give to everyone in the class</li> </ul>
---	--

<p><b>Resources and equipment needed:</b></p>	<p><b>Health and Safety issues:</b> highlight specific risk assessment information for each site</p>
<p>Clipboard Pen/pencil Waterproofs Walking boots First Aid Kit OS Map - Laminated Compass Walkie – talkies for staff</p>	<p>Latterbarrow – slippery rocks, uneven surfaces, pollen  Hawkshead – traffic, contact with strangers  Hill top - traffic, contact with strangers</p>

<p><b>Evaluation:</b> How will the learning outcomes be assessed? Suggestions for further development</p>
<ul style="list-style-type: none"> <li><b>Through presentation and case study card</b></li> <li><b>Answering exam question</b></li> <li><b>Extending research into sustainability of National Parks.</b></li> </ul>