

# Session Outline

## KS3 Geographical fieldwork

**National Curriculum links:** KS 3: Human and physical geography, Geographical skills and fieldwork

Learning objectives	Session structure	Assessment for learning
<p>By the end of the session pupils will be able to:</p> <p>Understand how human and physical processes interact to influence, and change landscapes and environments</p> <p>Use fieldwork in contrasting locations to collect geographical data, using multiple sources of information.</p>	<p><b>Introduction</b></p> <p>Outline of the day and activities. Discuss the location of the reserve and how it fits into its unique environment and local landscape.</p> <p><b>Fieldwork</b></p> <p>Students will use a variety of fieldwork techniques from simple qualitative observations through to quantitative samples to identify how the interaction of human and physical processes acts upon the landscape of the nature reserve. Students will visit contrasting areas of the reserve to identify the impact of visitors and habitat management. Data collection may include techniques such as field sketching, bi-polar assessment, use of surveying equipment such as quadrats and questionnaires.</p> <p><b>Plenary options</b></p> <p>A discussion of findings against predictions, identifying trends in the data and suggesting reasons, identifying limitations of the techniques used and suggesting ways to improve</p>	<p>RSPB Learning staff will use a variety of teacher and student led individual and group activities throughout the session to assess for learning.</p>
Before your visit	After your visit	Key terms
<p>Students will benefit from having an awareness of the key concepts behind the impact of humans on natural systems prior to their visit to the reserve.</p>	<p>Analyse and draw conclusions from the fieldwork data collected to communicate their own geographical information in a variety of ways.</p>	<p>Fieldwork, qualitative, quantitative, processes, interactions, location</p>