

## Year 11 Geography Unit 1 Overview – Human and Physical Geography Fieldwork



Human Fieldwork Hypothesis: *The sustainable transport in Penryn, Cornwall is effective at reducing the town's eco-footprint.*

Physical Fieldwork Hypothesis: *The dominant waves at Portreath beach, Cornwall are destructive.*

<p><b><u>Lesson Overview:</u></b></p> <ol style="list-style-type: none"> <li>Recap Coastal Processes &amp; Landforms- How do waves shape the coastline?</li> <li>Preparation for Physical Fieldwork- Intro and risk assessment</li> <li><b>*Fieldtrip to Portreath – x1 day</b></li> <li>Complete Analysis, Conclusions and Evaluation– Portreath Fieldwork “What does the evidence tell us about the dominant waves at Portreath?”</li> <li>Recap Penryn Human Fieldwork in Penryn “What does the evidence tell us about the sustainable transport in Penryn?”</li> <li>Fieldwork exam practice for paper 3.</li> <li>Geographical skills practice</li> <li>Pre-release Issue Evaluation part 1 “What is England’s Housing Challenge?”</li> <li>Pre-release Issue Evaluation part 2 (analysing and annotating) “Is the proposed housing development sustainable?”</li> <li>Consolidation, revision and skills practice (preparation for Paper 3 mock exam)</li> </ol>	<p><b><u>Key Words:</u></b></p> <p><b>Hypothesis:</b> a statement that can be tested e.g. proved or disproved</p> <p><b>Primary data collection</b> – collection of raw data by an individual or a group of people first hand e.g. questionnaire</p> <p><b>Secondary data collection</b> – data that has already been collected by another person e.g. newspaper</p> <p><b>Qualitative data</b> – techniques that don’t involve numbers/counting e.g. photograph analysis</p> <p><b>Quantitative data</b> – raw data that is collected using equipment and/or recording sheets e.g. traffic count data</p> <p><b>Sampling</b> – how data is collected on fieldwork e.g. amount of data, how it is collected and where it is collected</p> <p><b>Random sampling</b> – samples chosen at random locations</p> <p><b>Systematic sampling</b> – working to a system to collect data e.g. every 20 metres</p> <p><b>Stratified sampling</b> – deliberately introducing bias to ensure that data helps to answer the question e.g. ensuring a range of people are asked a questionnaire</p> <p><b>Analysis</b> – using data or other information to support detailed explanations which are then used to reach conclusions e.g. data shows that...</p> <p><b>Evaluation</b> – the strengths and limitations/weaknesses if something e.g. the methods used to collect geographical data.</p>
<p><b><u>Suggested reading or support available:</u></b></p> <ul style="list-style-type: none"> <li>- Pages 318-325 in the GCSE Geography AQA Oxford textbook</li> <li>- <a href="http://www.surf-forecast.com/breaks/Portreath-Beach">http://www.surf-forecast.com/breaks/Portreath-Beach</a></li> <li>- <a href="http://ukcensusdata.com/penryn-west">http://ukcensusdata.com/penryn-west</a></li> <li>- Revise AQA GCSE Geography Author: Bircher, Rob Publisher: Pearson Education Limited.</li> <li>- GCSE Pocket posters by Daydream Education</li> </ul>	<p><b><u>Skills</u></b></p> <p><b>Numeracy:</b> presenting geographic fieldwork data using bar charts, pie charts, radar graphs, located proportional symbols, and using statistical tests.</p> <p><b>Literacy:</b> using key geographical terms and clear paragraph structure to write a well-balanced explanations, analysis and evaluation of fieldwork investigations.</p> <p><b>SMSC:</b> develop a critical understanding of the complexity of collecting fieldwork data in the natural environment. Evaluating how people’s transport choices affect environmental quality and how the coastline is shaped by natural processes.</p>