









	Brief Description	Equipment Includes	Fieldwork Location	English National Curriculum KS3 Units Covered		
				Computing / ICT	Geography	Science
<b>Human Geography</b>						
<b>Settlement Investigation</b>	Students investigate the changing function of a settlement, different to their home town, over time and the issues associated with settlements. Geographical techniques, such as field sketches, land use mapping, traffic and pedestrian counts, are used to formulate an image of how an area has changed over time, in terms of employment, functions and situation. Students can also examine the historical development of a tourist resort, using a variety of data collection techniques. Effects of recreational pressure on local employment, land use conflicts, the physical environment and traffic congestion are considered.	Workbook, digital cameras, questionnaires	 Osmington Village   Weymouth	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.3 Communicating information a and b. Curriculum Opportunities - b, c, d and f.	Geography: Key Concepts - 1.1 Place a and b; 1.2 Space a and b; 1.3 Scale a; 1.4 Interdependence a and b; 1.5 Physical and human processes a; 1.6 Environmental interaction and sustainable development a. Key Processes - 2.1 Geographical enquiry a, b, d, g and e; 2.2 Fieldwork and out-of-class learning a; 2.4 Geographical communication a. Range and Content - a, b, c, d, f, g and h. Curriculum Opportunities - a, b, c, e and i.	n/a
<b>People and their Environments</b>						
<b>Coastal Management</b>	Students examine the conflicts which arise from coastal erosion and the options for coastal management including the different types of coastal defences available. They then discuss how the coastal area should be managed in the future.	Workbook, digital camera	 Lyme Regis, Charmouth, West Bay, Chiswell	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.3 Communicating information a and b. Curriculum Opportunities - b, c, d and f.	Geography: Key Concepts - 1.1 Place a and b; 1.2 Space b; 1.3 Scale a; 1.4 Interdependence a and b; 1.5 Physical and human processes a; 1.6 Environmental interaction and sustainable development a. Key Processes - 2.1 Geographical Enquiry a, b, c, d and g; 2.2 Fieldwork and out-of-classroom learning a; 2.4 Geographical communication a. Range and Content - a, b, c, d, f, g and h. Curriculum Opportunities - a, b, c, e and i.	Science: Key Concepts - 1.1 Scientific thinking a; 1.4 Collaboration a. Key Processes - 2.1 Practical and enquiry skills b and c; 2.2 Critical understanding of evidence a; 2.3 Communication a. Range and Content - 3.4 The environment, Earth and universe a and c. Curriculum Opportunities - a, c, d, e and k.

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<b>People and their Environments</b>						
<b>Freshwater Pollution</b>	The level of pollution is measured using sweep samples of invertebrates at strategic places along with abiotic tests. A series of measuring sites is used for comparison and the reasons behind any variation is discussed.	Workbook, digital camera, Pocket PC, white tray, bug pots, pipettes, flexible net	River Wey	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.1 Finding information c; 2.3 Communicating information a, b and c. Curriculum Opportunities - b, d and f.	Geography: Key Concepts - 1.1 Place a and b; 1.2 Space a and b; 1.3 Scale a; 1.4 Interdependence a; 1.5 Physical and human processes a; 1.6 Environmental interaction and sustainable development a. Key Processes - 2.1 Geographical enquiry a, b, d and g; 2.2 Fieldwork and out-of-class learning a; Geographical communications a. Range and Content - a, b, c, d, f and h. Curriculum Opportunities - a, b, c and e.	Science: Key Concepts - 1.1 Scientific thinking a and b; 1.4 Collaboration a. Key Processes - 2.1 Practical and enquiry skills a, b and c; 2.2 Critical understanding of evidence a and b; 2.3 Communication a. Range and Content - 3.3 Organisms, behaviour and health d; 3.4 The environment, Earth and universe c. Curriculum Opportunities - a, c, d, e and k.
<b>Local Historical Exploration</b>	Students investigate change over time and the differences in the lives of different social classes, in terms of technology, leisure pursuits and living conditions. They do this by visiting a local castle (Carisbrooke Castle from Little Canada and Corfe Castle from Osmington Bay) and examining a relevant period in history.	Workbook, digital camera	Corfe Castle	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.3 Communicating information a and b. Curriculum Opportunities - b, c, d and f.	n/a	History: Key Concepts - 1.1 Chronological understanding a, b and c; 1.2 Cultural, ethnic and religious diversity a; 1.3 Change and continuity a; 1.4 Cause and Consequence a; 1.5 Significance a; 1.6 Interpretation a, b and c. Key Processes - 2.1 Historical enquiry a and b; 2.2 Using evidence a and b; 2.3 Communicating about the past a and b. Range and Content - a, b, d, e and g. Curriculum Opportunities - a and c.
<b>Map Skills</b>	Students investigate further the concepts of scale, grids and keys. In 'The Great Map Extravaganza' students use their developed skills to locate markers around a site leading them to map-related challenges.	Map skills box including eight activity packs, town maps, maps of centre, colouring pencils	PGL Osmington Bay	n/a	Geography: Key Processes - 2.1 Geographical enquiry a, e and g; 2.2 Fieldwork and out-of-class learning a; 2.3 Graphical and visual literacy a and b, 2.4 Geographical communication a. Range and Content - g. Curriculum Opportunities - a, c, d and e.	n/a

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<b>Physical Geography</b>						
<b>Coastal Processes and Features</b>	The formation of coastal features and their evolution over time is discussed using local examples. Stacks, stumps, wave-cut platforms and caves are clearly visible at the site and if desired a beach profile can be constructed.	Workbook, digital camera, Pocket PC, ranging poles, spirit level, callipers, clinometer, tape measure	 Durdle Door, Lulworth Cove, Man O' War Cove, Stair Hole	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.1 Finding information c; 2.3 Communicating information a, b and c. Curriculum Opportunities - b, d and f.	Geography: Key Concepts - 1.1 Place a and b; 1.2 Space b; 1.3 Scale b; 1.5 Physical and human processes a. Key Processes - 2.1 Geographical enquiry a, b and c; 2.2 Fieldwork and out-of-class learning a; 2.4 Geographical communication a. Range and Content - a, b, c, d and f. Curriculum Opportunities - a, b, c, e and i.	Science: Key Concepts - 1.1 Scientific thinking a and b. Key Processes - 2.1 Practical and enquiry skills b and c; 2.2 Critical understanding of evidence a; 2.3 Communication a and b. Range and Content - 3.4 The environment, Earth and universe a and c. Curriculum Opportunities - a, c, d, e and k.
<b>Geology, Rocks and Fossils</b>	Students examine sedimentary rocks formed under a range of environmental conditions and discuss the tectonic events that have shaped the landscape and fossil formation.	Workbook, sample fossils, fossil and rock guides, digital camera	 Osmington Beach	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.3 Communicating information a and b. Curriculum Opportunities - b, c, d and f.	Geography: Key Concepts - 1.1 Place a and b; 1.2 Space b; 1.3 Scale a; 1.5 Physical and human processes a. Key Processes - 2.1 Geographical enquiry a, b and d; 2.2 Fieldwork and out-of-class learning a; 2.4 Geographical communication a. Range and Content - a, b, c, d and f. Curriculum Opportunities - a, b, c and e.	Science: Key Concepts - 1.1 Scientific thinking b; 1.4 Collaboration a. Key Processes - 2.1 Practical and enquiry skills b and c; 2.2 Critical understanding of evidence a; 2.3 Communication a. Range and Content - 3.4 The environment, Earth and universe a. Curriculum Opportunities - a, c, d, e and k.
<b>Rivers and Fluvial Systems</b>	This river investigation involves study of the form and function of rivers from source to mouth. Visiting a selection of sites in order, measuring meanders, floodplains and channel shape, students discuss land use, flooding and human impacts on river characteristics.	Workbook, Clinometer, Pocket PC, digital camera, meter rulers, tape measures, flow meters, red dye, callipers, sediment roundness chart, ranging poles	 River Wey	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.1 Finding information c; 2.3 Communicating information a, b and c. Curriculum Opportunities - b, d and f.	Geography: Key Concepts - 1.1 place a and b; 1.2 Space a and b, 1.3 Scale a, 1.4 Interdependence a and b, 1.5 Physical and human processes a; 1.6 Environmental interaction and sustainable development a. Key Processes - 2.1 Geographical enquiry a, b, d and g; 2.2 Fieldwork and out-of-class learning a; 2.4 Geographical communication a. Range and Content - a, b, c, d, f and h. Curriculum Opportunities - a, b, c and e.	Science: Key Concepts - 1.1 Scientific thinking a and b; 1.4 Collaboration a. Key Processes - 2.1 Practical and enquiry skills a, b and c; 2.2 Critical understanding of evidence a and b; 2.3 Communication a. Range and Content - 3.4 The environment, Earth and universe a and c. Curriculum opportunities - a, c, d, e and k.

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<b>Organisms and their Environments</b>						
<b>Marine Zonation</b>	Students examine marine life on a nearby beach, collecting organisms from the splash zone and the upper and lower intertidal zones. Students then discuss how these organisms adapt and how they are affected by stress factors.	Workbook, digital camera, marine ID guides, 12 pieces of kit per group (including – hand nets, sieves, large red bug pots)	 Osmington Beach	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.3 Communicating information a and b. Curriculum Opportunities - b, c, d and f.	n/a	Science: Key Concepts - 1.1. Scientific thinking a and b; 1.4 Collaboration a. Key Processes - 2.1 Practical and enquiry skills a, b and c; 2.2 Critical understanding of evidence a and b; 2.3 Communication a. Range and Content - 3.3 Organisms, behaviour and health d; 3.4 The environment, Earth and universe c. Curriculum opportunities - a, c, d and e.
<b>Sand Dune Succession</b>	A transect of a sand dune system reveals trends in biotic and abiotic factors. Students investigate the human pressures on a delicate system and observe measures put in place to alleviate the impact of humans on the area.	Workbook, digital camera, Pocket PC, infiltration kit, soil thermometer, moisture meter, profiling kit, quadrat, plant ID guides, identification books, anemometer	 Studland Bay	ICT: Key Concepts - 1.1 Capability c; 1.2 Communication and collaboration a. Key Processes - 2.1 Finding information c; 2.3 Communicating information a, b and c. Curriculum Opportunities - b, d and f.	Geography: Key Concepts - 1.1 Place a and b, 1.2 Space b; 1.3 Scale a; 1.5 Physical and human processes a, 1.6 Environmental interaction and sustainable development a. Key Processes - 2.1 Geographical enquiry a, b, d and g; 2.2 Fieldwork and out-of-class learning a; 2.4 Geographical Communication a. Range and Content - a, b, c, d, f and h. Curriculum Opportunities - a, b, c, e and i.	Science: Key Concepts - 1.1 Scientific thinking a and b; 1.4 Collaboration a. Key Processes - 2.1 Practical and enquiry skills a, b and c; 2.2 Critical understanding of evidence a and b; 2.3 Communication a. Range and Content - 3.3 Organisms, behaviour and health d; 3.4 The environment, Earth and universe a and c. Curriculum Opportunities - a, c, d, e and k.