

11 to 14		Study Modules	Brief Description	Equipment Includes:	Centre	National Curriculum for Wales KS3 Units Covered				
						Science	Geography	History	ICT	
Human Geography	A Contrasting Locality	Pupils investigate a locality different to their own home town. Field sketches, land use mapping, digital photos, traffic and pedestrian counts are used to investigate settlement structure and function.	Activity sheets, digital cameras, questionnaires	Barton Hall, Little Canada, Osmington Bay			<p><b>Skills:</b> Locating places, environments and patterns - 1 and 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Pupils should be given opportunities to: Study - The town and country: the variations and changes in the quality of life in rural and/or urban environments; People and the planet: population patterns, change and movement; People as consumers: the impacts on and changes in economic activity. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact?; What are the geographical issues for people living in this location? how and why do peoples views on issues differ and what do I think?</p>			<p><b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do ICT follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines: - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.</p>
	Settlement Investigation	Pupils investigate the changing function of a settlement over time and the issues associated with settlements. Geographical techniques are used to formulate an image of how an area has changed over time, in terms of employment, functions and situation.	Activity sheets, digital cameras, questionnaires	Barton Hall, Little Canada, Osmington Bay			<p><b>Skills:</b> Locating places, environments and patterns - 1 and 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Pupils should be given opportunities to: Study - The town and country: the variations and changes in the quality of life in rural and/or urban environments; People and the planet: population patterns, change and movement; People as consumers: the impacts on and changes in economic activity. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact?; What are the geographical issues for people living in this location? how and why do peoples views on issues differ and what do I think?</p>			<p><b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do ICT follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines: - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.</p>
	Tourism Investigation	Pupils examine the reasons for 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.	Activity sheets, digital cameras, questionnaires	Barton Hall, Little Canada, Osmington Bay			<p><b>Skills:</b> Locating places, environments and patterns - 1 and 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Pupils should be given opportunities to: Study - The town and country: the variations and changes in the quality of life in rural and/or urban environments; People and the planet: population patterns, change and movement; People as consumers: the impacts on and changes in economic activity. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact?; What are the geographical issues for people living in this location? how and why do peoples views on issues differ and what do I think?</p>			<p><b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do ICT follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines: - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.</p>
People and their Environments	Alternative Technology and Weather	Pupils are introduced to alternative technologies and discover how weather can be used to create power. They visit up to three different microclimates on centre and take weather measurements; at the same time different types of alternative technology are experimented with.	Activity sheets, thermometers, barometers, hygrometers, anemometers, Lego models, solar power cars, dressing up props, digital video camera.	Barton Hall, Little Canada, Osmington Bay, Winmarleigh Hall		<p><b>Skills:</b> Communication - 2. Enquiry - Planning 2, 3, 4 and 7; Developing 1, 2, 3, 4, 7; Reflecting 2, 3, 4. <b>Range:</b> Interdependence of organisms - 6; The sustainable Earth - 5; How things work - 5 and 6.</p>	<p><b>Skills:</b> Locating places, environments and patterns - 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Pupils should be given opportunities to: Study - Tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - How can the changes be sustainable and why is it important for this place/environment? What are the geographical issues for people living in this location? How and why do peoples views on issues differ and what do I think?; How can my actions and those of other people make a difference locally, nationally and globally?</p>			<p><b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects.</p>
	Citizenship	Pupils work in small teams to complete a decision making exercise - to create a new settlement with a minimal impact on the environment. A scoring system identifies the most sustainable settlement and all decisions are discussed in detail which will focus on infrastructure and solving problems.	Activity sheets, digital cameras, citizenship game board, task cards, fate cards, cities, Lego bricks, dice.	Barton Hall, Little Canada, Osmington Bay, Winmarleigh Hall			<p><b>Skills:</b> Locating places, environments and patterns - 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 3. Communicating 1, 2, 3. <b>Range:</b> Pupils should be given opportunities to: Study - Tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen. Ask and answer the questions - How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How can the changes be sustainable and why is it important for this place/environment?</p>			<p><b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects.</p>
	Coastal Management	Pupils examine the conflicts that arise from coastal erosion and the options for coastal management. The pupils investigate different types of coastal defences and discuss how the coastal area should be managed in the future.	Activity sheets, digital camera.	Barton Hall, Little Canada, Osmington Bay			<p><b>Skills:</b> Locating places, environments and patterns - 1, 2, 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - The physical world: the processes and landforms of coasts or rivers. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact? What are the geographical issues for people living in this location? how and why do peoples views on issues differ and what do I think?</p>			<p><b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects.</p>
	Freshwater Pollution	The level of pollution is measured by sweep samples of invertebrates at strategic places and abiotic tests. A series of measuring sites are used for comparison and the reasons behind any variation discussed.	Activity sheets, digital camera, Pocket PC, white tray, bug pots, pipettes, flexible net.	Barton Hall, Little Canada, Osmington Bay		<p><b>Skills:</b> Communication - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, 5, 6 and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of organisms 4, 5, 6. If do follow up session also cover Communication - 1 and 3.</p>	<p><b>Skills:</b> Locating places, environments and patterns - 1, 2, 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - Threatened environments: characteristics of, and possibilities for, their sustainable development. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact?</p>			<p><b>Skills:</b> Find and analyse information - 4. Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do ICT follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines: - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.</p>
	Human Impact and Conservation	Pupils are asked to redevelop a local brown-field site or area through the eyes of characters with differing views. Pupils organise and present their ideas to the group in poster, discussion or role-play form.	Activity sheets ( including role-play information), digital cameras.	Barton Hall, Little Canada, Osmington Bay		<p><b>Skills:</b> Communication - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of organisms - 6.</p>	<p><b>Skills:</b> Locating places, environments and patterns - 1 and 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Pupils should be given opportunities to: Study - The town and country: the variations and changes in the quality of life in rural and/or urban environments; People and the planet: population patterns, change and movement; People as consumers: the impacts on and changes in economic activity; Tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact?; How can the changes be sustainable and why is it important for this place/environment?; What are the geographical issues for people living in this location? how and why do peoples views on issues differ and what do I think?</p>			<p><b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects.</p>
Improving the Environment	Pupils will have the opportunity to participate in a practical project on the centre grounds, or in some cases within the wider community. They will have the opportunity to evaluate and discuss the project and its impact.	Activity sheet, Pocket PC, plant ID key, minibeast ID key, bug pots, pooters, white tray, anemometer, thermometer, light meter, moisture meter, soil auger, metre ruler, Example conservation kit: bumblebee suitable plant list, bumblebee home kit, bumblebee friendly plants.	Barton Hall, Little Canada, Osmington Bay, Winmarleigh Hall		<p><b>Skills:</b> Communication - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, 5, 6 and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of organisms 4, 5 and 6.</p>	<p><b>Skills:</b> Understanding places, environments and processes - 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - Threatened environments: the characteristics of, and the possibilities to their sustainable development. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - How and why is this place/environment changing? what might happen next, in the short/long term and why?; How do environments and people interact?; How can changes be sustainable and why is it important for this environment? How can my actions and those of other people make a difference locally, nationally and globally?</p>			<p><b>Skills:</b> Find and analyse information - 4. Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects.</p>	

<b>Local Historical Exploration</b>	Pupils 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 site of historical interest and examining a relevant period in history.	Activity sheets, digital camera.	Barton Hall, Little Canada, Osmington Bay		<b>Skills:</b> Chronological awareness - 1, 2 and 3. Historical knowledge and understanding - 1, 2 and 3. Interpretations of history - 1, 2 and 3. Historical Enquiry - 1, 4 and 5. Organisation and communication - 1, 2 and 3. <b>Range:</b> Pupils should be given opportunities to: Explore and interpret the following historical contexts in chronological order - how the coming of the Normans affected Wales and Britain between 1000 and 1500 (Osmington Bay only); the change and conflict in Wales and Britain between 1500 and 1760 (Barton Hall, Little Canada (Cañsbroke castle only) and Osmington Bay). Carry out - investigations into historical issues on a range of scales, from the local to the international. Ask and answer the questions - what historical knowledge do you have about this period; how did you gain it and what else would you like to know?; what were the key changes in this period, what impact did these changes have on your locality, Wales, Britain and , where relevant, the world?; what are the different opinions about this period? Why are there these differences? Which do you consider the most valid?; what important links can you see within this period and across other periods you have studied?; what significance does this period of history have for our world today?	<b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do ICT follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.
<b>Map Skills</b>	Pupils investigate further the concepts of scale, grids and keys. In 'The Great Map Extravaganza' pupils use their developed skills to locate markers around site leading them to map-related challenges.	Map skills box including eight activity packs, town maps, maps of centre, colouring pencils.	Barton Hall, Little Canada, Osmington Bay, Winmarleigh Hall		<b>Skills:</b> Locating places, environments and patterns - 1, 2, 3. Investigating - 1, 2, 3. Communicating 2, 3. <b>Range:</b> Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes.	
<b>Pollution and Waste</b>	Looking at issues such as litter, dust particles in the air and nitrates in standing water, the group will examine how damage might be caused to the PGL centre or local environment and discuss how this damage might be repeated on a nationwide and global scale.	Activity sheets, sound meter, photos of the centre at night, digital camera, bug pots, sweep net, water test kits.	Barton Hall, Little Canada, Osmington Bay, Winmarleigh Hall	<b>Skills:</b> Communication - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, 5, 6 and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of organisms 4, 5 and 6.	<b>Skills:</b> Locating places, environments and patterns - 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - Threatened environments: the characteristics of, and the possibilities for their sustainable development. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - How and why is this place/environment changing? what might happen next, in the short/long term and why?; How do environments and people interact?; How can changes be sustainable and why is it important for this environment? How can my actions and those of other people make a difference locally, nationally and globally?	<b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects.

<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.	Clipboards, activity sheets, digital camera, Pocket PC, ranging poles, spirit level, callipers, clinometer, tape measure.	Barton Hall, Little Canada, Osmington Bay	<b>Skills:</b> Locating places, environments and patterns - 1, 2, 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - The physical world: the processes and landforms of coasts or rivers. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?	<b>Skills:</b> Find and analyse information - 4. Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; (if do data analysis follow up - use ICT to analyse and interpret data and produce new information on which to draw conclusions.) - Reflect on their work, evaluating outcomes and learning.
	<b>Geology and Landscapes</b>	Pupils develop understanding of the concepts of rock types, the rock cycle, weathering, erosion and the processes that have led to the formation of a local geological landmark.	Activity sheets, rock guides, digital camera.	Little Canada, Osmington Bay	<b>Skills:</b> Locating places, environments and patterns - 1. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?;	<b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; - Reflect on their work, evaluating outcomes and learning.
	<b>Geology, Rocks and Fossils</b>	Pupils are offered the chance to examine sedimentary rocks formed under a range of environmental conditions and have the opportunity to discuss the tectonic events that have shaped the landscape. They will also discuss fossil formation.	Activity sheets, sample fossils, fossil and rock guides, digital camera.	Little Canada, Osmington Bay	<b>Skills:</b> Locating places, environments and patterns - 1. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?;	<b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; - Reflect on their work, evaluating outcomes and learning.
	<b>People, Rocks and Landscapes</b>	Pupils will be introduced to the concepts of rock types, the rock cycle, weathering, erosion and the processes that have led to the formation of a local geological landmark. Any conflicts of interest between different interest groups or users can be discussed.	Activity sheets, rock guides, digital camera.	Barton Hall.	<b>Skills:</b> Locating places, environments and patterns - 1 and 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - The town and country: the variations and changes in quality of life in rural and/or urban environments. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact? - What are the geographical issues for people living in this location? How and why do peoples views on issues differ and what do I think?; How can the changes be sustainable and why is it important for this place/environment?;	<b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do ICT follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.
	<b>Rivers and Fluvial Systems</b>	The form and functions of rivers can be studied from source to mouth in this river investigation. Visiting a selection of sites in order, measuring meanders, floodplains and channel shape, they will also discuss land use, flooding and human impacts on the river characteristics.	Activity sheets, Clinometer, Pocket PC, digital camera, meter rulers, tape measures, flow meters, red dye, callipers, sediment roundness chart, ranging poles.	Barton Hall, Little Canada, Osmington Bay	<b>Skills:</b> Locating places, environments and patterns - 1, 2, 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - The physical world: the processes and landforms of coasts or rivers. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact? - What are the geographical issues for people living in this location? How and why do peoples views on issues differ and what do I think?	<b>Skills:</b> Find and analyse information - 4. Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.

<b>Organisms and their Environments</b>	<b>Marine Zonation</b>	At a chosen local beach the pupils explore marine life. Starting in the splash zone and working through the upper and lower intertidal zones, pupils are encouraged to study and collect as many organisms as possible and discuss their adaptations and the stress factors affecting these organisms.	Activity sheets, digital camera, marine ID guides, 12 pieces of kit per group (including - hand nets, sieves, large red bug pots).	Barton Hall, Little Canada, Osmington Bay	<b>Skills:</b> Communication - 2. Enquiry - Planning 2, 6 and 7; Developing 1, 2, 3, 4 and 7; Reflecting 3 and 4. <b>Range:</b> Interdependence of Organisms 3, 4 and 5.	<b>Skills:</b> Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT - Reflect on their work, evaluating outcomes and learning.	
	<b>Plants of the Salt Marsh and Shingle</b>	Pupils execute a line transect across the shingle, testing biotic and abiotic factors e.g. pH, infiltration rate, moisture levels, temperature and species number.	Activity sheets, digital cameras, Pocket PC, thermometer, profiling kit, moisture meter, pH kit, quadrat, infiltration kit, plant ID sheets, identification books.	Osmington Bay	<b>Skills:</b> Communication - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, 5, 6 and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of organisms 4, 5, 6. If do follow up session also cover Communication - 1 and 3.	<b>Skills:</b> Locating places, environments and patterns - 1, 2, 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - The physical world: the processes and landforms of coasts or rivers. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact?	
	<b>Sand Dune Succession</b>	A transect of a sand dune system reveals trends in biotic and abiotic factors. Pupils can also investigate the human pressures on a delicate system and observe measures put in place to alleviate the impact of humans on the area.	Activity sheets, digital camera, infiltration kit, soil thermometer, moisture meter, profiling kit, quadrat, plant ID guides, identification books, anemometer.	Barton Hall and Osmington Bay	<b>Skills:</b> Communication - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, 5, 6 and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of organisms 4, 5, 6. If do follow up session also cover Communication - 1 and 3.	<b>Skills:</b> Locating places, environments and patterns - 1, 2, 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - The physical world: the processes and landforms of coasts or rivers. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact?	<b>Skills:</b> Find and analyse information - 4. Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.
	<b>Soils and Plants</b>	The adaptation of plants to different environments is investigated using the range of micro habitats found on or near centre. The plants are identified and discussed in terms of their adaptations.	Soil Auger, metre ruler, thermometer, pH kit, moisture meter, light meter, infiltration kit, anemometer, ID guides. Activity sheets, camera and Pocket PC, Germination Game kit, smelly potions kit and rainbow cards.	Barton Hall, Little Canada, Osmington Bay, Winmarleigh Hall	<b>Skills:</b> Communications - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, 5, 6 and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of Organisms - 4 and 5. If do follow up also cover Communication 1 and 3.		<b>Skills:</b> Find and analyse information - 4. Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.
	<b>Stream Ecology</b>	Pupils investigate how a river changes along its course, from source to mouth focussing on the change in invertebrate communities. The reasons for changes along the river are examined fully, including pollution levels, land use and management.	Activity sheets, Pocket PC, digital camera, meter rulers, flow meters, sediment roundness chart, ranging poles, freshwater invertebrate ID guides, bug pots, white tray, sweep net.	Barton Hall, Little Canada, Osmington Bay	<b>Skills:</b> Communication - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, 5, 6 and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of organisms 4, 5, 6. If do follow up session also cover Communication - 1 and 3.	<b>Skills:</b> Locating places, environments and patterns - 1, 2, 3. Understanding places, environments and processes - 1, 2, 3. Investigating - 1, 2, 3. Communicating 1, 2, 3. <b>Range:</b> Study - The physical world: the processes and landforms of coasts or rivers. Carry out - At least one group investigation and one independent investigation into a geographical question or issue; Fieldwork to observe and investigate real places and processes. Ask and answer the questions - What are the features, the processes and patterns of this place/environment and why do they occur?; How and why is this place/environment changing? what might happen next, in the short/long term and why?; How and why is this place/environment/feature connected to and independent with other places/environment/features?; How do environments and people interact?	<b>Skills:</b> Find and analyse information - 4. Create and communicate information - 1. Range: Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. Range: Pupils should be given opportunities to: - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.

<b>Woodland Ecology</b>	A comparative investigation of coniferous and deciduous or mixed woodland is undertaken. Expected changes in diversity within physical parameters are discussed, along with the role of woodland in the nitrogen and carbon cycles.	Activity sheets, digital camera, Pocket PC, infiltration kit, pH kit, soil thermometer, moisture meter, profiling kit, 2 quadrats, plant ID guides, identification books, anemometer.	Barton Hall, Little Canada, Osmington Bay	<b>Skills:</b> Communication - 2. Enquiry - Planning 2, 4, 5, 6 and 7; Developing 1, 2, 3, 4, 5, 6 and 7; Reflecting 2, 3 and 4. <b>Range:</b> Interdependence of organisms 4, 5, 6. If do follow up session also cover Communication - 1 and 3.		<b>Skills:</b> Find and analyse information - 4. Create and communicate information - 1. <b>Range:</b> Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. <b>Range:</b> Pupils should be given opportunities to - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; use ICT to analyse and interpret data and produce new information on which to draw conclusions. - Reflect on their work, evaluating outcomes and learning.
<b>World of Invertebrates</b>	Pupils explore a range of habitats found on centre in order to collect and record the invertebrates found there. The invertebrates are identified and their classification, specific adaptations, life cycles and feeding strategies discussed.	Activity sheets, 1 piece of equipment per child (select from butterfly net, pooter, bug pots), white tray, white sheet, ID books and guides, minibeast games (who am I?, top trumps, germination game, woolly wormo etc.) sweep net, digital camera.	Barton Hall, Little Canada, Osmington Bay, Winmarleigh Hall	<b>Skills:</b> Communication - 2. Enquiry - Planning 2, 6 and 7; Developing 1, 2, 3, 4 and 7; Reflecting 3 and 4. <b>Range:</b> Interdependence of Organisms 4 and 5.		<b>Skills:</b> Create and communicate information - 1. <b>Range:</b> Pupils should be given opportunities to - use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs. - Use ICT to explore and to solve problems in the context of work across a variety of subjects. If do follow up: Find and analyse information - 1, 2, 5. <b>Range:</b> Pupils should be given opportunities to - Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines; - use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT; - Reflect on their work, evaluating outcomes and learning.

