

11 to 14		Study Modules	Brief Description	Equipment Includes:	Centre	English National Curriculum KS3 Units Covered					
						ICT	Citizenship	Geography	Science	History	
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	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 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 and e.			
	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	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 and d; 2.2 Fieldwork and out-of-classroom learning a; 2.4 Geographical communication a. Range and Content - a, b, c, d, g and h. Curriculum Opportunities - a, b, c, e and i.			
	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	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; 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, g and h. Curriculum Opportunities - a, b, c and e.			
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	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; 1.3 Scale a; 1.5 Physical and human processes a; 1.6 Environmental interaction and sustainable development a and b. Key Processes - 2.1 Geographical enquiry a, b, c, d and g; 2.2 Fieldwork and out-of-class learning a; 2.4 Geographical communication a. Range and Content - a, b, c, d, e, f, g and h. Curriculum Opportunities - a, b, c, d, e, i and l.			
	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	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.	Citizenship: Key Processes: 2.1 Critical thinking and enquiry - a and c; 2.2 Advocacy and representation - a, b, c and d; 2.3 Taking informed and responsible action - a, b, c and d. Range and Content: e, g and h. Curriculum Opportunities: a and c.		Geography: Key Concepts - 1.1 Place b, 1.2 Space a; 1.4 Interdependence a; 1.5 Physical and human processes a; 1.6 Environmental interaction and sustainable development a and b; 1.7 Cultural understanding and diversity a. Key Processes - 2.1 Geographical enquiry a, d, e and g; 2.4 Geographical communication a. Range and Content - g and h. Curriculum Opportunities - a, c and i.			
	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	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.		
	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	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.		
	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	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 and b. 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, g and h. Curriculum Opportunities - a, b, c, e and i.	Science: Key Concepts 1.4 Collaboration a. Key Processes 2.1 Practical skills and enquiry b and c; 2.2 Critical understanding of evidence a; 2.3 Communication a. Range and Content - 3.4 The environment, Earth and universe c. Curriculum Opportunities - a, c, d, e and k.		

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	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; 1.6 Environmental interaction and sustainable development a. Key Processes - 2.1 Geographical enquiry a, b and d; 2.2 Fieldwork and out-of-class learning a. Range and Content - a, b, c and h. Curriculum Opportunities - 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 c. Curriculum Opportunities - a, c, d, e and k.	
	Local Historical Exploration	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	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.				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.
	Map Skills	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			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.		
	Pollution and Waste	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	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; 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, c, 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, g 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 c. Curriculum opportunities - a, c, d, e and k.	

Physical Geography	Coastal Processes and Features	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.	Activity sheets, digital camera, Pocket PC, ranging poles, spirit level, callipers, clinometer, tape measure.	Barton Hall, Little Canada, Osmington 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 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; 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 and b. Range and Content - 3.4 The environment, Earth and universe a and c. Curriculum Opportunities - a, c, d, e and k.	
	Geology and Landscapes	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	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, d and g. 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 a and b; 1.4 Collaboration a. Key Processes - 2.1 Practical and enquiry 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 i.	
	Geology, Rocks and Fossils	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	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.	
	People, Rocks and Landscapes	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.	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; 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 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.	
	Rivers and Fluvial Systems	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	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.	

Organisms and their Environments	Marine Zonation	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	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.		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.	
	Plants of the Salt Marsh and Shingle	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	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.		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; 2.4 Communication a. Range and Content - 3.3 Organism, behaviour and health d; 3.4 The environment, Earth and universe c. Curriculum Opportunities - a, c, d and e.	
	Sand Dune Succession	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, Pocket PC, infiltration kit, soil thermometer, moisture meter, profiling kit, quadrat, plant ID guides, identification books, anemometer.	Barton Hall and Osmington 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.
	Soils and Plants	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	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.		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 and e.	
	Stream Ecology	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, freshwater invertebrate ID guides, bug pots, white tray, sweep net.	Barton Hall, Little Canada, Osmington 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; 1.4 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; 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 and b; 1.4 Collaboration a. Key Processes - 2.1 Practical and enquiry skills a, b and c; 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.
	Woodland Ecology	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	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.		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 and e.	
	World of Invertebrates	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	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.		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. Range and Content - 3.3 Organisms, behaviour and health d and e. Curriculum Opportunities - a, c, d and e.	

