

	Brief Description	Equipment Includes	Centres		English National Curriculum KS3 Units Covered		
			PGL Little Canada	PGL Osmington Bay	Computing / ICT	Geography	Science
<b>Human Geography</b>							
<b>A Contrasting Locality</b>	Students 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			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.	n/a
<b>Settlement Investigation</b>	Students 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	 	 	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.	n/a
<b>Tourism Investigation</b>	Students 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.	Activity sheets, digital cameras, questionnaires			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.	n/a

Brief Description	Equipment Includes	Centres		English National Curriculum KS3 Units Covered			
		PGL Little Canada	PGL Osmington Bay	Computing / ICT	Geography	Science	
<b>People and their Environments</b>							
<b>Alternative Technology and Weather</b>	Students 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			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.	n/a
<b>Citizenship</b>	Students work in small teams to complete a decision-making exercise - to create a new settlement which has minimal impact on the environment. A scoring system identifies the most sustainable settlement and all decisions are discussed in detail, focussing on infrastructure and solving problems.	Activity sheets, digital cameras, citizenship game board, task cards, fate cards, cities, Lego bricks, dice			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 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.	Citizenship
<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.	Activity sheets, digital camera			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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			PGL Little Canada	PGL Osmington Bay	Computing / ICT	Geography	Science
<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.	Activity sheets, digital camera, Pocket PC, white tray, bug pots, pipettes, flexible net			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>Human Impact and Conservation</b>	Students are tasked with redeveloping a local brownfield site or area through the eyes of characters with differing views. Students organise and present their ideas to the group using posters, discussions or role-plays.	Activity sheets (including role-play information), digital cameras			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.



# Curriculum Links

## KS3 Field Studies

	Brief Description	Equipment Includes	Centres		English National Curriculum KS3 Units Covered		
			PGL Little Canada	PGL Osmington Bay	Computing / ICT	Geography	History
<b>People and their Environments</b>							
<b>Local Historical Explorartion</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 site of historical interest and examining a relevant period in history.	Activity sheets, digital camera			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			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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			PGL Little Canada	PGL Osmington Bay	Computing / ICT	Geography	Science
<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.	Activity sheets, digital camera, Pocket PC, ranging poles, spirit level, callipers, clinometer, tape measure			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.	Activity sheets, sample fossils, fossil and rock guides, digital camera			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.

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			PGL Little Canada	PGL Osmington Bay	Computing / ICT	Geography	Science
<b>Physical Geography</b>							
<b>People, Rocks and Landscapes</b>	Students are introduced to the concepts of rock types, weathering, erosion, the rock cycle and the processes which have formed a nearby geological feature. Conflicts of interest between different interest groups or users can be discussed.	Activity sheets, rock guides, digital camera			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.
<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.	Activity sheets, Clinometer, Pocket PC, digital camera, meter rulers, tape measures, flow meters, red dye, callipers, sediment roundness chart, ranging poles			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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			PGL Little Canada	PGL Osmington Bay	Computing / ICT	Geography	Science
<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.	Activity sheets, digital camera, marine ID guides, 12 pieces of kit per group (including – hand nets, sieves, large red bug pots)			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.	Activity sheets, digital camera, Pocket PC, infiltration kit, soil thermometer, moisture meter, profiling kit, quadrat, plant ID guides, identification books, anemometer	✗		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.
<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			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.	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 a and c. Curriculum Opportunities - a, c, d and e.

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<b>Organisms and their Environments</b>							
<b>Stream Ecology</b>	Students 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			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.
<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			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.	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 a and c. Curriculum Opportunities - a, c, d and e.
<b>World of Invertebrates</b>	Students explore a number of habitats found on centre and 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			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. 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.