

	Brief Description	Equipment Includes	Centres		Curriculum Information - Edexcel
			PGL Little Canada	PGL Osmington Bay	
<b>Human Geography</b>					
<b>Coastal Management</b>	Students examine the conflicts that arise from coastal erosion and the options for coastal management. They investigate different types of coastal defences through field sketches and discuss how they should be managed in the future through a decision matrix. Each option is examined through cost benefit analysis and all relevant economic, social, educational and industrial impacts are investigated and discussed.	Activity sheets, clipboards, questionnaires, digital camera			Edexcel GCE Geography AS/A level: Unit 2 Geographical Investigations: Topic 2: Crowded Coasts: 1, 2, 3, 4. Edexcel Geography A-level: Area of study 1: Dynamic landscapes, Topic 2: Landscape systems, processes and change: Option 2.2: Coastal landscape and change: 2.2, 3.2, 4.1, 4.2, 4.3.
<b>Impacts of Tourism</b>	Students examine the reasons for the historical development of a tourist resort. Effects of recreational pressure on local employment, land use conflicts, the physical environment and traffic congestion are considered. Data is collected through land use mapping, pedestrian surveys and traffic counts. Information collected is analysed through classification of land use maps and collation of questionnaires. A report can be written and a management plan produced for future work.	Activity sheets, digital cameras, questionnaires, land use maps			Edexcel GCE Geography AS/A level: Unit 4 Geographical Research: Option 6 consuming the Rural Landscape - Leisure and Tourism. Edexcel Geography A-level: Area of Study 2: Dynamic places, Topic 4: Shaping places: Option 4.1: Regenerating places: 1.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3. Option 4.2: Diverse places: 1.1, 2.3, 3.3.
<b>Re-branding Places</b>	Students investigate the reasons for re-branding, different approaches to re-branding and its impact on the local community and the wider area. Using a local study they investigate the profile of the area and the use of local resources and traditions, alongside other topics such as the use of arts and communications media to re-brand. Evidence, including digital photos, land use and other surveys is collected and students can produce a presentation or report of their investigation.	Activity sheets, pencils, digital cameras, questionnaires, land use maps			Edexcel GCE Geography AS/A level: Unit 2 Geographical Investigations: Topic 4: Rebranding Places: 1, 2, 3, 4. Edexcel Geography A-level: Area of Study 2: Dynamic places, Topic 4: Shaping places: Option 4.1: Regenerating places: 1.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3. Option 4.2: Diverse places: 2.3, 3.3.

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<b>Human Geography</b>					
<b>Rural and Urban Issues</b>	For rural issues, students investigate the changing function of a village over time and the issues associated with rural settlements. Geographical techniques are used to illustrate how an area has changed over time. Evidence of the impact of other settlements and the rural employment levels and type are discussed. For urban issues, producing land use classification maps of town centres allows students to investigate patterns in retail settlements and settlement function. Development of towns over time can be demonstrated through a study of building type and the CBD can be mapped.	Activity sheets, digital cameras, questionnaires, land use maps			Edexcel GCE Geography AS/A level: Unit 2 Geographical Investigations: Topic 3 Unequal Spaces: 3, 4; Unit 4 Geographical Research: Option 6 consuming the Rural Landscape - Leisure and Tourism. Edexcel Geography A-level: Area of Study 2: Dynamic places, Topic 3: Globalisation: 1.1, 2.2 . Topic 4: Shaping places: Option 4.1: Regenerating places: 1.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3. Option 4.2: Diverse places: 1.1, 1.2, 1.3, 2.3, 3.1, 3.2, 3.3.
<b>Tourism and Environments</b>	Students examine the development of a tourist location. Landscape features and local history are considered alongside the effects of recreational pressure on local employment, land use conflicts, the physical environment and traffic congestion. Data can be collected through land use mapping, pedestrian surveys and traffic counts. Information collected can be analysed through classification of land use maps and collation of questionnaires and then included in a written report.	Activity sheets, digital cameras, questionnaires, land use maps	 	 	Edexcel GCE Geography AS/A level: Unit 4 Geographical Research: Option 6 consuming the Rural Landscape - Leisure and Tourism. Edexcel Geography A-level: Area of Study 2: Dynamic places, Topic 3: Globalisation: 1.1, 2.2. Topic 4: Shaping places: Option 4.1: Regenerating places: 1.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3. Option 4.2: Diverse places: 2.3, 3.3.
<b>Physical Geography</b>					
<b>Coastal Processes and Features</b>	By working as part of a team students profile a beach, taking accurate measurements which are entered onto a pocket computer. Students discuss beach formation and the reasons why beaches differ in shape and sediment size. They then discuss the results obtained and suggest why sediment size varies in relation to its position on the beach. Simple experiments allow observations of long shore drift and wave refraction.	Activity sheets, profiling kit, digital camera			Edexcel GCE Geography AS/A level: Unit 2 Geographical Investigations: Topic 2: Crowded Coasts: 3. Edexcel Geography A-level: Area of Study 1: Dynamic landscapes, Topic 2: Landscape systems, processes and change: Option 2.2: Coastal landscape and change: 1.2, 1.3, 2.1, 2.2, 2.3, 3.3.

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<b>Geology</b>					
<b>People, Rocks and Landscapes</b>	Visiting a number of localities students discover how geology, as a natural resource, impacts on the environment and character of an area. Igneous geological features can attract industries, particularly tourism but can also produce areas of natural beauty and scientific importance thereby introducing conflict over a variety of issues. Students can create a report of their findings based on the viewpoints of people living in the community.	Activity sheets, rock guides, compass clinometer, metre ruler, spirit level, digital camera			Edexcel GCE Geography AS/A level: Unit 4 Geographical Research: Option 1 Tectonic Activity and Hazards; Option 6 consuming the Rural Landscape - Leisure and Tourism.
<b>Biology</b>					
<b>Haloserai Succession</b>	This is a study of the colonization in a salt marsh environment. By carrying out random sampling and performing accurate and detailed line transects, students observe the changes in succession and begin to appreciate the importance of conservation and management of fragile ecosystems. Students can also test their hypotheses using Spearman's Rank Coefficient calculation to determine if there is a relationship between different environmental factors, e.g. between the pH of the soil and species number. Remaining time can be spent writing up the methodology and discussing the day's findings.	Activity sheets, digital cameras, Pocket PC, thermometer, profiling kit moisture meter, pH kit, quadrat, infiltration kit, stopwatch, plant ID sheets, identification books			Edexcel Biology GCE AS/A level: Unit 4 The Natural Environment and Species Survival: 3.3 Topic 5: On the wild side: 1, 10, 11, 12, 13. Edexcel Biology A: Topic 4 - Biodiversity and natural resources: 4.1/4.2/4.3/4.4 Topic 5 - On the wild side: 5.1/5.2/5.3/5.4 & Core Practical 10.

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<b>Biology</b>					
<b>Heathland Ecology and Management</b>	An investigation of open heathland is undertaken. Line transects are made and measurements taken including pH, light levels and soil type. Quadrats are used to examine plant species along the transect. Expected changes in diversity within physical parameters are discussed, along with the role of heathland in the nitrogen and carbon cycles. In addition, the management and land uses of the area are discussed. Data analysis and statistical tests can be used to complete a report on the investigation.	Activity sheets, digital camera, Pocket PC, infiltration kit, soil thermometer, moisture meter, pH kit, profiling kit, quadrat, plant ID guides, Pocket ID books, anemometer	✘		Edexcel Biology GCE AS/A level: Unit 4 The Natural Environment and Species Survival: 3.3 Topic 5: On the wild side: 1, 10, 11, 12, 13. Edexcel Biology A: Topic 4 - Biodiversity and natural resources: 4.1/4.2/4.3/4.4/ Topic 5 - On the wild side: 5.1/5.2/5.3/5.4/5.22 & Core Practical 10.
<b>Investigations and Sampling Techniques</b>	This unit provides students with an introduction to a variety of different data collection techniques, both in theory and practically as part of an investigation. Techniques covered include belt transects, line transects, random sampling, quadrats and 'mark, release and recapture'. Students' work will have an emphasis on experimental design, accurate and consistent data collection, hypothesis testing and statistical analysis.	Activity sheets, digital camera, Pocket PC, infiltration kit, pH kit, soil thermometer, moisture meter, profiling kit, quadrat, plant ID guides, Pocket ID books, anemometer			Edexcel Biology GCE AS/A level: Unit 4 The Natural Environment and Species Survival: 3.3 Topic 5: On the wild side: 1, 10, 11, 12, 13. Edexcel Biology A: Topic 4 - biodiversity and natural resources: 4.2/4.3 Topic 5 - On the wild side: 5.1/5.2/5.3/5.4 & Core Practical 10.
<b>Marine Zonation</b>	Horizontal succession is studied using line transects across the littoral zone to measure the percentage and/or frequency cover of the organisms. Vertical zonation studies can also be carried out, using a 10cm quadrat - vertically on the rocks - to examine changes in species number and diversity on a small scale. Both methods are ideal for students undertaking projects with an emphasis on experimental design, accurate and consistent data collection, hypothesis testing and statistical analysis alongside concepts such as Ballantine's scale of exposure.	Activity sheets, digital camera, Pocket PC, profiling equipment, 100cm quadrat, 10cm quadrat, identification sheets and books, bug pots	 	 	Edexcel Biology GCE AS/A level: Unit 4 The Natural Environment and Species Survival: 3.3 Topic 5: On the wild side: 1, 10, 11, 12. Edexcel Biology A: Topic 4 - Biodiversity and natural resources: 4.1/4.2/4.3/4.4 Topic 5 - On the wild side: 5.1/5.2/5.3 & Core Practical 10.

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<b>Biology</b>					
<b>Psammoseral Succession</b>	A Nature Reserve system is an ideal location for studying the abiotic and biotic factors of succession over sand and the factors that affect this process. Opportunities are provided to study different approaches to sustainable development and how humans impact upon succession. Data analysis and statistical tests can be used to complete a report on the investigation.	Activity sheets, digital camera, Pocket PC, infiltration kit, pH kit, soil thermometer, moisture meter, profiling kit, quadrat, plant ID guides, Pocket ID books, anemometer	✘		Edexcel Biology GCE AS/A level: Unit 4 The Natural Environment and Species Survival: 3.3 Topic 5: On the wild side: 1, 10, 11, 12, 13. Edexcel Biology A: Topic 4 - biodiversity and natural resources: 4.2/4.3 Topic 5 - On the wild side: 5.1/5.2/5.3/5.4 & Core Practical 10.
<b>Stream Ecology</b>	Students investigate how a river changes along its course from source to mouth, focusing on the change in invertebrate communities. Kick and sweep sampling is employed alongside identification keys, and students record their findings on pocket computers. Digital photographs help to identify sample sites, and the reasons for changes along the river, pollution levels, land use and management are examined fully.	Activity sheets, Pocket PC, digital camera, channel profile kit, flow meters, sediment roundness chart, pH meters, sweep nets, bug pots, identification books and sheets			Edexcel Biology GCE AS/A level: Unit 4 The Natural Environment and Species Survival: 3.3 Topic 5: On the wild side: 1, 10, 11, 12. Edexcel Biology A: Topic 4 - Biodiversity and natural resources: 4.2 Topic 5 - On the wild side: 5.1/5.2/5.3/5.4.
<b>Woodland Ecology</b>	Students conduct a comparative investigation of coniferous and deciduous woodland. Line transects are made and measurements taken, including pH, light levels and soil type. Students use quadrats to examine plant species in different layers of woodland. 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 auger, soil thermometer, moisture meter, profiling kit, quadrats, plant ID guides, Pocket ID books, anemometer, light meter			Edexcel Biology GCE AS/A level: Unit 4 The Natural Environment and Species Survival: 3.3 Topic 5: On the wild side: 1, 10, 11, 12, 13. Edexcel Biology A: Topic 4 - biodiversity and natural resources: 4.2/4.3 Topic 5 - On the wild side: 5.1/5.2/5.3/5.4 & Core Practical 10.



# Curriculum Links

## AS and A level Field Studies

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			PGL Little Canada	PGL Osmington Bay	
<b>Environmental Science</b>					
<b>Freshwater Pollution</b>	Students investigate pollution levels in a freshwater system, using biotic and abiotic factors. Moving between sample sites, they focus primarily on the change in invertebrate communities. In addition, factors such as nitrate levels are measured. Students use sweep sampling and identification keys, recording their findings on pocket computers. Digital photographs help to identify sample sites and the reasons for changes between the sample sites are examined fully, including pollution levels and land use and management.	Activity sheets, digital camera, pocket PC, bug pots, tray, flexible net, identification guides and sheets, BMWP index, pH kit, nitrate test kits			Edexcel GCE Geography AS/A level: Unit 4 Geographical Research: Option 5: Pollution and Human Health at Risk. Edexcel Biology A: Topic 4 - Biodiversity and natural resources: 4.2 Topic 5 - On the wild side: 5.1/5.2/5.3/5.4.