

# FIELD STUDY VISIT & INSPECTION TOUR TO MOROCCO

11th – 13th November 2022 • 5th – 7th May 2023

An opportunity for Geography teachers to explore the superb range of geographical learning experiences available to students who undertake a field study trip to Morocco

## AIMS OF STUDY VISIT

- Explore the potential benefits of bringing GCSE/A-level students to undertake field studies in a range of environments within a different culture/context.
- Visit a range of key sites of geographical interest, including urban development in Marrakech, processes and landforms in hot deserts, aspects of the water and carbon cycles, water management, responsible tourism and the sustainable development of local communities.
- Identify opportunities for incorporating aspects of a different culture (e.g. religion, society, and environment) within the curriculum and to consider how a student's personal development can benefit from such a visit.

## WHY MOROCCO?

Discover Ltd has a proud record of organising field trips in Morocco for school and university students for over 40 years. We are fastidious in working with and supporting local communities to ensure that all of our visitors leave the gentlest of footprints on both places and communities.

Morocco offers a unique and wide range of opportunities for field study in a safe but awe-inspiring environment. Discover Ltd has published an extensive range of educational resources for both students (GCSE and A-level) and teachers to support field studies in Morocco. These are available at [www.discover.ltd.uk](http://www.discover.ltd.uk).



## TYPICAL PROGRAMME

### Day 1 – Friday

- Depart UK on an early morning flight to Marrakech
- Lunch in Marrakech followed by afternoon orientation tour around the medina/souk.
- Transfer to the mountain village of Imlil for evening meal and hotel/reflection time.

### Day 2 – Saturday

- Breakfast followed by orientation tour around mountain the villages of Arremd and Imlil (water/carbon cycle, water management, impact of tourism, sustainable development etc).
- Opportunities to meet with members of the local community.
- Evening meal/reflection time.

### Day 3 – Sunday

- Depart Imlil after breakfast to visit the hot desert scenery of the Agafay Desert (outside Marrakech).
- Lunch in the Agafay Desert or in Marrakech.
- Possible visits to Gueliz (new town) and/or the Marjorelle gardens in Marrakech before flying home.

## COSTS

All ground operations (transport, twin occupancy accommodation, tours and food) in Morocco will be provided by Discover Ltd free of charge. You will just need to pay for and book your flights to and from Marrakech, any UK transit and travel/health insurance. We will be happy to advise on flights – currently Easyjet offers reasonable rates with morning departures to, and evening departures from Marrakech.

## RESERVING A PLACE

For further information and to reserve a place please contact **Mike McHugo** (founder Discover Ltd) by email at [mike@discover.ltd.uk](mailto:mike@discover.ltd.uk). Places are limited to 10 pax and will be allocated on a first come, first served basis.

# MOROCCO INSPECTION TOUR

Secondary teacher **Charlotte Titterton** shares her experiences from a Discover Ltd. inspection tour to Morocco and highlights the links it provided to teaching and fieldwork.

I was fortunate enough to visit Morocco in May/June 2017 with a group of fantastic teachers and wonderful leaders. I say fortunate because my place was funded by a grant from the GA's International Initiatives Fund, which is administered by the International Special Interest Group. This enabled me to meet a group of wonderful teachers, and learn about the potential teaching opportunities a country of contrasts such as Morocco can offer. As a second year teacher this was a highly valuable and invigorating trip, not only because of my personal passion for travel (which I am sure we all share as geography enthusiasts) but also because of the opportunity it gave me to explore areas covered in the exam specifications, without even realising it!

The five day inspection trip consisted of a variety of sights and experiences, starting out in bustling Marrakech, absorbing the atmosphere of the old city medina, then travelling by camel to the Agafay Desert and camping for a night under the stars. From here we trekked around the mountain village of Imlil and appreciated the fresh High Atlas Mountains and the Jbel Toubkal (4167m); we finished our journey back in Marrakech, but not before a stop at Dar Asni to see the work of Education for All (EFA).

## Curriculum links

There were many opportunities to link this trip to both GCSE and A level specification requirements. Firstly, fieldwork opportunities: Morocco is a relatively inexpensive overseas field trip which accommodates both physical and human geography; this can be used as part of the GCSE fieldwork expectations (covering the requirements of contrasting environments and physical/human geography), or even at KS3 to encourage option uptake and overall interest and appreciation. Secondly, Morocco covers a variety of themes from the specifications. For example, Marrakech can be studied as a city in an emerging economy incorporating transport issues and management alongside urban issues and regeneration. Deserts can also be a theme of study focusing on many aspects such as weathering, mass movement, landforms, ecosystems, water management and desertification. Furthermore, the geology of the mountains can also be an area of exploration, and finally, the Essaouira coast (which we did not visit) can be discussed looking at a variety of coastal processes and management strategies.



*Riding through the Agafay Desert to our overnight camping experience.*

## SMSC

The final aspect I considered when visiting Morocco are the countless SMSC links; after visiting the boarding house for the Education for All (EFA) programme I was reminded that young girls from rural villages don't have the same educational opportunities as girls in developed countries. Working in a somewhat deprived area of Stoke-on-Trent I felt, that despite their own challenges it would be an insight for the children to be exposed to the lack of educational opportunities elsewhere. Within the department I have created a 'Time to think' plenary which showcases the work of the EFA, including a video on the website [www.efamorocco.org](http://www.efamorocco.org), and images and information about the struggle for education. This gave my class an appreciation of cultural diversity and different ways of living. As they leave the classroom they receive an 'exit' ticket with a key question relating to development, which they complete. I used this trip to encompass SMSC in a geographical setting for my students:

- spiritual – sense of enjoyment and fascination in learning about the world around them
- moral – appreciating ethical issues and viewpoints of others
- social – use of a range of social skills
- cultural – interest in exploring and showing respect for different faiths and cultural diversity.

It is a great way to help develop well-rounded citizens of the world.



*Spices, scents and colourings in the Medina in Marrakech.*

## Final thoughts

Overall, this was a fantastic trip and I would urge teachers at any stage in their career to take part in overseas inspection trips offered through the Geographical Association. Not only will you network with like-minded passionate teachers, and see a part of the world you can discuss with your classes but you will also come away with a greater motivation and a reminder of why you are a geography teacher. Your inner explorer will be well and truly revitalised and your pupils will benefit and be encouraged from your experiences. I would like to especially thank Mike McHugo, Kate Crofts and Trevor Rowell.

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