

Geography Curriculum Overview

Curriculum Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people, which will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Calverley, Leeds and Yorkshire so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

Our key substantive knowledge strands are:

- **Place and Space**
- **Scale**
- **People, Culture and Trade**
- **Environmental Impact**

These are an integral part of our curriculum as children continually revisit these concepts to secure a deeper understanding of the World.

Through high quality teaching, we aim to develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world
- A comprehensive understanding of the ways in which places are interdependent and interconnected
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings
- Excellent fieldwork skills as well as other geographical aptitudes and techniques
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment

We aim for all children to develop a genuine interest in geography and a real sense of curiosity about the world and the people who live here so that they develop a desire to find out more about the world or explore it themselves.

Substantive Knowledge

Place and Space	Scale	People, Culture and Trade	Environmental Impact
<ul style="list-style-type: none"> ● Children understand that Geography can be divided into two main themes: physical and human features. ● Children understand that population and its density influences countries and regions. ● Children understand that climate affects the human and physical geography of a region. ● Children understand that the world is made up of different vegetation belts and biomes which affects land use. ● Children understand that physical and human geography changes over time. ● Children understand that the world is composed of different natural resources which impacts both the physical and human geography of the world. 	<ul style="list-style-type: none"> ● Children understand that the world can be viewed under different scales: Local, regional, national and global. ● Children understand that all scales are important to understand when focusing on a case study. ● Children understand that the world is connected. No object of geographical study can be viewed in isolation: Places and the people and organisations in them are interconnected with other places in a variety of ways. 	<ul style="list-style-type: none"> ● Migration - Children understand that migration impacts the Geography of regions and is a continuing factor in land use and environmental impact. ● Diversity - Children understand that the world is diverse in each scale and people follow both similar and different ways of life. ● Disparity - Children understand that not all people enjoy the same advantages in life and can differ from country to country, region to region, city to city. ● Employment - Children understand that employment opportunities are impacted by the physical and human characteristics of a region. ● Housing - Children understand that housing varies depending on where in the world they are and there are similarities and differences with the UK. ● Leisure - Children understand that there are similarities and differences in how humans enjoy leisure activities and are influenced by location, climate and historical traditions. ● Transport - Children understand that transport links are vital to the location of settlements and interconnectedness. 	<ul style="list-style-type: none"> ● Children understand the need for sustainability. ● Children understand that humans have impacted climate change and how physical and human geography has been impacted by it. ● Children understand the impact of deforestation and the reasons deforestation has occurred. ● Children understand the impact of flooding on humans and how humans have influenced flooding. ● Children understand that erosion occurs naturally and through human influence and the impact it has. ● Children understand where and why extreme weather takes place and the impact it has on human and physical geography. ● Children understand why and where natural disasters take place.

Geographical skills and fieldwork

Compass directions
 Coordinates
 Mapping and imagery
 Map symbols
 Data collection
 Data handling

Geographical Skills and Fieldwork Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid Analyse</p>	<p>Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare</p>	<p>Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field</p>

	about where things are e.g. within school or local area.	Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	work data on land use comparing land use/temperature, look at patterns and explain the reasons behind it
Direction/ Location	Follow directions (up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing Maps	Draw picture maps of imaginary places and from stories. Draw around objects to make a plan. Use own symbols on imaginary map.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Look down on objects to make a plan view map. Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Begin to draw a sketch map from a high view point. Know why a key is needed. Use standard symbols.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Draw a sketch map from a high view point. Know why a key is needed. Begin to recognise symbols on an OS map.	Begin to draw a variety of thematic maps based on their own data e.g. population density/rainfall. Draw a plan view map with some accuracy. Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Draw a plan view map accurately. Use/recognise OS map symbols; Use atlas symbols.
Using Maps	Use a simple picture map to move around the school Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/ Distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and	Begin to match boundaries (E.g. find same boundary of a country on different	Begin to match boundaries (E.g. find same boundary of a county on different scale	Measure straight line distance on a plan. Find/recognise places on	Use a scale to measure distances. Draw/use maps and plans at a range of

		larger scale map)	scale maps.)	maps.)	maps of different scales. (E.g. River Nile.)	scales.
Fieldwork	Taking notes on a local walk and sketching to support the drawing of maps in the classroom.	Pictograms and Tally charts for traffic survey or land use (shops/houses) in the local areas Writing and asking questions of pedestrians at the seaside compared to the local area.	Land use surveys of the local area. Bar charts to present information from fieldwork. Tables to compare climate.	Line graph reading Comparing climates through weather apps.	Line graphs Data loggers climate?	Rivers: flow speed with a tennis ball, mapping a cross section of the river, kick sampling with nets. Yorkshire Dales comparison to local area: writing questions and asking local people in both localities

Geography Long Term Overview

	Unit A	Unit B	Unit C: Mapping
Reception	Cycle 1 - Let's Celebrate Cycle 2 - Around the world Learning about different places	Build it Exploring local buildings and famous buildings from around the world.	Cycle 1 - The great outdoors- Places to visit outside that we enjoy Cycle 2 - Parklife Where are our local parks and how can we enjoy them.
Year 1	Local Area Study	The UK	Oceans and Continents
Year 2	The Seaside	Cape Town? Comparative locality: Non-European	Pole to Pole (Hot and cold areas of the World)
Year 3	Catalonia - Barcelona? Comparative locality: European	Earthquakes	Counties and regions of the UK
Year 4	North America	Hurricanes/Typhoons	Recognising ordnance survey map symbols
Year 5	South America: Rainforests	Volcanoes	Ordnance survey contour lines
Year 6	Rivers	Yorkshire Dales	Extending understanding of OS maps (6 figure grid references)

Substantive Knowledge Summary

Reception			
	Cycle 1 - Let's Celebrate Cycle 2 - Around the world <i>Learning about different places</i>	Build it <i>Exploring local buildings and famous buildings from around the world.</i>	Cycle 1 - The great outdoors- Places to visit outside that we enjoy Cycle 2 - Parklife Where are our local parks and how can we enjoy them.

Place and Space	Talk about familiar places that children have experience of. Locate (for discussion) some of these places on a map.	Talk about familiar buildings and identify familiar buildings from their local environment. Explore interesting buildings from around the world (<i>child led interests</i>)	Visit the local park and explore the surroundings. What activities are there and how do we look after it?
Scale			Visit to Hesketh Farm - the Yorkshire dales. Make links to how it is different to Pudsey where we live.
People, Culture and Trade	Begin to understand that people look different and appreciate different customs and traditions.		Begin to understand that some foods are grown outside. Use school surroundings (orchard, kitchen garden) to explore some of the foods we can grow.
Environmental Impact	<i>Throughout the year children learn and explore the ideas of:</i> -recycling (junk box modelling, fruit waste, paper waste) -composting using the school compost bins and turning waste into usable compost.		
<i>Due to the nature of the EYFS curriculum, geography learning is supported through local visits and opportunities to explore the local area linked to children's interests and responses to learning. Each year the range of opportunities may vary in response to children's needs and interests.</i>			

Year 1			
	Local Area Study	The UK	Continents and Oceans
Place and Space	<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</i> <i>Identify seasonal and daily weather patterns</i>	<i>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</i> <i>Identify seasonal and daily weather patterns</i>	<i>Name and locate the world's seven continents and five oceans</i>
Scale	Learn about where Calverley is in relation to England, the UK, Europe and the wider World.	Learn about where the four capital cities are in relation to the rest of the UK, Europe and the wider World.	Study the locations of the continents and oceans in relation to the UK and the wider world.
People, Culture	What is housing typically like in Calverley?	Listen to people speak from all parts of the	

and Trade	What are the main businesses? How has the locality changed over time? What leisure opportunities are there?	UK.	
Environmental Impact	Sustainability- visit the allotments in Calverley and discuss why people grow their own food. Learn about where some fruit and vegetables come from and the distances they travel.		

Year 2			
	The Seaside	Comparative Locality (Tokyo/CapeTown?)	Pole to Pole
Place and Space	<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</i> <i>Identify seasonal and daily weather patterns</i>	<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.</i> <i>Identify seasonal and daily weather patterns</i>	<i>Identify seasonal and daily weather patterns and identify hot and cold areas of the world in relation to the Equator and the North and South Poles</i>
Scale		Which Continent is the locality in? What other countries surround the locality? Where in the country is the locality? What route would a person follow to visit that locality?	Revisit the continents and oceans of the World.

People, Culture and Trade	What is the housing typically like? What are the main businesses? How does the location influence and enhance the leisure activities? What key human and physical features provide leisure opportunities in both cities?	Do all people live the same way? What are the misconceptions of the comparative locality?	
Environmental Impact	Erosion of coastline Environmental impact of tourism on the area	Investigate the environmental issues in the contrasting locality.	Extreme weathers of the polar regions Climate change and its impact on the ice caps.
Revisit	Location of locality (Pudsey/Calverley) Name and locate 4 countries of the United Kingdom Name and locate four capital cities of United Kingdom		

Year 3			
	Catalonia - Barcelona Comparative locality: European	Earthquakes	Counties and Regions of the UK
Place and Space	<p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical (climate zones, biomes and vegetation belts, rivers, mountains) and human characteristics, countries, and major cities.</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</i></p>	<p><i>Describe and understand the key aspects of earthquakes.</i></p> <p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p>	<p><i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</i></p>

	<p><i>Kingdom and a region in a European country</i></p> <p><i>Describe and understand key aspects of human and physical geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>		
Scale	<p>Locate Catalonia and Barcelona in relation to Spain, Europe and the wider world. Compare its location to the UK, Yorkshire and Leeds, Pudsey/ Calverley/ Armley.</p>	<p>Where are the most severe earthquakes and why? How do earthquakes in the UK compare to those around the world?</p>	<p>Which are the largest/ smallest counties? Why do we have counties? Have the counties always been the same or have they changed over time? Do all countries have counties?</p>
People, Culture and Trade	<p>Investigate trade links. Investigate different foods which originate from the area studied and which are exported to the UK. What leisure opportunities attract tourists to the region and how does this vary through the year? Understanding that living in a place is different from visiting a place.</p>	<p>Investigate if the location of major fault lines affects the location of settlements.</p>	
Environmental Impact	<p>Impact of tourism on the selected region.</p>	<p>Investigate why some countries are affected more severely than others by earthquakes of similar magnitudes.</p>	
Revisit	<p>Hot and cold areas of the world in relation to the Equator and the North and South Poles Name and locate 4 countries of the United Kingdom Name and locate four capital cities of United Kingdom Name and locate the Oceans and Continents of the World</p>		

Year 4			
	North America	Hurricanes/Typhoons	Recognising Ordnance Survey map symbols
Place and Space	<p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</i></p>	<p>Investigate where the major hurricanes and typhoons have taken place.</p> <p>Investigate why hurricanes and typhoons happen.</p>	<p>Investigate what an Ordnance Survey Map is.</p> <p>Investigate how they differ from other maps.</p> <p>Investigate what they are used for.</p> <p>Recognise and interpret OS map symbols</p>
Scale	<p>Where in the World is North America?</p> <p>Investigate the countries that make up North America.</p> <p>Investigate the climate zones, biomes and vegetation belts of the USA.</p> <p>Name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements.</p>	<p>Investigate which continents have the most hurricanes/typhoons and where each originates.</p>	
People, Culture and Trade	<p>Investigating the distribution of population across the USA and factors that affect this pattern.</p> <p>Investigate the wide variety of agriculture and why it is located where it is in the USA.</p> <p>Investigate how New York has changed over time.</p> <p>Transport links in New York City.</p>	<p>Investigate how people try to defend their homes and businesses against hurricanes/typhoons.</p> <p>Investigate which countries are more successful defending against hurricanes/typhoons and why.</p>	
Environmental Impact	<p>Investigate the impact varying climate zones have on the USA.</p> <p>Investigate the extreme weather across the country.</p>	<p>Investigate the impact hurricanes and typhoons have on the areas they hit.</p>	

Revisit	<p>Hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Name and locate 4 countries of the United Kingdom</p> <p>Name and locate four capital cities of United Kingdom</p> <p>Name and locate the Oceans and Continents of the World</p> <p>Name and locate countries of Europe</p>
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Year 5			
	South America	Volcanoes	Ordnance survey contour lines
Place and Space	<p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</i></p> <p><i>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p>	<p><i>Describe and understand key aspects of: physical geography, including: climate, mountains, volcanoes and earthquakes.</i></p>	<p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</i></p>
Scale	<p>Where in the World is South America?</p> <p>Investigate the countries that make up South America.</p>	<p>Investigate where in the World Volcanoes are found.</p> <p>Investigate the significance of tectonic</p>	<p>Investigate the location of the Equator, Tropics of Capricorn and Cancer.</p> <p>Investigate why the World is divided into</p>

	Investigate the capital cities of South America. Investigate the climate zones, biomes and vegetation belts of Brazil. Investigate where in the world the Rainforests are. Investigate why the UK doesn't have Rainforests.	plates in the formation of volcanoes. Investigate why the UK doesn't have any volcanoes.	lines of latitude and longitude. Investigate why we have time zones and what purpose they serve.
People, Culture and Trade	Investigate the Indigenous tribes of the Amazon rainforest. Investigate the diversity and disparity of Brazilian cities. What are the challenges of travel in an area such as the Amazon rainforest?	Investigate the pros and cons of volcanic sites and their economic impact/benefits.	
Environmental Impact	Investigate the reasons for deforestation. Investigate the impact of deforestation on climate change. Investigate the impact of deforestation on jobs and migration in Brazil. Investigate the impact of deforestation on indigenous tribes of the Amazon Rainforest.	Investigate the impact of volcanic eruptions both locally and regionally.	
Revisit	Hot and cold areas of the world in relation to the Equator and the North and South Poles Name and locate 4 countries of the United Kingdom Name and locate four capital cities of United Kingdom Name and locate the Oceans and Continents of the World Name and locate countries of Europe. Name and locate counties of the UK.		

Year 6			
	Rivers	Yorkshire Dales	Extending understanding of OS maps (6 figure grid references)
Place and Space	<i>Name and locate counties and cities of the</i>	Find out why areas are given National Park	Locate places on an ordnance survey map

	<i>United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i>	status. Investigate why the Yorkshire Dales is a National Park. Identify the key places and features of the Yorkshire Dales.	using grid references. Plan a route on an Ordnance Survey map.
Scale	Locate the major rivers of the World. Locate the major rivers of the UK. Locate the major rivers of Yorkshire. Find the source of the River Aire. Find the tributaries of the River Aire. Investigate how the River Aire compares to the major rivers of the World.	Investigate the National Parks of the UK and their comparative sizes. Understand the aims of the National Park. Map the main National Parks of the UK. Understand that other areas of the world also have National Parks.	Calculate distances on a map.
People, Culture and Trade	Investigate why many towns and cities are located near rivers. Investigate which industries need to be located close to rivers. Investigate how the River Aire helps Leeds. How do rivers influence leisure choices?	Investigate why people choose to live in the Yorkshire Dales. Investigate which industries are based in the Yorkshire Dales. Compare the industries based in the Yorkshire Dales with those in the local area.	
Environmental Impact	Investigate which rivers around the world are severely polluted. Investigate the impact pollution has on rivers. Investigate how polluted our local rivers are. Link between climate change and flooding Link between changing land use and flooding.	Investigate the positive and negative impact of tourism on the Yorkshire Dales.	
Revisit	Hot and cold areas of the world in relation to the Equator and the North and South Poles. Name and locate 4 countries of the United Kingdom. Name and locate four capital cities of the United Kingdom. Name and locate the Oceans and Continents of the World. Name and locate countries of Europe. Name and locate counties of the UK		

Name and locate climate zones, biomes and vegetation belts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and Space	<p><i>Small area of UK- Calverley</i></p> <p><i>Four countries and capital cities of the UK</i></p> <p><i>Seasonal and daily weather patterns</i></p>	<p><i>Small area of the UK- Seaside town</i></p> <p><i>Compare Leeds to Tokyo</i></p> <p><i>Seasonal and daily weather patterns- Leeds compared to Tokyo</i></p> <p><i>Identify hot and cold areas of the world</i></p>	<p><i>Locate the World's countries using maps to focus on Europe. Compare a region of the UK and a region of a European country.</i></p> <p><i>Describe and understand the key aspects of earthquakes.</i></p> <p><i>Name and locate the counties and cities of the UK.</i></p>	<p><i>Locate the world's countries with a focus on North America.</i></p> <p><i>Investigating hurricanes and typhoons- where and why they happen.</i></p>	<p><i>Locate the world's countries with a focus on South America.</i></p> <p><i>Describe and understand the key aspects of volcanoes.</i></p>	<p><i>Name and locate the counties and cities of the UK, with a particular focus on key topographical features (rivers).</i></p>
Scale			<p>Where are the most severe earthquakes and why? How do earthquakes in the UK compare to others around the world? Largest/ smallest counties. How they have changed over time.</p>	<p>Which continents have the most hurricanes/ typhoons?</p>	<p>Where are the rainforests of the world located and why. Why doesn't the UK have rainforests?</p> <p>Why is the world divided up into lines of latitude and longitude?</p> <p>Why do we have time</p>	<p>How does the river Aire compare to the major rivers of the world?</p> <p>Which are the largest National Parks in the UK? Understand that other areas of the world are preserved in different</p>

			Do all countries have counties?		zones?	ways by different Governments.
Across all units, there must be an element of looking at the location of the area studied in relation to its surrounding area, the country/ continent it is in and where it fits in the wider world.						
People, Culture and Trade	<p>Typical housing in Calverley</p> <p>Main businesses/ shops</p> <p>What leisure opportunities are there?</p>	<p>Compare houses/ buildings in Leeds with a contrasting locality</p> <p>Main businesses/ shops in seaside town</p> <p>How does the location of a seaside town influence and enhance the leisure opportunities?</p> <p>What key human and physical features provide leisure opportunities in both cities?</p> <p>Transport- Leeds bus tour.</p>	<p>Trade links</p> <p>Foods which originate from the area studied</p> <p>Link between fault lines and location of settlements</p> <p>Leisure opportunities in Catalonia.</p> <p>Understanding that living in a place is different from visiting a place.</p>	<p>Distribution of population across the US</p> <p>Location of main agricultural regions</p> <p>Investigate how New York has changed over time</p> <p>Defending homes and businesses against hurricanes and typhoons.</p> <p>Which countries are more successful at doing this and why?</p> <p>Transport links in New York City</p>	<p>Indigenous tribes of the Amazon rainforest.</p> <p>Diversity and disparity of Brazilian cities.</p> <p>Pros and cons of volcanic sites and their economic impact/ benefits.</p> <p>What are the challenges of travel in an area such as the Amazon rainforest?</p>	<p>Why are many towns located alongside rivers?</p> <p>Which industries need to be located close to rivers.</p> <p>How does the River Aire help Leeds.</p> <p>How do rivers influence leisure choices?</p> <p>Why do people choose to live in the Yorkshire Dales?</p> <p>Which industries are based in the Yorkshire Dales?</p> <p>Compare the industries based in the Yorkshire Dales with those in the local area.</p>
Environmental Impact	<p>Sustainability- growing own food/ food miles</p>	<p>Erosion of coastline</p> <p>Impact of tourism</p> <p>Environmental issues in a contrasting locality</p> <p>Extreme weathers of the polar regions/</p>	<p>Impact of Tourism in contrasting locality</p> <p>Why are some countries affected more severely by earthquakes of similar magnitudes than others?</p>	<p>Impact of hurricanes and typhoons in the areas they hit.</p> <p>What impact do varying climate zones have on the USA?</p> <p>Investigate the extreme weather</p>	<p>Reasons for deforestation and its impact on:</p> <p>-Climate change</p> <p>-Jobs and migration</p> <p>-Indigenous tribes</p> <p>Impact of volcanic</p>	<p>Which rivers around the world are most severely polluted and why.</p> <p>Impact of pollution on rivers.</p> <p>How polluted are our</p>

		climate change and its impact on the ice caps		across the country.	eruptions both locally and regionally	local rivers and why. Link between climate change and flooding Link between changing land use and flooding.
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