



	Local	Regional	National	Global
T1	<p>Y6 - Why were some places more vulnerable to bombing in the UK than others? Locating cities and ports bombed during the Blitz on a map of the UK. Draw sketch maps of the UK, showing the bombed locations and identifying other significant geographical features such as rivers and railways.</p>	<p>Y3 - Where does my chocolate come from? Find out that about half of the chocolate in the world comes from Ghana in Africa.</p>	<p>Y5 - Why is the Nile so important to Egypt? Exploring how physical and human features can be dependent on each other by looking at the growth of settlements near the river Nile.</p>	<p>Y2 - Which seas and oceans have we paddled in? Locating seas and oceans and comparing weather patterns and significant places</p> <p>Y3 - Where does my chocolate come from? Understand that cocoa beans need a hot climate and identify that countries around the equator are the largest producers of cocoa as a result.</p>
T2	<p>Y3 - How is where I live unique? Using fieldwork and surveys to compare localities. Use this information to plan a fantasy city centre.</p>	<p>Y6 - Is the Arctic land or an ocean? Study of the features, climate and locations of Earth's polar regions.</p>		
T3	<p>Y5 - What caused London to have one of the fastest growing Black Death infection rates? Using maps, data and fieldwork to identify how the human and physical features of London to find out.</p>		<p>Y2 Are cities all the same? Identifying the four countries of Great Britain. Comparing capital cities.</p> <p>Y3 - Where is Greece and what geographical features are there?</p>	<p>Y1 - Locate on a world map the country and continent of animals at risk of extinction.</p> <p>Y4 - Locating the oceans of the world in terms of hemispheres and tropics. Identifying significant geographical features in a marine environment.</p>
T4		<p>Y4 - Where do the Iroquois Indians live? Understanding the physical features of a region within North America.</p> <p>Y6 - Why did the Galapagos islands develop such a rich biodiversity? Identifying key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>Y4 - How many time zones does the USA cover?</p> <p>Y5 - What different kinds of farming are there in the UK? Using maps, data, case studies and fieldwork to investigate where our food is grown, and why we can't grow some foods in Britain or locally.</p>	
T5	<p>Y1 - How can I show you where I have been? Map-making, aerial photos and landmarks local area</p>	<p>Y2 - What is it like in the rainforest? Comparing features of our locality with a contrasting non-European country.</p>		

	<p>Y5 - <i>Would Corby be a good place in the UK to build a new theme park?</i> Looking at the infrastructure of a locality and using surveys to identify need for a park.</p>			
T6	<p>Y2 - <i>Where were the invertebrates located?</i> Learning to draw sketch maps in our locality.</p>	<p>Y6 - Use maps, atlases and globes to locate the Chihuahuan Desert. Identify animal and plant species found there, what the climate is like, its location in relation to the equator, the people who live there and the difficulties that they face.</p>	<p>Y1 - The physical and human features of our British coastline.</p> <p>Y4 - <i>What are the similarities and differences between Italy and Britain, including climate, landscape, size and weather?</i></p>	<p>Y3 - <i>Why don't alligators live just anywhere?</i> Using digital maps to locate distribution of predators and use this to find the type of geographical features they prefer.</p> <p>Y5 - <i>Where in the world do the deadliest invertebrates live?</i> Using digital maps to locate distribution of deadly invertebrates and use this to find the type of geographical features and climates they prefer.</p>