PROGRESSION OF SKILLS AND KNOWLEDGE

CHERRY TREE PRIMARY SCHOOL

GEOGRAPHY

Heading	Knowledge	Skills	Learning Outcomes	Vocabulary
Year 1 Geography of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – **Cherry Tree School and the local area** Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office and shop Key physical features including: forest, wood, hill, river, soil, field, vegetation, season and weather Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Identify seasonal and daily weather patterns in the United Kingdom **Lines of Enquiry** What is the difference between a physical and human geographical feature? What are our local landmarks? What signs and symbols are found in the local area? What is my own address?	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Make observations about home, school and the surrounding area, including local parks and woodlands Read and identify colours, lines and shading on maps including local streets, story picture maps, UK and world maps. Draw maps of familiar areas and places Make links between food we eat and how it is grown in the local area Use simple compass directions N,S,E,W	Read Percy the Park Keeper books by Nick Butterworth including A Year in Percy's Park, The Treasure Hunt & Percy's Park. Draw maps and share likes and dislikes about our own playground. Visit the local playground/park – how does it compare to our school playground? Talk about and map routes to school Complete learning walks to find signs and symbols in the local area	Woods, hill, river, field, roads, school, Asda, Sainsbury's, Watford, Garston, Mosque, Church, canal, park, allotment, dual carriageway, roundabout Castle, mound, motte-and-bailey, battlements, moat, drawbridge, defence, well, battle, headland, London, Cardiff, Edinburgh, Dublin, mountains, valleys, coast, inland Hampshire, Europe, Crimea, nursing, herbs, lavender, aloe vera, camomile, ginger, war Habitat, woods, pond, field, hedgerow, garden, texture, pattern, colour, north, south, east, west, compass Africa, Malowi, Malosa, desert, African Plain, drought, rural settlement, village, school, mountains, hut, town, market, track, safari wild animals Environment, plastics, protection, conservation, turtles, waste, reduce,
Year 1 Global Geography	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country **African town** Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office and shop Key physical features including: forest, wood, hill, river, soil, field, vegetation, season and weather Name and locate the world's 7 continents and 5 oceans How does life in an African town (Malosa, Malawi) compare to Watford? Do all children go to school in Malosa? How is school life different for an African child to ours? What animals might you see on the way to school in Africa? Which foods grow in Africa? What stories are children told in Africa?	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Make links between food we eat and how it is grown in the contrasting location Describe the differences in the day in a life of a child in the contrasting location Share opinions about an environmental issue – plastics in our oceans	Invite a visitor in to talk about the contrasting locality and ask questions about the differences and similarities. Watch videos and describe features in a selection of photographs of the African town or landscape Compare animals living wild in the contrasting locality with wildlife found in our local area Make a class book about African town Write letters/postcards to partner school describing local area	

		Select information from posters or videos about an environmental issue to create own Select a way to help protect our oceans and seas		recycle, reuse, compassion, campaign
Year 2 Geography of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – **Cherry Tree School and the local area (Watford)** Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office and shop, stadium, mosque, church, temple, supermarket, canal, motorway, dual carriageway Key physical features including: forest, wood, hill, river, soil, field, vegetation, season and weather Identify seasonal and daily weather patterns in the United Kingdom **Lines of Enquiry** What is wonderful about Watford? What are the landmarks in Watford and the surrounding area? Why is it expensive to live in Watford? Where can we get to from Watford? Which are the oldest buildings in Watford? What industries existed in Watford in the past? How does the football club support the local community? How has London changed over time?	Compare and contrast, reason, offer views and opinions, use appropriate vocabulary Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Compare observations about home, school and the surrounding area, including Watford town and woodlands Read and interpret maps including local streets, story book maps, UK and world maps. Use keys to identify features Draw maps of the local area Use simple compass directions N, S, E, W Locate and identify London landmarks	Visit Watford Football Ground or have a visit from one of the players Create a 'come to Watford' brochure as a class Use local maps to write directions to different landmarks/places within Watford Draw a map of The Dome Roundabout and buildings around it. Read books about local history Create a UK map of Football teams Use estate agent details to compare prices of houses in different areas of Watford Play games using compass directions on the playground Create a signpost in the playground that points to different places around the country	Watford, Cassiobury, River Gade, ring road, stadium, shopping centre, London, River Thames, urban, over populated, busy, noisy, traders, fire, Pudding Lane, monument, bakers, transport Globe, satellite, space, planets, rockets, projection, Neil Armstrong, Katherine G Johnson, axis, continents, weather, clouds Habitat, woods, pond, field, hedgerow, garden, texture, pattern, colour, north, east, south, west Mountains, valleys, River Ganges, festivals, Prime Minister, Delhi, independence, Raj, religion, culture, climate Tree, trunk, conservation, leaves, canopy, shade, roots, habitat, manufacturing, furniture, replanting schemes
Year 2 Global Geography	Use basic geographical vocabulary to refer Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country **Indian town** Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, church, temple, mosque, supermarket and shop	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Interview visitors that have been to India about the differences and similarities to the UK Look at pictures of human and physical features in India and draw comparisons with Watford Make a model Indian village and draw maps of it	

	Key physical features including: forest, wood, hill, river, soil, field, vegetation, season and weather, ocean, waterfall Name and locate the world's 7 continents Lines of Enquiry Where is India? How is the weather and seasons different in India to the UK? What foods are grown in different areas of India? Can any children share their experiences of India? Is India more colourful that the UK? Who looks after the people in India? What does the world look like from space? What inspires humans to explore the world and space?	**Make links** between food we eat and how it is grown in the contrasting location – rice and wheat **Offer reasons** for the differences in the day in a life of a child in the contrasting location to own life **Share opinions** about an environmental issue – Looking after our local wildlife and litter **Offer views** and opinions about litter in the local environment	Investigate the importance of the Indian elephant Cook with ingredients from India and eat Indian food - rice **Cross Curricular links:** Art Learn about Amirita Sher Gil History Mahatma Gandhi Music – Indian cultural music	
Year 3 Geography of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Leavesden Human geography, including: types of settlement and land use, economic activity including trade links How has land been used over time in our local area? Do we live in a rural or urban area? What has happened to the Mothercare Headquarters in Watford? What has the land in Leavesden been used for over time? Which planes took off from the airport? Why did Warner Bros build the studios in Leavesden? How many people visit Leavesden in a year? How has the hospital site changed over time? What natural resources were used in the Stone Age? Why do bees need protecting?	Understanding through explanations, use accurate and precise vocabulary. Measure and record Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Research** using a variety of primary and secondary sources about the change in land use on the Leavesden aerodrome site **Analyse** data from the studios to find out about patterns in visitors to the studios **Explain** how to use visitor maps from the studios to **plan** a route around the attraction Use historical maps of the Leavesden hospital site and **compare** with up to date maps **Draw and interpret** a map of a familiar surrounding using a key	Produce leaflets or a class book about the change in land use over time. Debate the environmental issues of building on local land. Was building the studios a good idea? Interview local people about the changes they have seen in their lifetime in the local area. Ask their opinions about the building of houses on open field sites. Draw maps of the layout of Harry Potter World or design own maps of an attraction Compare a map of the Leavesden hospital from the late 1800s to now Use historic maps of the UK to locate natural resources and plan a new settlement in the best location Build a model Stone Age settlement in the school grounds and map it	Leavesden, aerodrome, air flight, engineering, tourist attraction, film industry, Victorian hospital, orphanage, country park, development, housing estate, transport links Iron, stone, slate, wood, flint, shelter, community, survival, hunting, animal skins, weapons and tools Atlantic, Pacific, Indian Ocean, Southern Ocean, Arctic Ocean, magnetic north and south. Equator, navigation, compass directions, weather, climate, storms Egypt, Cairo, River Nile, flood plains, archaeology, civilisation, architecture, astronomy, hieroglyphics Iceland, volcano, earthquake, geysers, hot springs, lagoons, waterfalls, icecap, glaciers, tourism,

				settlement, Northern Lights, Arctic Circle, Polar Bears, tectonic plates Pollination, nectar, protection, conservation, life cycles, swarm, hive, honey, queen bee, honey bee, bumble bee, thorax, trade, manufacturing, food industry, farming, climate change
Year 3 Global Geography	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country **- Iceland** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, mountains, waterfalls, hot water springs, geysers, volcanoes and earthquakes Describe and understand key aspects of: 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 Why do people live near volcanoes? Why are there few trees near volcanoes? What rock formations are created through tectonic movement? Why are volcanoes a popular tourist destination? How can we compare a volcanic island/settlement with Watford with regards to climate, settlement, landscapes and wildlife? Why is Iceland called Iceland? Is it safe to live near a volcano? Why did the stone age civilization & the iron age settlers choose to settle where they did? What were their settlements like? How have the oceans been navigated over time? How did Ancient Egyptians interact the River Nile? What type of settlements did the Ancient Egyptians create?	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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Locate places in the world** where volcanoes occur. Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts. **Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruption. **Ask and answer questions** about the effects of volcanoes. **Discuss** how volcanoes affect human life e.g. settlements and spatial variation.	Make a model volcano and present the processes involved in eruptions Design or make a model volcanic Island that includes other natural features such as geysers, hot water springs and waterfalls Design a travel brochure to persuade tourists to visit Iceland	
Year 4 Geography of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – St Albans (market town) Describe and understand key aspects of: 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	Describe and explain links, patterns, processes and inter-relationships. Measure, record and present Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use ICT skills to research the Roman links with St Albans Visit St Albans Abbey and complete field work Interview people who live in St Albans Create maps of historical points of interest within the city	Roman settlement, arches, Verulamium, amphitheatre, soldiers, Abbey, market, St Alban, Watling Street, coaching stop Exploration, circumnavigation, voyage, radar, compass, satellite navigation, Titanic, ice berg, Atlantic, Southampton, New

	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), and land-use patterns; and understand how some of these aspects have changed over time **Lines of Enquiry** Locate and describe features of our county - Hertfordshire What is our nearest city of St Albans famous for? Where is St Albans? Who was St Alban? Why is St Albans a city? What river flows through St Albans? Which royalty has visited St Albans? Why is St Albans a market town? How did the Romans influence transport links in the UK? How is the physical landscape linked to the water cycle?	**Research** using a variety of primary and secondary sources about the change in land use in St Albans, Hertfordshire **Analyse** data and explain links and patterns about changes in land use in St Albans Use historical maps of St Albans and **compare** with up to date maps **Draw and interpret** a map of a familiar surrounding using a key and simple scales **Observe, create and explain** a scale model **Measure, record and present** findings from an environmental survey in the local area **Collaborate and cooperate** with local agencies to improve the local area	Plan a route around St Albans to visit key landmarks Make a model of the water cycle and present the processes involved to an audience Complete a traffic survey in the vicinity of the school grounds and evaluate the results Get involved in a local project to reduce traffic and air pollution	York, White Star Line, Edward Smith, lifeboats Mountains, valleys, rivers, meandering, evaporation, condensation, air currents, ice caps, polar regions, liquid, precipitation, atmosphere, transportation Mosaics, architecture, statues, aqueduct, viaduct, Pompeii, Rome, Italy, Mediterranean, warm temperate sub-tropical climate New York, Manhattan, Island, Hudson River, State, Ellis Island, immigration, microclimate, over populated, subway, reclaimed land Climate change, global warming, ozone, carbon emissions, traffic, pollution, C02, fossil fuels, renewable energy
Year 4 Global Geography	Understand geographical similarities and differences through the study of human and physical geography of a region within North America **– New York** Describe and understand key aspects of: 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 Understand the difference between the Northern and Southern hemisphere. What are the famous landmarks in New York? How do people manage in over-populated areas? Why is New York called the city that never sleeps? What are the benefits of living in a busy city? How does living in a busy city compare to living in a rural area like St Albans? How do environments change and pose dangers to living things? Can wildlife live in a city? What impact did the sinking of the Titanic have on modern day navigation and sea safety?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate the world's countries, using maps to focus on **North America**, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities **Identify** the different hemispheres on a map. **Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.** **Locate and label** different countries/continents in the Northern and Southern hemisphere. **Raise questions** about the different hemispheres and **make predictions** on how they think life will be different in the two hemispheres. Understand the term 'climate zones' and **identify** some differing ones. Touch upon global warming and its implications.	Map the journey of the Titanic Draw a plan view of a Roman villa Use multimedia and technology to explore the city of New York (Google Earth & documentaries) Use aerial photographs and images to compare landmarks and street maps with those of other mega cities in the world Plan a day out in New York, plotting a route using scaled maps and costings Investigate immigration and the issues faced in current times Investigate and explore how tall buildings are constructed in constrained spaces	

	How and where did the Roman Empire spread? Who is responsible for global warming?			
Year 5 Geography of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Hertfordshire compared to other UK counties Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time **Lines of Enquiry** Which famous people lived in our local area? Are any local streets names after famous people? Which monarchs have lived in our county? Why did Elizabeth the first live at Hatfield House? Who was Nicholas Breakspear? What is special about Hertfordshire? Which county in the UK would you prefer to live in and why?	Present detailed explanations, draw conclusions, make informed judgements Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life	**Identify and locate** on a map of Hertfordshire, the main towns, cities and rivers and **explain connections** between them Discuss and debate the advantages and disadvantages of living in rural and urban areas Investigate the life of the Tudors and their links to Hertfordshire including Hatfield House Visit a Tudor dwelling or take part in a Tudor experience Look at local street maps to identify and make connections between street names and buildings. Identify layers in native woodland and make comparisons through presentations or posters Visit a local super market to find products that use palm oil	Hertfordshire, Watford, St Albans, Hertford, Hatfield, Dunstable Downs, ancient woodland, stag, home counties, Hatfield House, Knebworth House, green belt, agriculture, River Colne, River Lea, Chilterns, Tudor buildings, canal systems, transport links Europe, Scandinavia, Sweden, Denmark, Finland, Norway, Iceland, Nordic, Invaders, Settlers, temperate oceanic climate, humid continental climate, subarctic climate Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones axis, seasons, space station, planets, moon, lunar, eclipse, NASA, trajectory, gravitational pull Sculpture, Angel of the North, Albert Memorial, Robin Hood, Titanic memorial, Henry Moore, Christ the Redeemer, Terracotta Army, Pablo Picasso Guitar, Constantin Brancusi, Duchamp, Andy Warhol, Statue of Liberty,
Year 5 Global Geography	Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region in South America - Amazon rainforest (deforestation) Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and **rivers**	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Select and use a range of measuring instruments in investigations. Compare maps with aerial photographs. Select a maps for a specific purpose.	Annotate Scandinavian maps to identify origin of Vikings Investigate world time zones in a maths lesson Promote or advertise a famous sculpture or statue, making connections to its geographical location Create a 3D model of the layers of the rainforest	

	Describe and understand key aspects of 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 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) **Tilt of the Earth** **Lines of Enquiry** Where are rainforests found in the world? Why does it rain in these forests? What animals live in the rainforests? What is found in each layer of the rainforest? Are there any similarities between a rainforest and our local woodland? Why do people live in the rainforest? Are the rainforests worth saving? Why is palm oil such a popular product? What products do we find palm oil in? Should we try to use alternatives?		Watch documentaries on life in the rainforest Investigate using alternatives to palm oil in recipes and beauty products	Amazon, rainforest, humidity, canopy, emergent, understory, forest floor, habitat, life cycles, dwellings, palm plantation, deforestation, subsidence, run off, destruction, life, caimans, jungle, River Gade, meander, source, mouth, erosion and deposition Fair trade, exploitation, natural resources, charity, child labour, inequality, farming, agriculture, over-farming

Year 6 Geography of the United Kingdom	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), and land-use patterns; and understand how some of these aspects have changed over time – Swanage Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 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 – **British Canals and Victorian Empire** **Lines of Enquiry** How has Industry in Watford changed over time? What businesses were important in Watford? What role has the building of the canals played in Watford's history? How and why were canals built? Why do people still live on canal boats? How did the British Empire grow? Why were lighthouses built? Why are lots of lighthouses not used anymore? What is the role of the Royal National Lifeboat Institution? What are the benefits of living by the sea in the UK? Where is Swanage? Why do people go on holiday to Swanage? What are the features of a UK seaside town? How has the landscape been shaped by the sea? What are the disadvantages of living by the sea?	Evaluate critically, validate, hypothesis, remodel Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Compare graphs and data and draw conclusions Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Annotate sketches to describe and explain geographical processes and patterns. Select and use a range of measuring instruments in investigations.	Map the route of the Grand Union Canal, naming the main towns it runs through Use technology to investigate the history of the building of the canals and explain how locks work Visit the Grand Union Canal and carry out fieldwork Explore the lifestyle of living on a canal boat using interviewing techniques Use OS maps and UK maps to locate lighthouses around the coast Investigate historic ship wrecks and the technology now used to prevent them Watch a documentary on the RNLI and debate issues raised concerning responsibility on the ocean Attend school journey and carry out a range of fieldwork Investigate historic WW2 events and present evidence to how the geography of the UK played a part in the outcome (Island nation)	Grand Union Canal, London, barge, warehouse, Birmingham, Regents Canal, Grand Junction Canal, locks, tunnel, toll, restoration, recreation, 3rd Duke of Bridgewater, James Brindley Trade, empire, export, import, Queen Victoria, Prince Albert, East India Trading Company, shipping, colonies Lighthouse, headland, outcrop, bay, currents, lifeboat, radar, communication, lamp, lens, beacon, danger, navigation Island, cliffs, strategy, weather conditions, home guard, Battle of Britain, Germany, Europe, Poland, France, continent, English Channel, allotment, make do and mend, dig for victory, Winston Churchill, Adolf Hitler, holocaust Coast, headland, bay, beach, erosion, wave cut platform, stack, cave, sink hole, longshore drift, coastal management, sea defences, landslides, groynes, seaside
Year 6 Global Geography	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes, **coastal erosion** **Lines of Enquiry** What is trade and why it has been important to countries around the world for thousands of years	Draw a variety of thematic maps based on their own data. Draw plans of increasing complexity Use a scale to measure distances. Draw/use maps and plans at a range of scales.	Annotate a map of the British Empire with trade connections Use multimedia to investigate global coastal disasters such as the tsunami in Jan 2004	

	When and where was World War 2? How did the geography of the UK affect the outcome of WW2? What is coastal erosion? How do tsunami's affect coastal regions? Why are coastal regions hit hardest by hurricanes? Why are the icecaps melting? Where is the weather the most extreme in the world? Who should pay for the destruction caused by natural disasters? Should we try to tame the weather?		Analyse weather data from severe weather events such as Hurricane Mitch in 1998 Compare contrasting views regarding global warming and it's suggested links to extreme weather	As above, hurricanes, tropical storms, tsunami, tidal wave, disaster, world aid, monsoon, flooding,