



Geography Curriculum Long Term Planning

Year 7		Ht1	HT2	HT3	HT4	HT5	HT6
Geography	Big Idea	What is Geography?	What are the impacts of deforestation and how can they be managed?	Why are some places more developed than others? What are the impacts of unequal development and how can this be managed?	Why do rivers flood? What are the impacts of flooding?		
	Assessment	<p><u>Extended writing opportunities</u> – Why are counties useful?</p> <p>End of topic assessment</p>	<p>Peer and self-assessment of different map-based skills mini tests and activities.</p> <p>End of unit assessment</p> <p><u>Extended writing opportunities</u> – How have plants and animals adapted? How do we exploit the rainforest? How do we manage the tropical rainforest?</p> <p>End of unit assessment</p>	<p><u>Extended writing opportunities</u> – Why do tourists visit Kenya? (trip advisor review) What are the consequences of tourism in Kenya? Why do we have unequal development?</p> <p>End of unit assessment</p>	<p><u>Extended writing opportunities</u> – How do waterfalls and gorges form? What are the causes and impacts of flooding?</p> <p>End of unit assessment</p>		
	Wider Curriculum Links	<p>Planet Earth club</p> <p>SMSC & FBV – To instil an appreciation of the British Isles as well as a human, physical and environmental understanding of the features of the world</p> <p>BIGs on National Geography Day's</p>	<p>Dynasties (Planet Earth club)</p> <p>SMSC & FBV – promote sustainability and respect for the natural environment and tolerance of others (tribes) who use this environment</p> <p>ABC Oracy – The tropical rainforest is worth protecting</p> <p>BIGs on National Geography Day's</p>	<p>Africa day</p> <p>Blue Planet (Planet Earth club)</p> <p>Trade Game</p> <p>SMSC & FBV – to understand the uneven development in other countries especially in Africa. How can we play a part in helping to close the development gap (Fair Trade)</p> <p>ABC Oracy – Tourism in Kenya is positive</p> <p>Fair Trade is the best way to close the development gap</p> <p>BIGs on National Geography Day's</p> <p>Malham Trip</p>	<p>Planet Earth club</p> <p>SMSC & FBV – How can natural processes such as erosion and flooding affect people's individual liberty?</p> <p>ABC Oracy – Flooding is caused by humans</p> <p>BIGs on National Geography Day's</p>		



YEAR 8		HT1	HT2	HT3	HT4	HT5	HT6
Geography	Big Idea	How is population changing? What are the impacts of migration?	What is coastal erosion? How can the impacts of coastal erosion be managed?	What are the impacts of natural hazards and how can they be managed?	What are the impacts of modern-day conflict?	What is extreme weather and how can the impacts be managed?	Who are the world's superpowers and how do they influence us?
	Assessment	<p><u>Extended writing opportunities</u> – How can you manage overpopulation? What are the impacts of migration? How can we manage urbanisation?</p> <p>End of unit assessment</p>	<p><u>Extended writing opportunities</u> – What is the formation of headlands and bays? What are the impacts of erosion? How should the Holderness coast be managed?</p> <p>January exam (Under Pressure)</p>	<p><u>Extended writing opportunities</u> – What are the 4 types of plate boundaries? What are the impacts of earthquakes?</p> <p>End of unit assessment</p>	<p><u>Extended writing opportunities</u> – What are the causes and impacts of child soldiers? What are the impacts of the heroin trail? Should the dam be built?</p> <p>End of unit assessment</p>	<p><u>Extended writing opportunities</u> – Is there a microclimate at Castleford Academy? What are depressions and what type of weather do they bring? What are the impacts of climate change?</p> <p>End of unit assessment</p>	<p><u>Extended writing opportunities</u> – What are the impacts of the Chernobyl disaster? What are the impacts of sweatshops?</p> <p>End of unit assessment</p>
	Wider Curriculum Links	<p>Jelly baby game Sustainability group work</p> <p>SMSC & FBV – to understand that the population is changing and the moral importance behind the One Child Policy and migration into the UK. This links well with the local area due to lots of Polish and other Eastern European migrants.</p> <p>ABC Oracy - Overpopulation can be easily managed</p>	<p>Pop up headlands Watch The Impossible</p> <p>SMSC & FBV – making strong links to our nearest coastline and how erosion can put people's property at risk</p> <p>ABC Oracy – Coastal engineering is best with hard engineering</p> <p>BIGs on National Geography Day's</p>	<p>Building earthquake proof structures Montserrat decision making game Pop up volcanoes</p> <p>SMSC & FBV – how can earthquakes and volcanoes effect people in HICs and LICs</p> <p>ABC Oracy – People shouldn't live in hazard prone areas</p> <p>People can live in areas prone to volcanic eruptions if they are properly managed?</p>	<p>Watch Blood Diamonds</p> <p>SMSC & FBV – People in war torn zones are in need of help. Why did we go to war?</p> <p>ABC Oracy – solving poverty in Afghanistan will stop the impacts of the heroin trail in the UK</p> <p>We should help Syrian refugees</p> <p>BIGs on National Geography Day's</p>	<p>On site field trip to measure the microclimate</p> <p>SMSC & FBV – How can the weather affect our day to day lives? Are some at more risk than others?</p> <p>ABC Oracy – the climate can be affected by a number of different factors The impacts of Hurricane Katrina could be prevented</p> <p>BIGs on National Geography Day's</p>	<p>Holderness Coast trip</p> <p>SMSC & FBV – the impacts of the world's strongest powers on a global scale. Sweatshops are morally wrong but have the right intentions for development of a country.</p> <p>ABC Oracy – Chernobyl was the worst human hazard known to man Most of our products come from China because they are cheaper</p>



	<p>Migration is positive for the host country</p> <p>BIGs on National Geography Day's</p>		<p>BIGs on National Geography Day's</p>		<p>Scarborough Trip</p>	<p>We should buy products from ethical sources to stop the impacts of child labour and sweatshops</p> <p>BIGs on National Geography Day's</p>
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Year 9		HT1	HT2	HT3	HT4	HT5	HT6
Geography	Big Idea	<p>What are Amazing Places? How have people, animals and plants adapted to hot and cold deserts?</p> <p>How do we use map skills?</p>	<p>How do we use map skills?</p> <p>How has climate changed through time? How do people use glaciated landscapes?</p>	<p>START OF GCSE GEOGRAPHY</p> <p>The Living World</p> <p>What are ecosystems and how do biotic and abiotic components interact?</p> <p>What are the distinctive characteristics of TRFs?</p> <p>What are the economic and environmental impacts of deforestation?</p> <p>How can TRFs be managed sustainably?</p>	<p>The Living World & River Landscapes</p> <p>What are ecosystems and how do biotic and abiotic components interact?</p> <p>What are the distinctive characteristics of TRFs?</p> <p>What are the economic and environmental impacts of deforestation? How can TRFs be managed sustainably?</p> <p>Why does the UK have a diverse landscape?</p> <p>How does the shape of the river valley change as the river flows downstream?</p> <p>What are the fluvial landforms created by the different physical processes?</p>	<p>River Landscapes</p> <p>Why does the UK have a diverse landscape?</p> <p>How does the shape of the river valley change as the river flows downstream?</p> <p>What are the fluvial landforms created by the different physical processes?</p> <p>What are the effects of river flooding and how can they be managed?</p>	<p>Urban Issues and Challenges</p> <p>Why does a growing percentage of the world's population live in urban areas?</p> <p>What are the opportunities and challenges of urban growth in LICs and NEEs?</p> <p>What are the social, economic, environmental opportunities and challenges of urban change in the UK?</p> <p>How can we manage resources and transport in urban areas sustainably?</p>



				What are the effects of river flooding and how can they be managed?		
Assessment	<p>Exam questions</p> <p>Explain the factors affecting climate & Evaluate the management of tourism in Antarctica</p> <p>End of unit assessment & therapy</p>	<p><u>Geographical skills</u> Skills tests throughout the skills topic</p> <p>End of topic assessment</p> <p><u>Ice Age</u> Exam questions – explain the formation of a corrie & How do people use glaciated landscapes</p> <p>End of unit assessment & therapy</p>	<p>Exam questions – explain the location of biomes, explain the factors affecting ecosystems, explain plant and animal adaptations</p> <p>Mid topic test & therapy</p> <p>Exam questions – causes of deforestation, impacts of deforestation, management of TRF ecosystem</p> <p>End of topic test & therapy</p> <p>Pre-release practice</p>	<p>Exam questions – river processes, formation of a meander and oxbow lake, formation of a waterfall, formation of flood plains and levees</p> <p>Mid topic test & therapy</p> <p>Exam questions – causes of flooding, hydrographs, management of flooding, example of Banbury flood management</p>	<p>Exam questions – river processes, formation of a meander and oxbow lake, formation of a waterfall, formation of flood plains and levees</p> <p>Mid topic test & therapy</p> <p>Exam questions – causes of flooding, hydrographs, management of flooding, example of Banbury flood management</p> <p>End of topic test = mock in the sports hall</p>	<p>Exam questions – rates of urbanisation & factors affecting urbanisation</p> <p>Holiday homework given = The Living World- Hot Deserts independent study booklet</p>
Assessment Intent	<p>Practice & explain and evaluate skills</p> <p>Assessment on Amazing Places, this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p>	<p>Practice map skills as a refresher from Y7</p> <p>Assessment will be interleaved with Amazing Places, Geographical Skills & Ice Age this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>All exams follow with PLC & therapy to close the gaps.</p> <p>Pupils at GCSE retake these tests to close the gaps after a test review if they are 2 or more grades away from their target. This is done in a booster after school</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The River Landscapes mid-point assessment will be interleaved with River Landscapes and The Living World this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The River Landscapes end of unit assessment will be interleaved with River Landscapes and the Living World, this is the end of year exam in the sports hall, this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>At this point in the topic it will be low tariff marks (2-4 marks)</p>



			The mid topic test is only 30 mins due to being their first at this level and not completing as much of the content yet.	gaps in knowledge from the assessment.	given as therapy sheets to complete to close the gaps in knowledge from the assessment.	
Wider Curriculum Links	<p>w/c 30th September – Equality and diversity week</p> <p>SMSC & FBV – Mutual respect, learning about different places and cultures</p> <p>Developing awe and wonder about the world we live in.</p> <p>ABC Oracy – guided debate on Antarctica</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – Mutual respect for the environment and how it can change over time.</p> <p>ABC Oracy – Humans should be able to use cold environments</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – Democracy and Mutual respect with management of the TRF.</p> <p>ABC Oracy – should the tropical rainforest be developed?</p> <p>BIGs on National Geography Day's</p>	<p>Careers week B.I.G w/c 2nd March</p> <p>SMSC & FBV – Democracy and rule of law for the decisions made regarding flood management schemes</p> <p>ABC Oracy – Flooding is a natural phenomenon</p> <p>BIGs on National Geography Day's</p> <p>Yorkshire Wildlife Park Trip</p>	<p>SMSC & FBV – Democracy and rule of law for the decisions made regarding flood management schemes</p> <p>ABC Oracy – Hard engineering is more effective than soft engineering</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – levels of development and poverty, looking at HIC/LIC/NEEs</p> <p>Mutual Respect & Tolerance of Others</p> <p>ABC Oracy – The Olympics were good for Rio</p> <p>BIGs on National Geography Day's</p>



Year 10		HT1	HT2	GT3	HT4	HT5	HT6
Geography	Big Idea	<p>Urban issues and challenges.</p> <p>Why does a growing percentage of the world's population live in urban areas?</p> <p>What are the opportunities and challenges of urban growth in LICs and NEEs?</p> <p>What are the social, economic, environmental opportunities and challenges of urban change in the UK?</p> <p>How can we manage resources and transport in urban areas sustainably?</p>	<p>Urban Issues & challenges & Hot Deserts</p> <p>Why does a growing percentage of the world's population live in urban areas?</p> <p>What are the opportunities and challenges of urban growth in LICs and NEEs</p> <p>What are the social, economic, environmental opportunities and challenges of urban change in the UK?</p> <p>How can we manage resources and transport in urban areas sustainably?</p> <p>What are the distinctive characteristics of hot deserts?</p> <p>What are the opportunities and challenges of development in hot deserts?</p>	<p>Coastal Landscapes</p> <p>Why does the UK have a diverse landscape?</p> <p>What are the physical processes that shape the coastline?</p> <p>What distinct landforms are the result of rock type, structure and physical processes?</p> <p>What physical processes effect the coastline and how can they be managed?</p>	<p>Coastal Landscapes & Issue Evaluation</p> <p>Why does the UK have a diverse landscape?</p> <p>What are the physical processes that shape the coastline?</p> <p>What distinct landforms are the result of rock type, structure and physical processes?</p> <p>What physical processes effect the coastline and how can they be managed?</p>	<p>Fieldwork</p> <p>What is a suitable question for a geographical enquiry?</p> <p>How do you select, measure and record data appropriately?</p> <p>How do you process and present fieldwork data appropriately?</p> <p>How do you describe, analyse and explain fieldwork data?</p> <p>How do you reach conclusions?</p> <p>How do you evaluate your geographical enquiry?</p>	<p>The Changing Economic World</p> <p>What are the global variations in economic development and quality of life?</p> <p>What are the various strategies used to reduce the development gap?</p> <p>Wat are the social, environmental and cultural changes as a result of rapid growth in LICs and NEEs?</p> <p>How are employment patters and regional growth effected by major changes in the UK?</p>



		Why are areas on the fringe of hot deserts at risk from desertification?				
Assessment	<p><u>Exam questions</u> – challenges and opportunities in Rio, Favela Barrio Project</p> <p>Mid topic test & therapy</p> <p><u>Exam questions</u> – migration into Bristol, opportunities and challenges in Bristol, Temple Quarter regeneration, sustainable transport</p>	<p>End of topic test & therapy</p> <p><u>Hot Deserts exam questions</u> – plant and animal adaptations, opportunities in the Thar Desert, challenges in the Thar Desert, impacts of desertification, management of Hot Deserts.</p> <p>End of topic test & therapy</p>	<p><u>Exam questions</u> – characteristics of waves, formation of headlands and bays, wave cut platforms, formation of sand dunes, spits and bars</p> <p>Mid topic test & therapy</p>	<p><u>Exam questions</u> – coastal management</p> <p><u>Issue Evaluation</u> = practice of mock exam papers from pre-release papers</p>	<p>Mock in the sports hall including all units.</p> <p>Worked examples of exam questions throughout</p>	<p><u>Exam questions</u> – Demographic Transition Model, causes of uneven development, impacts of uneven development,</p>
Assessment Intent	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The Urban mid-point assessment will be interleaved with The Living World and Urban Issues and Challenges this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The Urban end of unit assessment will be interleaved with River Landscapes and Urban Issues and Challenges this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The Coastal Landscapes mid-point assessment will be interleaved with Urban Issues and Coastal Landscapes this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>Here pupils will practice a pre-release exam paper as a walking talking mock in lesson. This is so they have modelled work of what a good one looks like.</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The Year 10 end of year mock includes all topics covered so far with an emphasis on The Coastal Landscape as it comes at the end of this unit. This will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p>



			The hot desert end of unit assessment will be interleaved with The Living World and River Landscapes				
Wider Curriculum Links	<p>SMSC & FBV – understanding how to make life better for the urban poor in LICs/NEEs & understanding of the UK's population needs and redevelopment</p> <p>ABC oracy – did the Olympics help Rio's development?</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – How can we create opportunities even in the most challenging environments, climate change links with desertification</p> <p>ABC Oracy - Was the Temple Quarter a success?</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – an understanding and respect of the natural environment and coastal processes.</p> <p>ABC Oracy – explaining the formation of coastal landforms to others in the class without writing it down.</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – Rule of Law & Individual Liberty for the coastal erosion impacts</p> <p>ABC Oracy – Should people protect the coast?</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – understanding the purpose and risks associated with fieldwork</p> <p>ABC Oracy – What are the impacts of tourism in Knaresborough? Why do coastal defences at Scarborough vary?</p> <p>BIGs on National Geography Day's</p> <p>Knaresborough and Scarborough Trip</p>	<p>SMSC & FBV – Mutual respect & tolerance</p> <p>Understanding how our actions in the past (British Empire) has resulted in uneven development of some countries. Moral implications of transnational corporations</p> <p>ABC Oracy - How can we help to reduce the development gap?</p> <p>BIGs on National Geography Day's</p>	



Year 11		HT1	HT2	HT3	HT4	HT5	HT6
Geography	Big Idea	<p>The Changing Economic World</p> <p>What are the global variations in economic development and quality of life?</p> <p>What are the various strategies used to reduce the development gap?</p> <p>What are the social, environmental and cultural changes as a result of rapid growth in LICs and NEEs?</p> <p>How are employment patterns and regional growth affected by major changes in the UK?</p>	<p>Energy & Resource Management</p> <p>What is the significance of food, water and energy to human development?</p> <p>What are the opportunities and challenges of the changing demand and provision of resources in the UK?</p> <p>Why might the rising global demand for energy resources lead to conflict?</p> <p>What are the different strategies that can increase energy supply?</p>	<p>Natural Hazards</p> <p>Why do natural hazards pose major risks to people and property?</p> <p>What are the physical causes of earthquakes and volcanoes?</p> <p>What are the effects and responses to tectonic hazards in contrasting levels of wealth?</p> <p>How can management strategies reduce the effects of tectonic hazards?</p> <p>What is the global atmospheric circulation and how does it determine patterns of weather and climate?</p> <p>What are the causes of tropical storms?</p> <p>What are the effects of tropical storms on people and the environment?</p> <p>Why is the UK affected by a number of weather hazards?</p>	<p>Natural Hazards, Revision & pre-release</p>		



			<p>What are the impacts of extreme weather events in the UK?</p> <p>What are the physical and human causes of climate change and the effects of this?</p> <p>How can we manage the effects of climate change through mitigation and adaptation?</p>			
Assessment	<p><u>Exam questions</u> – reducing the development gap, Jamaica tourism, changing industrial structure of Nigeria, TNCs,</p> <p>mid topic test & therapy</p> <p><u>Exam questions</u> – Impacts of industry on the environment, north south divide</p> <p>End topic test & therapy</p>	<p>Mock exams in sports hall</p> <p><u>Exam questions</u> – high value foods, food miles, water supply and demand, economic and environmental issues of energy production, impacts of energy insecurity, +/- of fracking in Amazon, Chambamontera micro-hydro evaluation</p> <p>End of topic test & therapy</p>	<p><u>Exam questions</u> – plate margins, impacts of earthquakes HIC, reducing the impacts of tectonic hazards,</p> <p>Mid topic test & therapy</p> <p><u>Exam questions</u> – impacts of tropical storms, reducing impacts of tropical storms, causes and impacts of extreme UK weather,</p>	<p>Exam Questions - causes of climate change, adaptation and mitigation to climate change</p> <p>End of topic test & therapy</p> <p>Pre-release mock exam questions in lesson</p>		
Assessment Intent	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The Economic mid-point assessment will be</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The mock exams will be all 3 papers that are sat</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The Resource Management end of unit</p>	<p>Pupils have exam questions throughout to practice the skills needed for the different command words, these are all identified on their learning journeys.</p> <p>The Natural Hazards end of unit assessment will</p>		



	<p>interleaved with Urban Issues and Challenges & The Changing Economic World this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p> <p>The Economic end of unit assessment will be interleaved with Urban Issues and Challenges & The Changing Economic World – this is due to the topics being similar at this point they will be able to have separate human and physical papers ready for the real exam.</p>	<p>just as in the summer exams. This will include all topics sat so far as well as a pre-release document that will be given to pupils after October half term to prepare for. This will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p> <p>The mock exams will be used to inform planning for boosters through the next half term as we revisit the questions with pupils using the PLC to track.</p>	<p>assessment will be interleaved with The Changing Economic World & Resource Management this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p> <p>The Natural Hazards mid-point assessment will be interleaved with Natural Hazards & The Living World</p>	<p>be interleaved with Natural Hazards, Coastal Landscapes & River Landscapes this will be marked using a % and completed on the department PLC. Each pupil will receive a WWW and 2 EBI's which will be given as therapy sheets to complete to close the gaps in knowledge from the assessment.</p>		
Wider Curriculum Links	<p>SMSC & FBV – links to the UK economy and changes that are happening to the structure.</p> <p>ABC Oracy – Should Heathrow Airport/ HS2/ Smart Motorways/ Liverpool2 be built?</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – the world's resources are a finite thing, what can we do to alleviate this strain?</p> <p>ABC Oracy – Should fracking go ahead in the Amazon?</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – the understanding of why people live in Hazardous areas, often with no choice and this can affect their development.</p> <p>ABC Oracy – It is easy to protect against natural hazards – agree/disagree</p> <p>BIGs on National Geography Day's</p>	<p>SMSC & FBV – respect and understanding of climate change and how we can reduce the impacts.</p> <p>ABC Oracy – Should we use fossil fuels?</p> <p>Pre-release potential = usually an agree/disagree statement</p>		



					<p>e.g. "should the reservoir go ahead? Should the road be built through the Peruvian Amazon?"</p>		
					<p>BIGs on National Geography Day's</p>		