The Ribblesdale Federation of Schools

Geography Curriculum Handbook

(Updated for 2023 -2024 Curriculum)

Year Groups	Subjects	Year A						Year B					
		1	2	3	4	5	6	1	2	3	4	5	6
Reception and Year 1	Geography			Let's explore our local area	Our Country		On Safari	Our School				Wonderful the weather	Beside the seaside
Year 2 and 3	Geography	Investigating the local area		North America - Mexico		Extreme Earth- Volcanoes		Settlements- maps/compass points		Rivers and Water Cycle		Deserts	
Year 4, 5 and 6	Geography		Where Does Our Food Come From?		Mapping		Enough for Everyone		The UK Maps		European Neighbours -Spain/ Catalonia		Rainforest
			Year C Mountains		Year C Our Changing world		Year C **Study of Morcombe**						

Geography

Intent

Our intent is to instil within our children a sense of wonder and appreciation of the world around them. We strive to equip our children with an understanding of the Earth and the people who live here, and an appreciation of the fragility of the Earth's systems. Through developing our children's awareness of their place within the world, we support them to feel empowered, individually and collectively to help to look after our planet. We want for our children, as Geographers, to observe, look closely, make connections, ask questions, take responsibility and to inspire others, through their actions to strive to make a difference to our world. We encourage personality and tailor the curriculum to suit the individual needs of our pupils, groups and school community to ensure all of our children are able to develop their own character in a safe and enriching environment.

Pupils with SEND

To support pupils with SEND to access a full geography curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary; use of visual aids and practical resources (maps, globes, atlases, etc); scaffolding resources, such as writing frames; additional thinking time; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative means to record responses; songs to aid recall of key geographical facts (such as the seven continents, or 5 oceans); task breakdown plans; use of vocabulary mats, and; targeted questioning.

Implementation

Geography is taught through a range of teaching and learning strategies with an emphasis upon the use of key vocabulary and questions. We plan for regular fieldwork opportunities so that our children can make links with what is learned in the classroom to the wider world around them. As a staff, we ensure clear and strong links to the national curriculum guidelines to ensure all aspects, knowledge and skills in Geography are taught across all year groups. We use assessment for learning to ensure lessons are relevant and tailored to children's abilities and to enable us to plan for next steps for all learners. Monitoring in all year groups will ensure that key skills are taught across all year groups and that the quality of teaching and learning in Geography remains consistently high across our three schools.

Impact

Children will enjoy Geography lessons and look forward to learning more about the world around them. Children will be encouraged to find answers for themselves and research about the world around them to continue to instil the love for learning. Evidence of work will show a clear progression of skills across year groups. It will also show a range of topics covered and cross-curricular links. Standards in Geography will be as consistently high in all year groups and across our three schools. Teacher assessments are moderated and discussed professionally to ensure standards are high across all year groups. SLT and the governing body are informed of progress in Geography regularly through subject reports and annual subject action plans.

Let’s explore our local area.	
In EYFS we…	In Year 1 we…

Three and four year olds

Mathematics

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

Understanding the World

- Begin to understand the need to respect and care for the natural environment and all living things.

Reception

Understanding the World- People, culture and communities

- Draw information from a simple map.
- Discuss the roles of people in the community.
- Share their experiences of local features of our community.
- Be able to talk about their journey to school.
- Look at maps of our school/area and discuss the features they notice
- Explore the natural world around them.
- Describe the immediate environment using observation, discussion, and maps.

Knowledge

- Recognise and recall familiar places in the local area. (For example key landmarks in Giggleswick, Hellifield and Long Preston) and to know whether they a physical feature or a human feature.
- Recognise and recall different building types. (Different types of housings, different uses of buildings)
- To know that the school is part of a village.
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Fieldwork skills

- To observe human and physical features of the local area. (To be done by undertaking a local area walk)
- To use camera and other devices to record features of the local area.
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Mapping Skills

- To use directional and locational language to describe features and routes a map.
- Use aerial photos of the local area to recognise landmarks and basic human and physical features.
- Devise a simple map.

Communication

ELG • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	• Use a growing range of subject specific vocabulary. • Speak, write, draw, observe and describe simple geographical concepts. • Notice and describe patterns. • Use maps and images to talk about everyday life. • To ask geographical questions about the local area. (What is it like to live here? Who lives here? Why is there _____ here?)
<u>Possible enrichments and Cultural capital</u> Local area walk	

Our Country

In EYFS we…	In Year 1 we…
Three and four year olds Mathematics · Understand position through words alone. For example, "The bag is under the table," – with no pointing. Understanding the World · Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. **Reception** Understanding the World- People, culture and communities · Draw information from a simple map. · Recognise some environments that are different to the one in which they live. · Share their knowledge of different countries. And compare/contrast them in discussion.	Knowledge • Name and recall the four countries of the UK. • Name and recall the capital cities of the UK. • Name and recall the surrounding seas of the UK. • To know simple human and physical features of the countries and capital cities of the UK. Fieldwork skills • Use simple compass directions (NSEW). • Use aerial photos and plan to recognise landmarks and basic human and physical features. Mapping Skills • To use a range of world maps, atlas and globes to identify the UK and its countries. • To locate land, sea, countries and capital cities on a map. Communication • Use basic geographical vocabulary. • Use maps and other images to talk about what life might be like in that place.

· Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and maps. ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	• Ask simple geographical questions about the UK and its countries. (Who lives here? What is it like to live here?)
<u>Possible enrichments and Cultural capital</u> • Invite children to bring in artefacts and photos of trips around the UK. • Invite people who have lived/been to the different countries in the UK • Link to current Sporting events. • Make links to traditional cultures including: food, music, dress from that area.	

On Safari

In EYFS we…

Three and four year olds

Mathematics

Discuss routes and locations, using words like 'in front of' and 'behind'.

Understanding the World

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

Understanding the World- People, culture and communities

- Draw information from a simple map.
- Share their knowledge of different countries and compare/contrast them in discussion.
- Recognise some similarities and differences between life in this country and life in other countries.

In Year 1 we…

Knowledge

- To know that Africa is a continent made up of lots of different countries.
- To know that Kenya is a country in Africa.
- To know the names of the seas and oceans surrounding the continent of Africa.
- To identify geographical similarities and differences between a small area of the UK (Local area) and small area of Kenya.
- To that Kenya is in a hot area of the world and the Equator runs through it.
- Know that symbols mean something on maps
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Fieldwork skills

- To use simple compass points when looking at features of Kenya.
- Use aerial photos and pictures to identify human and physical features of Kenya.

Mapping Skills

ELG • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	To use a range of maps and globes at different scales. Recognise simple features on maps. Recognise that maps need a title. <u>Communication</u> • To recognise differences and similarities between their own lives and the lives of other people. • Ask simple geographical questions about Kenya. (Who lives here? What is it like to live here?) • To use subject specific vocabulary.
<u>Possible enrichments and Cultural capital</u> • Explore artefacts, photographs, videos, songs form Kenya. • Invite someone who has lived/visited Kenya. • Make links to traditional culture including: food, music, dress from that area. • Use books set in Kenya to enhance learning. • Learn about the animals that live in Kenya.	

Investigating the local area

In Year 2 we…	In Year 3 we…
<u>Knowledge</u> • To know the location of the UK on a world map. • To know the region (North West of England), county (North Yorkshire), and town (Skipton) that they live in. • To know the difference between physical and human features. • To know how the land is used in the local area. • To know key features of the local area. <u>Fieldwork skills</u> • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. <u>Mapping Skills</u> • Use a range of maps and globes (including picture maps) at different scales.	<u>Knowledge</u> • To know the location of the UK on a world map. • To know the region (North West of England), county (North Yorkshire), and town (Skipton) that they live in. • To know the difference between physical and human features. • To know how the land is used in the local area. • To know key features of the local area. <u>Fieldwork skills</u> • Use the eight points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Make links between features observed in the environment to those on maps and aerial photos. <u>Mapping Skills</u> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Make and use simple route maps.

• Use large scale maps and aerial photos of the school and local area. • Recognise simple features on maps e.g. buildings, roads and fields. • Recognise that maps need titles. • Recognise landmarks and basic human features on aerial photos. • Know which direction is North on an OS map. <u>Communication</u> • Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. • Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. •	• Label maps with titles to show their purpose • Recognise some standard OS symbols. • Link features on maps to photos and aerial views. <u>Communication</u> • Use geographical language relating to the physical and human processes • Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. • Express opinions and personal views about what they like and don't like about specific geographical features and situations
<u>Possible enrichments and Cultural capital</u> • Local area walk. •	

North America- Mexico

In Year 2 we…	In Year 3 we…
<u>Knowledge</u> • To know where Mexico is on a world map. • To know that Mexico is a country in the continent of North America. • To know that Mexico City, Tijuana and Canun are important cities in Mexico with Mexico City being the capital. • To know what the weather and climate is like in Mexico. • To know that the countries of United States of America, Guatemala and Belize border Mexico. • To know that the Pacific Ocean, Gulf of Mexico and the Caribbean sea are bodies of water surrounding Mexico. <u>Fieldwork skills</u> • Use simple compass directions (NSEW). • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. <u>Mapping Skills</u>	• <u>Knowledge</u> • To know where Mexico is on a world map. • To know that Mexico is a country in the continent of North America. • To know that Mexico City, Tijuana and Canun are important cities in Mexico with Mexico City being the capital. • To know what the weather and climate is like in Mexico. • To know that the countries of United States of America, Guatemala and Belize border Mexico. • To know that the Pacific Ocean, Gulf of Mexico and the Caribbean sea are bodies of water surrounding Mexico. • <u>Fieldwork skills</u> • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Make links between features observed in the environment to those on maps and aerial photos. • <u>Mapping Skills</u>

• Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as bigger/smaller, near/far. • Know that maps give information about places in the world (where/what?). • Locate land and sea on maps. Recognise simple features on maps <u>Communication</u> • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' • Investigate through observation and description. • Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. • Notice and describe patterns.	• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Recognise that larger scale maps cover less area • Use 4 figure coordinates to locate features on maps. • <u>Communication</u> • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation. • Identify and describe geographical features, processes (changes), and patterns
<u>Possible enrichments and Cultural capital</u> • Artefacts from that country to be shared. • Possible visitor from that country/travelled to Mexico	

Extreme Earth- Volcanoes

In Year 2 we…	In Year 3 we…
<u>Knowledge</u> • To know some examples of famous volcanoes e.g Mount Vesuvius, Krakatoa, Mount St. Helens, Mount Tambora. • To know what happens when a volcano erupts. • To know and understand the parts of a volcano- ash cloud, crater, main vent, lava flow, conduit, magma chamber. • To know the main types of volcanos- Shield volcanoes, composite volcanoes, and cinder cone volcanoes. • To know what tectonic plates are and that the world sits on these plates. • To know how people, plants and animals adapt to a volcanic environment. <u>Fieldwork skills</u> • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	<u>Knowledge</u> • To know some examples of famous volcanoes e.g Mount Vesuvius, Krakatoa, Mount St. Helens, Mount Tambora. • To know what happens when a volcano erupts. • To know and understand the parts of a volcano- ash cloud, crater, main vent, lava flow, conduit, magma chamber. • To know the main types of volcanos- Shield volcanoes, composite volcanoes, and cinder cone volcanoes. • To know what tectonic plates are and that the world sits on these plates. • To know how people, plants and animals adapt to a volcanic environment. <u>Fieldwork skills</u> • Make links between features observed in the environment to those on maps and aerial photos. <u>Mapping Skills</u> • Recognise patterns on maps and begin to explain what they show. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.

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<u>Mapping Skills</u>

• Know that maps give information about places in the world (where/what?).
• Use a range of maps and globes (including picture maps) at different scales
• Locate land and sea on maps.
•

<u>Communication</u>
• Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’
• Investigate through observation and description.
• Recognise differences between their own and others’ lives.
• Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
• Notice and describe patterns.
• Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features.
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• Use 4 figure coordinates to locate features on maps.

<u>Communication</u>

• Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes
• Make comparisons with their own lives and their own situation.
• Show increasing empathy and describe similarities as well as differences.
• Identify and describe geographical features, processes (changes), and patterns.
• Use geographical language relating to the physical and human processes detailed (Volcanoes)
• Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
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<u>Possible enrichments and Cultural capital</u>
• Creating working 3d models of working volcanoes as homework project.
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Where Does Our Food Come From?		
In Year 4 we…	In Year 5 we…	In Year 6 we…

Knowledge • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • To know what fair trade is. • To know what the global supply chain is. • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. Fieldwork skills • Make links between features observed in the environment to those on maps and aerial photos.	Knowledge • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • To know what fair trade is. • To know what the global supply chain is. • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. Fieldwork skills • Observe, measure and record human and physical features using a range of methods. Mapping Skills	Knowledge • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • To know what fair trade is. • To know what the global supply chain is. • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. Fieldwork skills • Observe, measure and record human and physical features using a range of methods. Mapping Skills

<u>Mapping Skills</u> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use the index and contents page of atlases. • Recognise patterns on maps and begin to explain what they show. • <u>Communication</u> • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Identify and describe geographical features, processes (changes), and patterns. • Use geographical language relating to the physical and human processes detailed in the PoS	• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. • Use six figure coordinates. • <u>Communication</u> • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Develop their views and attitudes to critically evaluate responses to local geographical issues	• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. • Use six figure coordinates. • <u>Communication</u> • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to local geographical issues

Possible enrichments and Cultural capital

Trade and enterprise week. Link with PSHE
Money challenges.

Mapping

In Year 4 we…

Knowledge

- To know and locate countries in Europe (including Russia), North America and South America.
- To identify cities in the UK- Sheffield, Cardiff, Birmingham, Leeds, Liverpool.
- To know how to use an atlas to locate information.
- To know what symbols on a map mean (Including an ordnance survey map)
- To know the eight points of a compass.
- To know what grid references are used for.

Fieldwork skills

In Year 5 we…

Knowledge

- To know and locate countries in Europe (including Russia), North America and South America.
- To identify cities in the UK- Sheffield, Cardiff, Birmingham, Leeds, Liverpool.
- To know how to use an atlas to locate information.
- To know what symbols on a map mean (Including an ordnance survey map)
- To know the eight points of a compass.
- To know what grid references are used for.

Fieldwork skills

In Year 6 we…

Knowledge

- To know and locate countries in Europe (including Russia), North America and South America.
- To identify cities in the UK- Sheffield, Cardiff, Birmingham, Leeds, Liverpool.
- To know how to use an atlas to locate information.
- To know what symbols on a map mean (Including an ordnance survey map)
- To know the eight points of a compass.
- To know what grid references are used for.

Fieldwork skills

- Use eight cardinal points to give directions and instructions.

• Use the eight points of a compass Mapping Skills • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Make and use simple route maps. • Use 4 figure coordinates to locate features on maps. • Recognise some standard OS symbols. • Use a scale bar to calculate some distances • Communication • Communicate geographical information through a range of methods	• Use eight cardinal points to give directions and instructions. Mapping Skills • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Choose the most appropriate map/globe for a specific purpose. • Follow routes on maps describing what can be seen. • Use six figure coordinates. • Use latitude/longitude in a globe or atlas. • Use a wider range of OS symbols including 1:50K symbols. • Know that different scale OS maps use some different symbols. • Use models and maps to discuss land shape i.e. contours and slopes. • Use the scale bar on maps. • Read and compare map scales.	Mapping Skills • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Choose the most appropriate map/globe for a specific purpose. • Follow routes on maps describing what can be seen. • Use six figure coordinates. • Use latitude/longitude in a globe or atlas. • Use a wider range of OS symbols including 1:50K symbols. • Know that different scale OS maps use some different symbols. • Use models and maps to discuss land shape i.e. contours and slopes. • Use the scale bar on maps. • Read and compare map scales. • Communication

including sketch maps, plans, graphs and presentations. • Use the zoom facility on digital maps to locate places at different scales. •	<u>Communication</u> • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Use wider range of labels and measuring tools on digital maps. •	• Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Use wider range of labels and measuring tools on digital maps.
<u>Possible enrichments and Cultural capital</u> Plan a local area walk using OS maps to navigate		

Enough for Everyone

In Year 4 we…	In Year 5 we…	In Year 6 we…
<u>Knowledge</u> • To know what settlers need. • To know how electricity is generated. • To know how electricity is distributed around the UK. • To know what renewable and non-renewable energy is. • To know where our food comes from. • To know what food miles are and why they are important. • To know the importance of conserving food, water and energy supplies. • To know that access to natural resources varies in different countries. (Link to trade and economics)	<u>Knowledge</u> • To know what settlers need. • To know how electricity is generated. • To know how electricity is distributed around the UK. • To know what renewable and non-renewable energy is. • To know where our food comes from. • To know what food miles are and why they are important. • To know the importance of conserving food, water and energy supplies. • To know that access to natural resources varies in different countries. (Link to trade and economics) <u>Fieldwork skills</u>	<u>Knowledge</u> • To know what settlers need. • To know how electricity is generated. • To know how electricity is distributed around the UK. • To know what renewable and non-renewable energy is. • To know where our food comes from. • To know what food miles are and why they are important. • To know the importance of conserving food, water and energy supplies. • To know that access to natural resources varies in different countries. (Link to trade and economics) <u>Fieldwork skills</u> • Use eight cardinal points to give directions and instructions.

<u>Fieldwork skills</u> • Make links between features observed in the environment to those on maps and aerial photos. <u>Mapping Skills</u> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use 4 figure coordinates to locate features on maps. <u>Communication</u> • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation. • Identify and describe geographical features,	• Use eight cardinal points to give directions and instructions. • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. <u>Mapping Skills</u> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Choose the most appropriate map/globe for a specific purpose. • Use six figure coordinates. • Use latitude/longitude in a globe or atlas. <u>Communication</u> • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in	• Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. <u>Mapping Skills</u> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Choose the most appropriate map/globe for a specific purpose. • Use six figure coordinates. • Use latitude/longitude in a globe or atlas. <u>Communication</u> • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?

processes (changes), and patterns • Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. • Express opinions and personal views about what they like and don't like about specific geographical features and situations	the past to cause that? How is it likely change in the future? • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.	• Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
<u>Possible enrichments and Cultural capital</u> Visit to local windfarm		