



Junction Farm Geography Long Term Plan 2024-2025

Geography Early Learning Goals and National Curriculum Aims:

Early Years Foundation Stage:	Key Stage One:	Key Stage Two:
<p>EYFS Linked Areas of Learning: The most relevant statements for Geography are taken from the following area of learning:</p> <ul style="list-style-type: none">Understanding the World:<ul style="list-style-type: none">People, Culture and Communities ELGThe Natural World ELG	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils will be taught:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">name and locate the world's seven continents and five oceansname, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none">understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none">identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Polesuse basic geographical vocabulary to refer to:<ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils will be taught:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">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 citiesname 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 timeidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the

<p>Junction Farm 'Y1 Ready' Goals:</p> <ul style="list-style-type: none"> • Observe differences between humans and natural world constructed around them. • Discuss and describe their local environment including where they live and places their visit • Observe and describe the natural environment around them. • Describe and discuss differences between their local environment and contrasting environments in the local area and around the world. • Describe and discuss changes e.g. seasonal changes. 	<p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 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 • 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. 	<p>Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and 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.
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Geography Year 1-6 Curriculum Overview: Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Marvellous Me	The Great Outdoors	Wonderful waters	Living Things	Journeys	Watch Me Grow
YEAR B (25/26) KS2		Home Sweet Home Where do I live?		Our Little Island What is my country?		The Wonderous World What does the rest of the world look like?
YEAR A (24/25) KS1	Raincoats and Sunhats How does the weather change?		Down Under Where would you prefer to live, East Coast England or East Coast Australia?		The Mighty River Why is the River Tees known as 'The Mighty River'?	
Year 3		Europe What is significant about Europe?		Magnificent Mountains How were mountains formed?		The Little Raindrop How are rivers and the water cycle linked?
Year 4	Volcanoes and Earthquakes How do volcanoes and earthquakes occur?		Coastal Adventures What coastal geographical features can we study in our local area?		Amazing Africa What is significant about Africa?	
Year 5		South America What is significant about South America?		Norway How are the UK and Norway similar?		Trade Who does the UK trade with?
Year 6	Protect Our Planet! How can we save our planet?		Awesome Asia What is significant about Asia?		Over the Years How have ancient settlements influenced life today?	

Geography Progression of Knowledge:

	EYFS	Year B KS1	Year A KS1	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Nursery: Know there are some other towns and countries and can say/talk about where they live.</p> <p>Reception: Name places of local importance to the community, drawing on their own experiences where possible -Know that there are different countries and these make up the world. -Find out where people were born and plot these on a world map</p>	<p>Where do I live? Name, locate and identify your local area. <i>Where do I live and what can be found in my local area (home and school)?</i></p> <p>What is my country? Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>What does the rest of the world look like? Name and locate the world's seven continents and five oceans.</p>	<p>Why is the River Tees known as 'The Mighty River'? Name and locate main countries and continents that are home to major rivers.</p>	<p>What's significant about Europe? Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>How were mountains formed? Name and locate key topographical features in the UK (hills and mountains).</p> <p>How are rivers and the water cycle linked? Name and locate key topographical</p>	<p>How do volcanoes and earthquakes occur? Name and locate <i>where some volcanoes and earthquakes occur</i>, geographical regions and their identifying physical characteristics.</p> <p>What coastal geographical features can we study in our local area? Name and locate key topographical features in the UK (coasts.) <i>Local area focus - Saltburn.</i></p> <p>What's significant about Africa? Name and locate countries and cities of Africa,</p>	<p>What is significant about South America? 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 <i>(explore both North and South America before a focus on South America).</i></p> <p>How are the UK and Norway similar? Name and locate counties and cities of the UK, geographical regions and their</p>	<p>How can we save our planet? 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 <i>(apply this knowledge when exploring climate zones and biomes of the world)</i></p> <p>What is significant about Asia? Locate the world's countries, using maps to focus on Asia concentrating on their</p>

				features in the UK (rivers).	geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these features have changed over time	identifying human and physical characteristics <i>(use this knowledge to make comparisons to Norway).</i> Who does the UK trade with? <i>Explore key topographical features across UK trade routes.</i> <i>Explore</i> land-use patterns in the UK.	environmental regions, key physical and human characteristics, countries, and major cities. How have ancient settlements influenced life today? Understand how key topographical features and land-use patterns have changed over time.
Place Knowledge	Nursery: Talk about what they see, using a wide vocabulary Reception -Begin to describe how places they are familiar with are different to other places.	Where do I live? <i>Understand that some features in the local area and natural (physical) or man-made (human).</i> What is my country? Understand geographical	Where would you prefer to live, East Coast England or East Coast Australia? Understand geographical similarities and differences through studying the human and physical	What's significant about Europe? Understand geographical similarities and differences through the study of human and physical geography of a region in a	How do volcanoes and earthquakes occur? Understand geographical similarities and differences through the study of human and physical geography of a region within	What is significant about South America? Understand geographical similarities and differences through the study of human and physical geography of a region within	How can we save our planet? Understand geographical similarities and differences through the study of human and physical geography of <i>different climate</i>

	<p>- Recognise some environments that are different to the one they live in.</p> <p>-Look at some of the countries children have visited for holidays and look at similarities and differences</p> <p>-Use storyboards, to understand the processes of visiting a different country.</p> <p>-Have a developing knowledge of the celebration of special times from around the world</p> <p>-Explore the natural world around them.</p> <p>-Identify similarities and differences in</p>	<p>similarities and differences <i>(human and physical geography) of areas within the UK.</i></p> <p>What does the rest of the world look like?</p> <p>Understand geographical similarities and differences <i>(human and physical geography) between areas around the world.</i></p>	<p>geography of a small area of the United Kingdom, and of a small area in a contrasting Non-European country <i>(Australia).</i></p>	<p>European Country.</p> <p>How were mountains formed?</p> <p>Understand geographical similarities and differences <i>of some different mountains in the world. Focus on Everest.</i></p> <p>How are rivers and the water cycle linked?</p> <p>Understand human and physical geography of a region of the UK – <i>focus on River Thames.</i></p>	<p>North and South America <i>(Haiti earthquake, Mauna Loa volcano focus)</i></p> <p>What coastal geographical features can we study in our local area?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK <i>(Saltburn coastal focus).</i></p> <p>What's significant about Africa?</p> <p>Understand geographical similarities and differences through the study of human and physical</p>	<p>North and South America</p> <p>How are the UK and Norway similar?</p> <p>Understand geographical similarities and differences through the study <i>and comparison of</i> human and physical geography of a region of the UK and a region in a European country <i>(Norway).</i></p> <p>Who does the UK trade with?</p> <p><i>Explore physical geography across UK trade routes.</i></p>	<p><i>zones and biomes of the world.</i></p> <p>What is significant about Asia?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region <i>within Asia.</i></p> <p>How have ancient settlements influenced life today?</p> <p><i>Understand how human and physical geography has changed over time in the UK.</i></p>
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	<p>the natural world.</p> <p>-Talk about some similarities and differences between their local environment and that of other countries they come across in books.</p>				<p>geography in a region of <i>Africa</i>.</p>		
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Geography Progression of Skills:

	EYFS	Year B KS1	Year A KS1	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography Year 1 Year 2	<p>Nursery: Comment on changes in weather. Begin to understand the need to respect and care for the natural environment.</p> <p>Reception: -Describe their immediate environment and are able to use new vocabulary where appropriate -Talk about the features of the places that they are familiar with. -Identify and name different types of weather. -Describe what they can see,</p>	<p>Where do I live? -Use basic geographical vocabulary <i>to talk about the features of their local area (see vocabulary section).</i></p> <p>What is my country? <i>See vocabulary section.</i></p> <p>What does the rest of the world look like? <i>See vocabulary section.</i></p>	<p>How does the weather change? : Use basic geographical vocabulary to talk about the features of the weather</p> <p>Identify seasonal and daily weather patterns in the United Kingdom. -Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. -Use basic geographical vocabulary <i>(see vocabulary section).</i></p>	<p>What's significant about Europe? Describe and understand key aspects of some physical geography (climate zones, rivers and mountains) and some human geography (types of settlement and land use) <i>of Europe.</i></p> <p>How were mountains formed? Describe and understand key aspects of physical geography - mountains.</p> <p>How are rivers and the water cycle linked? Describe and understand key</p>	<p>How do volcanoes and earthquakes occur? Describe and understand key aspects of physical geography (volcanoes and earthquakes) and human geography (types of settlement and land use).</p> <p>What coastal geographical features can we study in our local area? Describe and understand key aspects of physical geography (vegetation belt and river) and human geography (types of settlement and land use).</p>	<p>What is significant about South America? Describe and understand key aspects of some physical geography (climate zones, biomes, vegetation belts, rivers and mountains) and some human geography (types of settlement, land use, economic activity including trade links and distribution of natural resources, including energy, food, minerals and water) <i>of South America.</i></p> <p>How are the UK and Norway similar?</p>	<p>How can we save our planet? <i>With a focus on climate change,</i> describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts) and human geography (types of settlement, land use, economic activity including trade links and distribution of natural resources, including energy, food, minerals and water).</p> <p>What is significant about Asia? Describe and understand key aspects of physical</p>

	<p>hear and feel when outside.</p> <ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world. -Talk about the different seasons. -Link different types of weather to different seasons. 			<p>aspects of physical geography – rivers and the water cycle.</p>	<p>What's significant about Africa? Describe and understand key aspects of some physical geography (climate zones, biomes, vegetation belts, rivers and mountains) and some human geography (types of settlement, land use, economic activity including trade links and distribution of natural resources, including energy, food, minerals and water) <i>of Africa</i>.</p>	<p>Describe, understand <i>and compare</i> key aspects of some physical geography (climate zones, biomes, vegetation belts, rivers and mountains) and some human geography (types of settlement, land use, economic activity) <i>of UK and Norway</i>.</p> <p>Who does the UK trade with? Describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts) and human geography (types of settlement, land use, economic activity</p>	<p>geography (climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes) and human geography (types of settlement, land use, economic activity including trade links and distribution of natural resources, including energy, food, minerals and water) <i>in Asia</i>.</p> <p>How have ancient settlements influenced life today? Describe and understand key aspects of physical geography (climate zones, biomes, vegetation belts, rivers and mountains) and</p>
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						including trade links and distribution of natural resources, including energy, food, minerals and water).	human geography (types of settlement, land use, economic activity including trade links and distribution of natural resources, including energy, food, minerals and water) <i>and how this has changed over time.</i>
Geographical Skills and Fieldwork Year 1 Year 2	Reception: Draw their version of the immediate environment -Use photographs to visualise some of the countries children have visited for holidays. -Talk about things they have observed.	Where do I live? -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 maps to identify where we live and where our school is.	Where would you prefer to live, East Coast England or East Coast Australia? - Use world map to locate Australia and the UK. -Use Ariel photographs to recognise physical features (comparison between the two).	What's significant about Europe? Use maps and atlases to locate countries and describe features studied - <i>in Europe.</i> How were mountains formed? Use maps and atlases to locate <i>mountains</i> and	How do volcanoes and earthquakes occur? Use maps, atlases and globes to locate some <i>volcanoes and sites of earthquakes</i> and describe features studied. What coastal geographical features can we	What is significant about South America? Use maps, atlases and digital/computer mapping to locate countries <i>in South America</i> and describe features studied. How are the UK and Norway similar?	How can we save our planet? Use maps and globes to locate countries and describe features studied <i>in relation to climate change</i> . What is significant about Asia? Be able to choose the most appropriate method and resource to locate

	<p>-Draw information from simple maps e.g. land and sea.</p> <p>-Make observations of their local area,</p>	<p>-Begin to use aerial photographs and plan perspectives <i>to explore the local area.</i></p> <p>-Devise a simple map <i>of the local area.</i></p> <p>What is my country?</p> <p>-Use world maps, atlases, and globes to identify the United Kingdom and its countries.</p> <p>What does the rest of the world look like?</p> <p>Use world maps, atlases, and globes to begin to identify the countries, continents, and oceans of the world.</p>	<p>-Use world maps, atlases, and globes to identify the countries, continents, and oceans of the world studied at this key stage (<i>Australia focus</i>).</p> <p>-Use Ariel photographs to recognise landmarks and basic human and physical features (<i>comparison between the two</i>).</p> <p>Why is the River Tees known as 'The Mighty River'?</p> <p>- Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and</p>	<p>describe features studied</p> <p>How are rivers and the water cycle linked?</p> <p>Use maps and atlases to locate rivers and describe features studied</p>	<p>study in our local area?</p> <p>Use maps and digital/computer mapping to locate <i>coastal features of Saltburn</i> and describe features studied.</p> <p>-Use the eight point of a compass, four figure grid-references, symbols and key (including the use of OS maps) to build their knowledge of the UK.</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area (<i>Saltburn</i>) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate <i>and compare UK and Greece</i> and describe features studied.</p> <p>Who does the UK trade with?</p> <p>Use maps and globes to locate countries <i>which trade with the UK.</i></p> <p>Use the eight point of a compass <i>when exploring trade links.</i></p>	<p>countries <i>in Asia</i> and describe features studied.</p> <p>Use the eight points of a compass, six figure grid references, symbols, and key to build their knowledge of the wider world (Asia)</p> <p>How have ancient settlements influenced life today?</p> <p>Use maps, atlases, globes and digital/computer mapping to <i>show how settlements have changed over time.</i></p> <p>--Use the eight point of a compass, six figure grid-references, symbols and key (including the use of OS maps) to build their knowledge of the</p>
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			<p>routes on a map (<i>River Tees focus</i>).</p> <p>Use Ariel photographs, plan perspectives, simple fieldwork and observational skills to recognise landmarks and basic human and physical features around the River Tees; devise a simple map of the River Tees and local area; and use and construct basic symbols in a key.</p>		<p>What's significant about Africa?</p> <p>Use maps, atlases and digital/computer mapping to locate countries <i>in Africa</i> and describe features studied.</p>		<p>UK and wider world <i>and how this has changed over time</i>.</p>
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Geography – Key Vocabulary:

	Autumn	Spring	Summer
EYFS	building, town, farm, road, park, path, people map, local, place	Water, river, lake, sea, weather, seasons	globe, beach, desert, mountain, hill, countryside, forest, woods
YB KS1	Where do I live? Local, house, town, map, local, village, shop, office, farm, factory, hill, river.	What is my country? Country, capital city, city, sea, beach, forest, valley.	What does the rest of the world look like? Continent, sea, ocean, equator, globe, mountain.
YA KS1 Y1 Y2	How does the weather change? Weather pattern, dangerous, climate, weather, forecast, season, North and South Pole. Vegetation, equator, temperate climate	Where would you prefer to live, East Coast England or East Coast Australia? Australia, coast, beach, bridges, human, physical, city, near, far, place Landmarks, continent	Why is the River Tees known as ‘The Mighty River’? River, mouth, source, sea, nature, waterfalls, towns, North, South, East, West Docks, steel works, meanders, industry, reservoir, fieldwork
Y3	What is significant about Europe? Northern hemisphere, influential, boundaries, border	How were mountains formed? Mountain, summit, elevation, altitude, crust, fault,	How are rivers and the water cycle linked? Meander, tributary, water cycle, evaporation, precipitation, condensation, transpiration
Y4	How do volcanoes and earthquakes occur? Tectonic plates, fault, magnitude, active, dormant, extinct	What coastal geographical features can we study in our local area Coastline, pier, cliff lift, settlement, headland, heritage	What is significant about Africa? Rural, urban, population, drought, desert, culture, biome
Y5	What is significant about South America? Southern hemisphere, indigenous, deforestation, climate zones, equator, trade	How are the UK and Norway similar? Border, mainland, islands, culture, tourism, economy,	Who does the UK trade with? Industry, development, trade links, resources
Y6	How can we save our planet? Global warning, sustainability, fossil fuel, latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian	What is significant about Asia? Population, culture, desert, religion, civilisation, economy	How have ancient settlements influenced life today?? Ancient Settlement, Trade Links, Survival, Resources, Land Use
	Ensure NC human and physical vocabulary is taught throughout KS2 units.		

Geography – Links to other Curriculum Subjects and Enrichment

	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none"> Text – We’re Going on a Bearhunt Exploring outdoors – seasons (Forest School) Visit to the local shops 	<ul style="list-style-type: none"> Exploring outdoors – seasons (Forest School) Text – Hey Little Raindrop Text – Down in the Jungle 	<ul style="list-style-type: none"> Exploring outdoors – seasons (Forest School) Text – Wherever Next Visit- Saltburn/Redcar
YB KS1	Where do I live?	What is my country?	What does the rest of the world look like?
	<ul style="list-style-type: none"> Walk around the local area. Links to Science – plants in the local environment 	<ul style="list-style-type: none"> Links to Science – seasonal changes Links to Art – seasonal art/ town, city and skyline 	<ul style="list-style-type: none"> Links to RE – cultures and religions around the world Links to English – Handa’s Surprise
YA KS1	How does the weather change?	Where would you prefer to live, East Coast England or East Coast Australia?	Why is the River Tees known as ‘The Mighty River’?
	<ul style="list-style-type: none"> Links to Science – seasonal changes, observational skills Drama - Become a weather presenter 	<ul style="list-style-type: none"> Beach trip – eg.Redcar/Other North East area Links to English – persuasive writing to visit east coast England/Australia and discussion/comparison writing Drama debates Drone videos Links to History – Captain Cook 	<ul style="list-style-type: none"> Visit – Tees Barrage/River Tees/Teesside Princess Links to Science – Living Things and their Habitats (rivers) Links to Art – Teesside landscape Links to English – explanation text of key features of River Tees and The River - an Epic Journey to the Sea poetry
Y3	What is significant about Europe?	How were mountains formed?	How are rivers and the water cycle linked?
	<ul style="list-style-type: none"> Links to English – non-chronological report on France 	<ul style="list-style-type: none"> Visit to Roseberry Topping Wilderness Outdoor Education – High Mountains Survival Workshop Links to Science – Rocks Links to DT-Mountain Pulley Links to English – poetry on Everest and survival guide for climbing Everest 	<ul style="list-style-type: none"> Visit – High Force Links to Science – water cycle (states of matter -Y4)

Y4	How do volcanoes and earthquakes occur?	How have ancient settlements influenced life today?	What is significant about Africa?
	<ul style="list-style-type: none"> Volcanoes and earthquakes workshop - One Day Creative Links to English – setting description based on natural disaster/ volcano metaphor poem 	<ul style="list-style-type: none"> Arbeia, South Shields Roman Fort Links to Maths – 4 quadrant co-ordinates/ position and direction Links to History – ancient civilisations Links to Science – Evolution – changes over time and adaptations 	<ul style="list-style-type: none"> Links to DT – African food Links to English – persuasive letter about a trip to Africa
Y5	What is significant about South America?	How are the UK and Norway similar?	Who does the UK trade with?
	<ul style="list-style-type: none"> Volcanoes and earthquakes workshop - One Day Creative Links to English – setting description based on natural disaster/ volcano metaphor poem 	<ul style="list-style-type: none"> Links to History – The Vikings 	<ul style="list-style-type: none"> Look for Fairtrade products in supermarket
Y6	How can we save our planet?	What is significant about Asia?	How have ancient settlements influenced life today??
	<ul style="list-style-type: none"> Visit – Life Centre Wilderness Outdoor Education – Artic/Antarctic Survival Workshop Links to English – Greta Thunberg-inspired climate change speech 	<ul style="list-style-type: none"> Oriental museum Links to Art – Hokusai (Japanese artist) Links to DT – Chinese inventions (kites) 	<ul style="list-style-type: none"> Forest school – shelter building – hot chocolate Design a settlement Local area walk Visit building site