

## Enquiry: *How does the geography of Kampong Ayer compare with the geography of where I live?*

What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none"> <li>The location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole</li> <li>The location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei</li> <li>Why Brunei and Kampong Ayer have a tropical climate and why tropical rain forest is the dominant vegetation</li> <li>The distribution of tropical climate in the world</li> <li>The main features of a tropical climate</li> <li>How the tropical climate of Brunei compares with the temperate climate of the United Kingdom</li> <li>The structure of tropical rain forest vegetation</li> <li>The weather conditions experienced on a typical day in Banda Seri Begawan using</li> <li>The main physical and human features of Kampong Ayer</li> <li>How the human and physical geographical features of Kampong Ayer compare with those of their locality</li> <li>How to create a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home</li> <li>How the most common forms of transport in the United Kingdom compare with those at Kampong Ayer and why boats and boat building are so important</li> <li>How and why school life in Kampong Ayer has both similarities and differences to the United Kingdom</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to key physical and human geographical features</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Use simple observational skills to study key human and physical features of environments</li> </ul>	<p><b>Data representation:</b> Bar Graph; Line Graph; Pictogram; Tally Chart.</p> <p><b>Mapwork:</b> World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs.</p> <p><b>GIS:</b> Google Earth Pro and Google Street View, Street Plans</p> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>‘Say what you see’. Give an account in words of something or someone</td> </tr> <tr> <td>Observe</td> <td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td> </tr> <tr> <td>Select</td> <td>Decide upon and choose that information considered most suitable or relevant</td> </tr> <tr> <td>Categorise/Classify</td> <td>Arrange information into particular groups according to shared qualities or characteristics</td> </tr> <tr> <td>Sequence</td> <td>Place a set of related events or things that follow each other into an order</td> </tr> <tr> <td>Compare and contrast</td> <td>Find similarities and differences</td> </tr> <tr> <td>Recall</td> <td>Remember and recount something learned</td> </tr> <tr> <td>Reason/speculate</td> <td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td> </tr> <tr> <td>Summarise</td> <td>Outline or sum up briefly the main points about something</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. 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