

**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><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><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table><tr><td>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><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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