



FENISCOWLES PRIMARY SCHOOL

Striving for Excellence

How does the Geography of Kampong Ayer compare with my locality?

Medium Term Plan - Autumn Term

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"> The location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole The location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei Why Brunei and Kampong Ayer have a tropical climate and why tropical rain forest is the dominant vegetation The distribution of tropical climate in the world The main features of a tropical climate How the tropical climate of Brunei compares with the temperate climate of the United Kingdom The structure of tropical rain forest vegetation The weather conditions experienced on a typical day in Banda Seri Begawan using The main physical and human features of Kampong Ayer How the human and physical geographical features of Kampong Ayer compare with those of their locality How to create a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home 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 How and why school life in Kampong Ayer has both similarities and differences to the United Kingdom <p style="text-align: center;">National Curriculum Coverage</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans <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 in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 to refer to key physical and human geographical features <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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple observational skills to study key human and physical features of environments | <p>Data representation: Bar Graph; Line Graph; Pictogram; Tally Chart.</p> <p>Mapwork: World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs.</p> <p>GIS: Google Earth Pro and Google Street View, Street Plans</p> <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</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;">SEND</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’. Give an account in words of something or someone | Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others | Select | Decide upon and choose that information considered most suitable or relevant | Categorise/Classify | Arrange information into particular groups according to shared qualities or characteristics | Sequence | Place a set of related events or things that follow each other into an order | Compare and contrast | Find similarities and differences | Recall | Remember and recount something learned | Reason/speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition | Summarise | Outline or sum up briefly the main points about something | <p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify and describe the location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole Identify and describe the location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei Explain why Brunei has a tropical climate and why tropical rain forest is the dominant vegetation Describe and explain the distribution of tropical climate in the world Describe and explain the main features of a tropical climate Compare and contrast the climate of Brunei with the temperate climate of the United Kingdom Describe and explain the structure of tropical rain forest vegetation Identify and describe the weather conditions experienced on a typical day in Banda Seri Begawan Identify and describe the main physical and human features of Kampong Ayer Compare and contrast these features with those of their locality Draw a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home Describe the most common forms of transport in the United Kingdom Explain why boats and boat building are so important in Kampong Ayer Identify and describe how school life in Kampong Ayer compares with their own <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Explain what an ecosystem is and identify and describe the main elements of the rain forest ecosystem in Brunei Describe the main features of deciduous woods and forests in the United Kingdom and compare them with tropical rain forests <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils learned:</p> <ul style="list-style-type: none"> The world’s continents and oceans and the location of the North Pole and South Pole The distinction between physical and human features The main physical and human characteristics of their own locality The main elements of the weather The difference between weather and climate The distribution of polar, temperate and tropical regions How weather changes during the four seasons in the United Kingdom <p>In Nursery and Reception pupils have:</p> <ul style="list-style-type: none"> Understood the difference between natural and human made features of the school grounds and local area Located key features of the school grounds on an outline plan Observed the school grounds and local area on Google Earth Pro Gathered information from a map and drawn their own simple maps Observed the location the United Kingdom is on a world map and globe Learned that they live in the United Kingdom |
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