



Geography

How does the geography of Kampong Ayer compare with where I live?

Year 2

Unit 2

Intent:

The core aim of this investigation is to support children, through a range of learning activities, to make comparisons between their lives and those of people in a small diverse community in the country of Brunei on the tropical island of Borneo in South East Asia. As they do so the children develop core knowledge and understanding of the fundamental geographical concepts of *place; location; space; distribution; resources; settlement; natural and human environments* and *environmental interaction and interdependence* through the application of a wide range of skills. Children are supported to consider the similarities and differences that exist between their own local area and *Kampong Ayer* both in terms of ways of life and of the geographic processes that have given rise to the physical and human patterns that characterise places. The study of an overseas locality at Key Stage 1 should always look initially to identify similarities rather than differences. It is important for children to understand early on that their lives and the lives of children overseas do in fact have more similarities than differences. For example, all children wherever they are in the world, have the same basic needs of food and water; homes; families; clothes; education and leisure. These needs may not always be met as we would wish but they are nevertheless important pillars upon which to build an overseas locality enquiry. - David Weatherly, Connected Geography

Pupils should be taught to:

Locational knowledge

- Name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- Identify daily and seasonal 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 Poles
- Use basic geographical vocabulary to refer to key physical and human geographical features

Geographical skills and fieldwork

- 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
- 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.

Prior learning:

ELG	Year 1				
People, culture and communities	Location of Deal.				


Key Vocabulary:			
Tier 2 - Multiple meanings or high frequency			
Country	Deal	Nation	England
Village	Capital city	map	weather
Tier 3 - Subject specific			
	Equator	United Kingdom	Europe
	Asia	Continent	Tropical rain forest

Etymology and morphology		
Prefix / Suffix / Root	Meaning	Examples
geography	the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.	geographia (Greek) - geographie (French) - geography (English 15 th Century).
Location	The position of something in the world which can be a landform like a mountain or a settlement - a place where people live such as a village, town or city.	
Nation	A body of people united by common descent, history, culture or language inhabiting a particular state or territory.	
Country	A sovereign state with a centralised tax raising government which is not dependent on, or subject to, any other power or state.	<div> <div>LATIN</div> <div>MEDIEVAL LATIN</div> <div>OLD FRENCH</div> </div> <div> contra against, opposite </div> <div>→</div> <div> contrata terra (land) lying opposite </div> <div>→</div> <div> cuntree </div> <div>→</div> <div> country <i>Middle English</i> </div>

Idioms and colloquialisms	
	Meaning

Misconceptions	
Not true	Teach this
England is a country.	The United Kingdom is the country made up of the four states of England, Scotland, Wales and Northern Ireland.

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Where in the world do we live?</p> <p>L.O. That identify and describe the location of the UK within the world and where I live within the UK.</p> <p>To begin to understand that the United Kingdom is part of the continent of Europe.</p>	<ul style="list-style-type: none"> • Establish what the children know about where they live – can they name Deal? What country do we live in? (see misconceptions section above) Explain that the United Kingdom is a country made up of 4 nations – England, Scotland, Wales and Northern Ireland. • Children could look at a UK passport then create their own (See Connected Geography lesson 1 for details) • Allow children time to look at world maps and atlases and discuss – find countries and identify their capital cities. • Use a large map of the UK and children locate the four nations and their capital cities as a class / group. Can the children locate Deal? • Label a map of the UK with the nations and their capital cities, the North Atlantic Ocean; North Sea; English Channel; and Irish Sea. • Use a globe and maps to discuss the amount of water and land on the planet. How can they tell which is which? • Look at how the world is divided into continents and name them. Which continent do we live in? Look more closely at Europe and enable the children to become more familiar with the continent through questioning (see questions in Connected Geography plan) • With the children, establish ways in which they/we are linked to Europe e.g. places they may have been 	1-4

		on holiday; places where they may have relatives; country of the manufacturer of a car; famous sporting or musical personality etc.	
2	<p>How does the location of Kampong Ayre compare with where I live?</p> <p>L.O. Tbat make geographical comparisons between the UK and Kampong Ayre.</p>	<ul style="list-style-type: none">• Use photographs of Kampong Ayre (Connected Geography, online and Mary Norton’s own photographs) to look at the geography of Kampong Ayre and discuss what they can see.• Identify the location of Kampong Ayre on a world map (link to previous lesson by identifying the continent it is in and its location in relation to the Equator). Kampong Ayre is in Asia in the small country of Brunei (which has the same land area and population as the county of Devon in the UK) which is situated on the island of Borneo.• Create a comparison chart / diagram between Kampong Ayre and the United Kingdom. <p><u>Resources which may be helpful:</u> Connected Geography unit resources and photographs (resource 12)</p>  <p>The map shows the coastal region of Brunei, specifically the area around Kampong Ayre. Key locations labeled include Parit, Pengiran Bendahara Lama, Kampong Pandai Besi, Kampong Sungai Pandan, Tamoi Tengah, Tamoi Ujong, Kampong Lurong Dalam, Kampong Sungai Kebun, Kampong Burong Pingai, Kampong Lupak Luas, Kampong Sungai Siamas, Kampong Setia A, and Kampong Ayer. Other landmarks shown are the Brunei River, Temburong Boat Jetty, Raja Isteri Pengiran Anak Hajah Saleha Bridge, Tarindak D'Seni, Jin Residency, and De'Hayat Cafe (Soto Pabo). The map data is attributed to ©2021 Google.</p>	5-8

		https://theculturetrip.com/asia/brunei-darussalam/articles/welcome-to-kampong-ayer-the-worlds-largest-floating-village/	
3	<p>How do people's homes in Kampong Ayre compare with mine?</p> <p>L.O. That make observations about homes in Kampong Ayre and compare these to homes in the UK.</p>	<p>Local fieldtrip opportunity – walk around the school's local area and observe the houses; what are they made from? What features do they have? Do they have gardens? Are they touching other houses? Is there always only one house in each building? What is near the houses? E.g. roads, pavements, garages, parking spaces, cars, bus stops.</p> <ul style="list-style-type: none"> Look at images of houses in Kampong Ayre – use the internet or Connected Geography resources (resource 12). How do they compare to our houses here? What is similar, what is different? <p><i>Kampong Ayre is a "water village" built in the middle of a wide river. It is the largest water village in the world. Over 13,000 people live there in about 3500 homes. Because Kampong Ayre is near the sea, the river in which it has been built is affected by tides. At high tide the river can be three metres higher than at low tide when a lot of mud is uncovered. Strong winds can quite often cause large waves on the river. Very heavy rainstorms are another problem that Kampong Ayre has to cope with."</i></p> <ul style="list-style-type: none"> Use questions and discussion to identify, recognise and describe what they can see and challenge them to reason and begin to explain their observations e.g. how will people get around in Kampong Ayre? Why will they need boats? Why are the houses on stilts? What connects one house with another? What do many of the houses have at the front? What are the roofs and walls made of? Why are they single-storey 	6-10

		<p>houses? What do they recognise as being something they would see on or around their own homes?</p> <ul style="list-style-type: none"> Children could label pictures with their comparisons. Children could complete a double bubble map to compare the houses. <p>What are our houses like on the inside? Discuss. What are the houses in Kampong Ayre like inside? (Connected Geography resource 13)</p> <p><i>Inside the houses in Kampong Ayre there is often one very long and wide reception room which stretches from the entrance porch and a sitting area to a kitchen, bathroom and toilet at the rear. This distance from front to back can be as much as 20m. On both sides of the long room there are often display cabinets; book cases; photographs on the walls; free standing clothes racks; cupboards with cutlery and crockery etc. The long rooms are boarded with wooden planks and rugs or rattan mats frequently lay on top. The bedrooms are positioned on both sides of the long room and accessed by doors from it.</i></p> <ul style="list-style-type: none"> Children could draw a plan of the inside of their house and label it. Children could label a small drawing of the inside of a house in Kampong Ayre. 	
4	<p>How does the weather at Kampong Ayre compare with the weather where I live?</p> <p>L.O. Tbat observe how weather conditions and temperature are different in different places around the</p>	<ul style="list-style-type: none"> Use photographs of weather around the world and children discuss what they can see – record key vocabulary e.g. fog, wind, rain, snow etc. (Connected Geog Resource 15) Discuss today’s weather – has it changed during the day? Is it the same as yesterday? Will it be the same tomorrow? What things could change? E.g. temperature, rainfall, sunshine. Look at photographs of the weather in Kampong Ayre (Resource 16) discuss what they show about the 	11-13

	<p>world and suggest reasons for this.</p>	<p>weather there. <i>The weather in Kampong Ayre is hot and wet all year round. The average daily temp is 26 C (79 F) with an average of 10mm of rain a day. In Britain, our average daily temp is 15 C and we have an average daily rainfall of 1.5mm.</i></p> <ul style="list-style-type: none">• Give the children an outline world map (Connected Geography Resource 8). Use a globe to exemplify the equator (an imaginary line drawn around the middle of the Earth). Label the equator and discuss the weather in countries near here – you could use photographs to support this. Use the globe again to look at the North and South Poles and why they are white on the globe (resource 17). Label the North Pole and South Pole on the maps.• Children could use maps, atlases and globes to explore the names of the countries which the equator passes through (resource 18). How close to the equator is Brunei? <i>It is just 4° north of the equator; the UK is between 52° and 54° north.</i> Colour and label the UK and Brunei. Brunei is much hotter than the UK because it is closer to the equator.• Identify and label the other imaginary lines around the Earth: Tropic of Cancer 23.5°N and Tropic of Capricorn 23.5° S, Arctic Circle 66.5° N and Antarctic Circle 66.5° S• Use pictures to support discussion about the weather between these imaginary lines: polar climates (very cold and dry) between the Arctic Circle and North Pole and Antarctic Circle and South Pole; tropical climate (normally hot and wet) between the Tropic of Cancer and Tropic of Capricorn; temperate climate	
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		<p>(mostly mild and damp) between the Tropics and the Arctic circles.</p> <ul style="list-style-type: none"> Use the BBC weather forecast site www.bbc.co.uk/weather to access 5 day forecasts for Bandar Seri Begawan (Brunei), Deal and Anchorage in Alaska – record temperatures, wind speed and direction, weather conditions in a table to show the differences between the weather in the three climate zones. Discuss what they find out. 	
5	<p>How do people in Kampong Ayre travel around?</p> <p>L.O. That identify and describe appropriate forms of transport for particular journeys.</p>	<ul style="list-style-type: none"> Connected Geography resource 22 – images of modes of transport. Show the children the pictures and discuss what they have in common – Transport (ways by which we can move from one place to another) Discuss transport that the children use and what for e.g. which ones have / haven't they used? Why? Which mode would they use for a short journey and which for the longest? What do they use to get to school? To go to the shops? To visit family? Going on holiday to America? Think about what they know about Kampong Ayre (a village of mostly wooden buildings on stilts above a river joined by boardwalks) which of the forms of transport would be realistic for people to use to get around? Use the link below to watch the film (children shouldn't start copying what they see the people doing for safety reasons) <p>The water village of Bandar Seri Begawan</p> <p>How many forms of transport are they using to get around the village? - walking or cycling along the boardwalks, travelling by boat from one pier to another.</p>	14-16

- Watch the video using this link [World's Largest Water Village - Brunei](#)

Discuss what the children see / learn from the film – the inside of a house, children walking to school, buses are boats etc. What services do they have in Kampong Ayre? Supermarkets, primary schools, police station, fire brigade. If you don't own your own boat then a water taxi is vital for travelling from Kampong Ayre across the River Brunei to the city of Banda Seri Begawan.

- Why do people need to travel to Banda Seri Begawan? Encourage discussion – what do we travel for? School, work, shopping, visiting people, to go to the gym, doctor, dentist etc. It is the same for people living in Kampong Ayre (images in resource 26). What can the children see in the images that might explain why people travel from Kampong Ayre to Banda Seri Begawan so frequently? *Whilst Kampong Ayre has many services, it does not have everything that the people need – particularly places for everyone to work e.g. company offices, large shops for buying items such as furniture and televisions or larger services such as banks or sports centres.* Just like us, people have to travel to where their work is or where larger shops and services are.
- Use the Connected Geography resources 27 – 32 to learn more about water taxi drivers and the industry. Children could design their own water taxi – see Connected Geography plan.
- Children could complete a poster/mind map/leaflet demonstrating their developing understanding of what life is like in Kampong Ayre.

What is the natural environment around Kampong Ayre like?

L.O. Tbat identify and describe the structure of a typical Tropical Rain Forest in Brunei.

- Play the children sound clips of the rain forest and ask them to listen carefully (no images). What sounds can they identify? Where could these sounds have been recorded? What type of place is it? Encourage discussion and thinking.

[Rain Forest Sounds](#)

- Look at a satellite photograph of Kampong Ayre (Connected Geography resource 40). Locate the village in the river and the areas of green to the south and east of the village. What are these areas? How do they link to the sounds they have just listened to? Look at images of the Tropical Rain Forest (resource 41). Generate adjectives for the Tropical Rain Forest. Why is it called a Tropical Rain Forest? Link to lesson 4.
- Watch the video using the link below

[Tropical Rain Forests](#)

How much rain falls in tropical rain forests each year? What is the average temperature each day? *Tropical rain forest grows in Brunei because it is always hot and wet as it is so near to the equator.*

- Use a simple sketch diagram to explain that in a Tropical Rain Forest you will find four layers:

Emergents – the tops of the very tallest tress, which are much higher than the average tress and stick up above the canopy tress below

Canopy – the upper parts of most of the trees (about 65 – 130 feet tall). A leafy environment full of life including insects, many birds and some animals

Understory – a dark, cool environment that is under the leaves but above ground. Most of the understory of a rainforest has so little light that plant growth is limited.

Recap a selection of, or all of, the previous questions.

Qu 17

There are short, leafy, mostly non-flowering shrubs, small trees, ferns and vines (lianas) that have adapted to filtered light and poor soil

Forest floor – the ground. Lots of animal life especially insects, arachnids and large animals

How to Build a Rainforest



Source: Global Forest Watch



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Image from Global Forest Watch (Google layers of the rainforest - images)

- Colour and label diagram (resource 42) then children can sort the photographs in resource 43 into four sets: emergents; canopy; forest floor and understory.