

Objectives:

Locational knowledge

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

Place knowledge

3. 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

4. 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 Poles
5. use basic geographical vocabulary to refer to:
6. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
7. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

8. 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
9. 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
10. 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
11. 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.

Geographical language		Enquiry		Theme		Fieldwork and fieldwork techniques		Map work/ atlas work	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Use geographical language To describe feature or Location e.g. hill/local/a road/coastline/Woods	Use geographical language to describe feature or Location e.g. Valley/hill/local/a road/coastline/woods/village/farmland	Ask geographical questions e.g. What is it Like to live in this place? Express own views about A place, people, Environment	Ask geographical Questions – where is this Place? What is it like? How has it changed? Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences Recognise how places Have become the way they are e.g. Shops (patterns and processes) Observe and record e.g. Identify buildings on a Street – memory maps Communicate in different ways e.g. Pictures/ Pictograms simple Maps/sketches/labelled Diagrams	Locality Fieldwork	UK locality that contrasts With Warwick	Use simple field sketches, use a camera	Use simple field sketches and diagrams, use a camera	Make simple maps and Plans Explore maps of the local area	Compare two settlements Use globes, maps, plans at a range of scales Use content/index to Locate country/draw Information from a map

How we achieve these					
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: What is the geography of where I live? What is geography all about? Whereabouts in the United Kingdom do I live? What does the Geographical Information System (GIS) in Google Earth tell me about the geography of the local area? (Magnificent me)</p>	<p>Theme: What is the geography of where I live? What are the main land uses within my local area? How can we introduce people to the physical and human geography of our local area? Assessment Winter Wonderland)</p>	<p>Theme: How does the weather affect our lives?2 What is the weather? How do great artists paint the weather? How does the weather change through the seasons of the year? (Traditional Tales)</p>	<p>Theme: How does the weather affect our lives? Why isn't the weather the same everywhere in the world? How can Antarctica be a desert when it's the coldest place on Earth? Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar? Assessment Spring into spring</p>	<p>Theme: Why do we love being beside the sea so much? How is the seaside different from other places? How do people enjoy themselves at the seaside? What else did Sally find living in the rock pools at Wembury? How do people affect the beach at Wembury? Under the Sea</p>	<p>Theme: Why do we love being beside the sea so much? Whereabouts in the world is Wembury? How have our seaside holidays changed since the 1970s? How have great artists and composers represented the seaside? Assessment Under the sea</p>
<p>NC Reference: Local geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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. <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"> Use basic geographical vocabulary to refer to key physical and human 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>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> <p>Locate and name where we live; locational knowledge.</p> <p>Compass directions</p>	<p>NC Reference: Local geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 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				<p>perspectives to recognise landmarks and basic human and physical features.</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study key human and physical features of environments. <p>Four countries and capital cities in UK Name and locate them on a map.</p>	<p>countries as well as the countries, continents and oceans studied at this key stage.</p> <ul style="list-style-type: none"> Use simple compass directions and locational and directional language 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. Use simple fieldwork and observational skills to study key human and physical features of environments. <p>Four countries and capital cities in UK Name and locate them on a map.</p>
<p>Skills:</p> <ul style="list-style-type: none"> Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe; Using a range of layers in <i>Google Earth</i> GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school; Understand that the many different uses of land observed in the local area can be grouped into a small number of categories; Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area; 	<p>Skills:</p> <ul style="list-style-type: none"> Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe; Using a range of layers in <i>Google Earth</i> GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school; Understand that the many different uses of land observed in the local area 	<p>Skills</p> <ul style="list-style-type: none"> Identify and describe the basic atmospheric elements of the weather; Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement; Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings; Observe how weather conditions change during the four seasons of the year and offer 	<p>Skills</p> <ul style="list-style-type: none"> Identify and describe the basic atmospheric elements of the weather; Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement; Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings; Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur; Recognise and describe how Vivaldi in 	<p>Skills:</p> <ul style="list-style-type: none"> Identify and describe the main physical and human features of seaside environments; Provide reasons as to why it is important to protect living things at the seaside; Describe popular activities undertaken at the seaside; Understand the interdependence of living things in seaside environments; Identify, describe and categorise living things within a rock pool habitat; Identify, categorise and begin to 	<p>Skills:</p> <ul style="list-style-type: none"> Identify and describe the main physical and human features of seaside environments; Provide reasons as to why it is important to protect living things at the seaside; Describe popular activities undertaken at the seaside; Understand the interdependence of living things in seaside environments;

<ul style="list-style-type: none"> ● Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features; ● Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use; 	<p>can be grouped into a small number of categories;</p> <ul style="list-style-type: none"> ● Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area; ● Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features; ● Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use; 	<p>reasons for changes which occur;</p> <ul style="list-style-type: none"> ● Recognise and describe how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another; ● Observe and offer reasons for the distribution of hot and cold places in the world; ● Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles; ● Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences; ● Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result; ● Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica; 	<p>his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another;</p> <ul style="list-style-type: none"> ● Observe and offer reasons for the distribution of hot and cold places in the world; ● Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles; ● Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences; ● Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result; ● Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica; 	<p>explain the distribution of sea shells on a beach;</p> <ul style="list-style-type: none"> ● Identify, describe and offer reasons for the presence of pollution on a beach; ● Describe and explain how people can take greater care of the seaside environment; ● Describe and explain reasons why seaside holidays have changed in living memory; ● Identify, describe and offer reasons for European flight destinations from their nearest regional airport; ● Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians. 	<ul style="list-style-type: none"> ● Identify, describe and categorise living things within a rock pool habitat; ● Identify, categorise and begin to explain the distribution of sea shells on a beach; ● Identify, describe and offer reasons for the presence of pollution on a beach; ● Describe and explain how people can take greater care of the seaside environment; ● Describe and explain reasons why seaside holidays have changed in living memory; ● Identify, describe and offer reasons for European flight destinations from their nearest regional airport; ● Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians.
<p>Vocabulary: Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; United Kingdom; Town; Change; Map; Residential.</p> <p>Global; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical;</p>	<p>Vocabulary: Country; Construction; City; Railway; Transport; Geographical Information System; city; Construction; Street; Local</p> <p>Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global;</p>	<p>Vocabulary: Weather; Rainfall; Sunshine; Wind; Fog; Snow; Cloud; Weather vane; Thermometer; Anemometer;</p> <p>Temperature; Tornado; Drought; Rain gauge; Compass; Season;</p>	<p>Vocabulary: Atmosphere; Rainfall; Temperature; Season; Winter; Spring; Summer; Autumn; Rain gauge; Thermometer; Equator; Antarctica;</p> <p>Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud;</p>	<p>Vocabulary: Ocean; Beach; Victorian; Travel Technology; Toys Clothing; Materials; Entertainment; Artefacts</p> <p>Seaside; Countryside; Town;</p>	<p>Vocabulary: North America; South America; Europe; Africa; Asia; Australia; Antarctica; Pacific Ocean; Indian Ocean;</p>

<p>Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Construction; Land use; Scale; Street; Transport; Recreation; Economic;</p>	<p>United Kingdom; Nation; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Geo tagged; (GIS); Annotated; Local area; Stadium; Change; Land use; Scale; Street; Recreation; Economic; Residential.</p>	<p>Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.</p>	<p>Anemometer; Weather vane; Compass; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Blizzard; Expedition; Environment; Atmosphere.</p>	<p>City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region;</p>	<p>Arctic Ocean; Southern Ocean; Atlantic Ocean; Continent; Country; seaside</p> <p>Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; North Pole; South Pole; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.</p>
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Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: Into the woods</p> <p>Why don't penguins need to fly? Where is Pip's home and what do we find there? How are penguins able to survive in Antarctica? How does Antarctica compare with the Sahara Desert? How is the Arctic different from the Antarctic? Why are there no Polar Bears in Antarctica? Why do Marco and Polo find visiting each other so difficult? So why don't penguins need to fly?</p>	<p>Theme: Famous Historical People</p>	<p>Theme: Great Fire of London</p>	<p>Theme: Africa</p> <p>How does the geography of Mugurameno compare with the geography of where I live?</p> <p>How does the location of Mugurameno compare with where I live? How do people's homes at Mugurameno compare with mine? How does the weather at Mugurameno compare with the weather where I live? How do people in Mugurameno travel around compared with how people travel around where I live? How does going to school in Mugurameno compare with my school? How does the natural environment around Mugurameno compare with the natural environment around where I live? How does Geographic Information System (GIS) imagery of Mugurameno compare with GIS imagery of where I live?</p>	<p>Theme: The Farm</p> <p>Why does it matter where my food comes from? Where do dairy products come from? Why are there so many dairy farms in Devon? How does Quicke's Dairy Farm in Devon make cheese? How does our list of favourite fruit and vegetables compare with the favourites of other people? Why is it important to know all about sugar? Why does John have so many happy customers at his shop?</p>	<p>Theme: Castles, Knights and Dragons</p>

<p>NC reference: LK1 PK 6 HPG 4 & 5 GSF 8, 10, 11</p>			<p>NC reference: LK 1 & 2 PK 3 & 7 HPG 4 & 5 GSF 8, 9, 10 & 11</p>	<p>NC reference: LK 1 & 2 PK 6 HPG 4 & 5 GSF 8, 9, 10 & 11</p>
<p>Skills:</p> <ul style="list-style-type: none"> ● Identify, recognise and describe the key geographical features of the Antarctic environment; ● Identify ways in which penguins are adapted to the Antarctic environment; ● Identify countries in Africa which lie within the Sahara Desert; ● Identify, recognise and describe the key geographical features of the Sahara Desert; ● Explain why Antarctica is a desert despite being the coldest place on Earth; ● Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences; ● Describe and explain the components of the food chain of an Emperor Penguin; ● Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica; ● Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco); ● Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica; ● Design and construct a simple model of a waterfall and use it to identify and describe some of its geographical features; <p>Describe and offer reasons why an ostrich doesn't need to fly and explain how this is very similar to a penguin</p>			<p>Skills:</p> <ul style="list-style-type: none"> ● Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles; ● Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles; ● Using maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world; ● Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school; ● Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed; ● Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next; ● Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern; ● Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages; ● Identify and describe appropriate forms of transport for particular journeys made and 	<p>Skills</p> <ul style="list-style-type: none"> ● Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced; ● Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products; ● Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities; ● Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming; ● Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole; ● Describe how cheese is manufactured on one Devon farm and how it is exported; <p>Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported;</p>

			<p>explain why boats and water taxis are used by almost everyone in Kampong Ayer;</p> <ul style="list-style-type: none"> ● Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity; ● Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kampong Ayer and their own school; ● Identify and describe the structure of typical tropical rainforest in Brunei; ● Describe, offer reasons and explain how living things in tropical rainforests are adapted to cope in extreme heat and rain; ● Compare and contrast the structure of a tropical rainforest with a wood in the local area; ● Use <i>Google Earth</i> to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area. 		
<p>Vocabulary: Continent; Ocean; Antarctica; Adapted; Environment; Landscape; Desert; Temperature; Habitat; Country; Equator</p> <p>Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Africa; Iceberg; Sand dune; Arctic; Carnivore; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Jungle.</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary: Location; Settlement; Nation; Village; Population; Globe; Europe; Transport; Capital; City</p> <p>country; Town; Continent; Ocean;;; Map; Sea; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo;; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical;; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.</p>	<p>Vocabulary: Harvest; Business; Pasture; Farm; Dairy; Trade; Products; Landscape; Economy; County</p> <p>Supermarket; Shop;; Grass; Jersey; Channel Islands; Economic activity;; Raw material; County; Devon; South West England; United Kingdom;; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane;; Plantation;; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced</p>	