

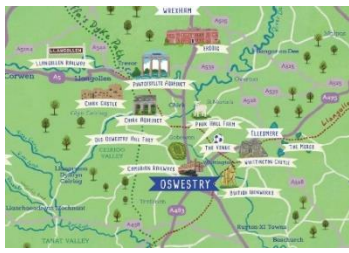
Recap Autumn Term study on their local environment. Use maps to locate key features and buildings in Morda.

A comparison of their own local area and compare with that of the Outer Hebrides. What are the differences and similarities? Using the book Katie Morag's Island Stories as a starting point, looking at the locality and the environment and then comparing it to our own.

Key Skills Geography Areas of study: Y1 and 2 Key questions - I can....	Key knowledge
<p><b>Geographical Enquiry</b> Reception Draw information from a simple map Understand that some places are special to some members in their community</p> <p><b>Year 1</b> Identify and describe features in the local environment, e.g. house, farm, church. Use photos and pictures to locate places in the local environment. Talk about the local environment.</p>	<p>Rec - Children need to be able to use their imagination to create their own environments and then discuss how these environments change as they change/adapt them.</p> <p>Spot patterns within their environments - i.e. brickwork, simple maps Recreate maps throughout block play, range of construction materials. Notice different buildings (including those of religious importance) in their local area and how they vary.</p> <p>Year 1 - Use resources provided and their own observations to respond to questions about places.</p>
<p><b>Geographical Skills &amp; Fieldwork</b> Reception Draw information from a simple map Understand that some places are special to some members in their community Explore the natural world around them Describe what they see, feel and hear when they are outside Recognise that some environments are different to the one in which they live</p> <p><b>Year 1</b> Talk about and describe features of the local environment from photos and leaflets etc. Label photos and pictures of the local environment, e.g. the church, river etc. Use simple aerial photos to identify landmarks and basic human and physical features. Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Rec - I know how to recreate maps throughout block play, range of construction materials.</p> <p>Notice different buildings (including those of religious importance) in their local area and how they vary.</p> <p>Rec (Exc) - Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about and compare features of their own immediate environment and how different environments might vary from one another.</p> <p>Year 1 - I know the names of the four countries that make up the UK and can name the bodies of water that surround the UK I know how to use a map to locate Morda and The Outer Hebrides</p>
<p><b>Location &amp; Place Knowledge</b> Reception Draw information from a simple map Recognise some simple similarities &amp; differences between life in this country &amp; life in other countries</p> <p><b>Year 1</b> Talk about and describe people and places in the local area.</p>	<p>Rec - Begin to understand what maps are and how to find simple things on a map - for example land/sea Compare what two different land areas are like on a map/the globe</p> <p>Year 1 - Know the names of the four countries that make up the UK and name the bodies of water that surround the UK .</p>

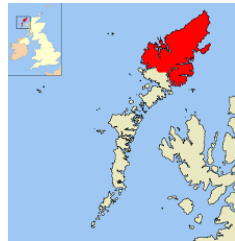
<p>Talk about similarities and differences between places, e.g. the school playground and the town park.</p> <p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.</p>	<p>Identify some of the human and physical characteristics of the four countries of the UK. (Scotland and the Outer Hebrides)</p>
<p><b>Human and Physical Reception</b></p> <p>Recognise some environments that are different to the one in which they live.</p> <p><b>Year 1</b></p> <p>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p> <p>Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p><b>Rec</b> - Compare what two different land areas are like on a map/the globe</p> <p>Compare how the environment changes over time - i.e. how the trees/plants change as the year goes on/seasons change</p> <p><b>Year 1</b> - Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</p>
<p><b>Sustainability Reception</b></p> <p>Describe what they see, hear and feel whilst outside</p> <p><b>Year1</b></p> <p>Talk about the things I like and don't like about the local environment.</p> <p>Talk about what people do in the local environment.</p>	
<p><b>Mantle of the Expert:</b> None for this topic</p>	
<p><b>Key Vocabulary:</b> city, town, village, farm, house, office, shop, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather, address, location, map, globe, direction. Use simple compass directions (North, South, East, and West)</p> <p><b>Reading list:</b> Katie Morag's Island Stories - Katie Morag delivers the Mail, Katie Morag in Scotland.</p>	
<p><b>GEOGRAPHICAL LOCAL CONTEXT - MORDA</b></p> <p><b>Local study - weeks 1 and 2</b></p> <p>This will be a revisit and a building on the knowledge covered in the Autumn term topic, Me and My Wonderful world.</p>	

Morda is located on the outskirts of Oswestry and in the county of Shropshire. The village is named after the River Morda, a branch off the River Vyrnwy. It has a shop, primary school and Hope House children's hospice. Environmental features are mainly farmland and rural. We need an address to locate where we live. Houses in Morda differ and can be found on a map. Routes to a particular place can be plotted on a map and can be measured in metres, kilometres and miles.



## GEOGRAPHICAL NATIONAL CONTEXT - The Fictional location of the Island of Struay and Lewis in the Outer Hebrides, Scotland

### Comparison of locality -



The Isle of Struay is a fictional place and doesn't really exist. It is based on a location in the Outer Hebrides in Lewis. The Outer Hebrides is a unique island perched on the North Western edge of Europe. Here the landscape ranges from white sand beaches and flower covered machair grasslands to barren hilltops, fjord like sea lochs and vast peatlands. Wildlife is abundant and birds of prey are a particularly visible feature of the open landscapes.

Lewis is the largest Island in the Outer Hebrides with most of the Islands population and the archipelagos administrative capital, Stornoway. The Gaelic for name for Lewis, '*Eilean an Fhraoich*' meaning 'the heather isle' is a good description of the island. Lewis is dominated by a vast area of peatland in the north. This is one of the largest peatlands in north western Europe which forms a huge carbon store. The blanket bog is an internationally important habitat for breeding waders, divers and merlin. The North west coast is fringed by a strip of fertile machair and croftland which holds a healthy corncrake population. In the south east of the island, long fjord-like sealochs; Loch Erisort and Loch Seaforth cut into the landscape creating the remote Pairc peninsula. This coastline is a stronghold for the recovering white-tailed eagle population. The Uig district to the west hosts large expanses of sandy beaches and the highest peaks on the island. Although they are not as high as mainland mountain ranges the Uig hills and North Harris hills make up one of the largest areas of un-roaded wild land in Scotland

