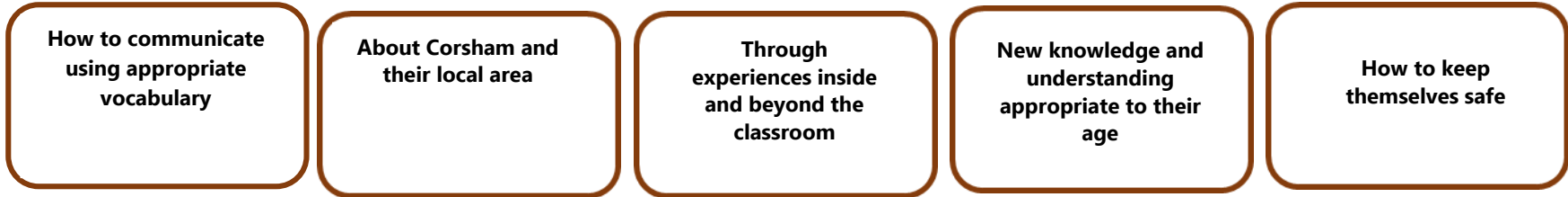


These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.



The essential skills and knowledge that we want our pupils to learn by the end of:

EYFS	KS1
<p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>describe environment observation, discussion, stories, non-fiction texts and maps.</li> <li>know and explain similarities and differences between different religious and cultural communities in this country, from experiences, stories and maps</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>know some similarities and differences between the natural world around them and contrasting environments, from experiences and stories.</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the continents and oceans</li> <li>name, locate and identify characteristics of the UK and its surrounding seas</li> <li>use world maps, atlases and globes</li> <li>understand similarities and differences from the human and physical geography of a small area of the UK that of a contrasting non-European country.</li> <li>identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</li> <li>human features: city, town, village, factory, farm, house, office and shop</li> <li>use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> <li>devise a simple map; and use and construct basic symbols in a key</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>use simple fieldwork and observational skills to study the geography of their school grounds surrounding environment.</li> </ul>



<b>EYFS Misconceptions</b>	<b>KS1 Misconceptions</b>
<ul style="list-style-type: none"> <li>• Maps are pictures, not actual representations of the world.</li> <li>• The world is small and close together.</li> <li>• The weather is the same everywhere.</li> <li>• Countries, cities and continents get mixed up.</li> </ul>	<ul style="list-style-type: none"> <li>• Misunderstanding of scale and distance – thinking continents/countries are much closer together than they are.</li> <li>• Confusion between human and physical features.</li> <li>• Confusion between weather and climate.</li> <li>• Misunderstanding direction and position.</li> </ul>
<b>LKS2</b>	<b>UKS2</b>
<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• identify the position and significance of the Equator, Hemispheres, Tropics and Poles</li> <li>• identify the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>• physical features: cliff and sea</li> <li>• human features: port and harbour</li> <li>• use the eight points of a compass and four figure grid references</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> <li>• name and locate counties and cities of the UK geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• understand the water cycle</li> <li>• locate and identify rivers and how they have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe, and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</li> <li>• physical geography, including: biomes and vegetation belts, mountains, volcanoes and earthquakes</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• use six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>• take part in orienteering</li> </ul>
<b>LKS2 Misconceptions</b>	<b>UKS2 Misconceptions</b>
<ul style="list-style-type: none"> <li>• Misunderstanding of the scale of the earth.</li> <li>• Oversimplified climate and weather understanding [thinking somewhere is always hot/cold/wet].</li> <li>• How rivers and mountains are formed.</li> <li>• Stereotypes about other countries/cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Confusion about scale and proportion of countries/continents.</li> <li>• Misunderstanding climate zones/biomes and thinking they have 'hard' borders.</li> <li>• Misunderstanding of tectonic plates and natural disasters [how/why/where they occur].</li> <li>• Linking population size to land size.</li> </ul>



<b>Strong Foundations</b>	<b>Blocked Teaching</b>
<p>In EYFS, understanding the world involves guiding children to make sense of their physical world and their community. Listening to a broad selection of stories our children's understanding of our diverse world develops.</p>	<p>This approach provides the children with an immersive experience for a term, where both knowledge and skills are explored and developed thoroughly. At the beginning of a term, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead. These are in their topic books and referred to throughout each topic and revisited through weekly Topic Talk Time sessions to aid retention of knowledge as each year progresses.</p>



As a geographer leaving Regis, every child will have the skills to:

Be aware of human and physical characteristics of places.

Use a range of maps, both physical and digital, AND sources, to help interpret their world view.

Communicate geographical information in a variety of ways.

Use fieldwork to collect, analyse and communicate on a range of places and processes.