


	Nursery		
	Substantive Concepts	Disciplinary Skills	Key End Points
Autumn Topic A – All about me Topic B – Journeys	Spatial Sense (Immediate and Local Area)	Use of geographical language	<ul style="list-style-type: none"> To start to use the language of distance (e.g. grandma is close/far away). To be able to talk about places that are special to them (e.g. home/school). To know that different places that may look different (e.g. Antarctica)
Spring Topic A – Dinosaurs Topic B – Growing and Changing	Spatial Sense (Immediate and Local Area)		<ul style="list-style-type: none"> To begin to talk about things that grow (e.g. crops)
Summer Topic A – Animals and their babies Topic B – Heroes and Adventurers	Spatial Sense (Immediate and Local Area)	Use of geographical language	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Develop their sense of responsibility and membership of a community.

	Reception		
	Substantive Concepts	Disciplinary Skills	Key End Points (Blue end points – ELG)
Autumn Topic A – All about me Topic B – Transport: Past and Present	Spatial Sense (Immediate and Local Area)	Map Reading Comparative Language	<ul style="list-style-type: none"> To start to use comparative language to describe different places, objects and people. To begin to talk about their locality – e.g. their walk to school. To be able to recognise a map.
Spring Topic A – Space Topic B – Growing and Changing	Spatial Sense (Immediate and Local Area)	Use of geographical language Comparative Language	<ul style="list-style-type: none"> Exploring what we can see in the world around us. To talk about their locality outside of their own experience (e.g. what is grown locally). To start to use comparison in relation to place (e.g. what is grown locally and what is grow in different countries)
Summer Topic A – Kings and Queens Topic B – Stories from the past	Spatial Sense (Immediate and Local Area)	Comparative Language Use of geographical language	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

	Year 1		
	Substantive Concepts	Disciplinary Skills	Key End Points
Autumn 1 - Spatial Sense	<p>Spatial Sense (Immediate and Local Area)</p> <p>Aerial Perspective</p>	<p>Map Reading</p> <p>Using Symbols</p> <p>Map Drawing</p>	<ul style="list-style-type: none"> To draw a map. To know that maps give us information about places. To understand maps are drawn from an aerial view
Spring 1 - The UK	<p>The UK</p> <p>Understanding of Place and how they are connected.</p>	<p>Map Reading (Using an atlas)</p>	<ul style="list-style-type: none"> The UK is a union of four countries To know Scotland is one of the countries in the United Kingdom. To know Wales is one of the countries in the United Kingdom. To recognise Northern Ireland as one of the countries in the United Kingdom. To recognise England as the country in which we live.
Summer 2 – The Seven Continents	<p>Spatial Sense</p> <p>Geographic Location</p> <p>Climate</p> <p>Diversity (Landscapes and living things)</p> <p>Interconnection</p> <p>Being a geographer</p>	<p>Using a Globe</p>	<ul style="list-style-type: none"> There are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia and Antarctica. We have five oceans on Earth; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and the Arctic Ocean. The North Pole is located at the most northern point on Earth and the South Pole is located at the most southern point on Earth. The Equator is an imaginary line around the middle of the Earth. Deserts, grassland and rainforest can be found in some continents around the world. We live in the continent of Europe

	Year 2		
	Substantive Concepts	Disciplinary Skills	Key End Points
Autumn 1 - Spatial Sense	<p>Spatial Sense (Immediate and Local Area)</p> <p>Location (Key Substantive Concept)</p> <p>Role of Maps</p> <p>Human and Physical Features</p> <p>Navigation</p>	<p>Map Reading</p> <p>Using Symbols</p> <p>Map Drawing</p> <p>Using a Compass</p> <p>Using/Taking Digital Photos</p>	<ul style="list-style-type: none"> • To be able to read and gather information from a simple map. • To be able to draw a simple map • To understand that maps and globes can show us different areas of the world • To understand that some maps show small areas and others can show large areas
Spring 1 - The British Isles	<p>The UK</p> <p>Human and Physical Features</p> <p>Cultural Geography (e.g. Irish Dancing)</p>	<p>Use maps and atlases to identify locations within the British Isles.</p> <p>Answer geographical questions such as ‘What</p>	<ul style="list-style-type: none"> • The British Isles are a group of islands that include Britain and Ireland. • That Scotland and Wales are two of the countries in the British Isles. • To recognise Ireland as one of the countries in the British Isles • To compare my local area with Cape Town in South Africa.

		is it like to live in this place?	
Summer 2 – Northern Europe	<p>Location</p> <p>Human and Physical Features</p> <p>Location in relation to climate</p> <p>Adaptation</p> <p>Migration</p> <p>Environment</p> <p>Interconnection</p>	<p>Using a Compass</p> <p>Map Reading</p> <p>Data Reading (Graph – Lesson 3)</p>	<ul style="list-style-type: none"> • To be able to describe northern Europe. • To identify countries in Northern Europe • To identify human and physical features of Northern Europe • To describe the climate in Northern Europe • To know that some animals in Northern Europe migrate. • To know Roald Amundsen reached the South Pole.