

PKC Topic Title	Nursery		
	Substantive Concepts	Disciplinary Skills	Key End Points
<p>Autumn</p> <p>Topic A – All about me</p> <p>Topic B – Journeys</p>	<p>Spatial Sense (Immediate and Local Area)</p>	<p>Use of geographical language</p>	<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)
<p>Spring</p> <p>Topic A – Dinosaurs</p> <p>Topic B – Growing and Changing</p>	<p>Spatial Sense (Immediate and Local Area)</p>		<ul style="list-style-type: none"> • To begin to talk about things that grow (e.g. crops)
<p>Summer</p> <p>Topic A – Animals and their babies</p> <p>Topic B – Heroes and Adventurers</p>	<p>Spatial Sense (Immediate and Local Area)</p>	<p>Use of geographical language</p>	<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.

PKC Topic Title	Reception		
	Substantive Concepts	Disciplinary Skills	Key End Points (Blue end points – ELG)
<p>Autumn</p> <p>Topic A – All about me</p> <p>Topic B – Transport: Past and Present</p>	<p>Spatial Sense (Immediate and Local Area)</p>	<p>Map Reading</p> <p>Comparative Language</p>	<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.
<p>Spring</p> <p>Topic A – Space</p> <p>Topic B – Growing and Changing</p>	<p>Spatial Sense (Immediate and Local Area)</p>	<p>Use of geographical language</p> <p>Comparative Language</p>	<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)
<p>Summer</p> <p>Topic A – Kings and Queens</p> <p>Topic B – Stories from the past</p>	<p>Spatial Sense (Immediate and Local Area)</p>	<p>Comparative Language</p> <p>Use of geographical language</p>	<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;

PKC Topic Title	Year 1		
	Substantive Concepts	Disciplinary Skills	Key End Points
Autumn 1 - Spatial Sense	Spatial Sense (Immediate and Local Area)	Map Reading Using Symbols	<ul style="list-style-type: none"> • To draw a map. • To know that maps give us information about places. • To know an aerial view means to look from above. • To understand maps are drawn from an aerial view
	Aerial Perspective	Map Drawing	
<p>Assessment Options</p> <p>Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.</p> <p>Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p> <p>Map Skills Task</p> <p>Option A: Draw a map of the classroom- children can be given pre-cut objects to place on their map if they need extra scaffolding to succeed in this task. (Change this to 'local area' if necessary to stretch and challenge) Children can agree on symbols for different objects e.g tables and chairs in their classrooms, or if drawing a map of the local area, use symbols for key features. Encourage children to begin by placing their own table on a map, or their school as a starting point and then they can work at adding extra symbols or objects. Ask children to show each other their maps looking to see if they have created similar maps, or if the maps look different. If the maps the children have made look very different it may be possible to pick up on some errors or misconceptions.</p>			
Spring 1 - The UK	The UK Understanding of Place and how they are connected.	Map Reading (Using an atlas)	<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.

	<p>Assessment Options Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa. Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p> <p>Map Skills/Writing Task Option A: Provide children with a map of the UK to label. The children could also be provided with the flags to put next to each country and could add some detail about each country. Option B: Write a report about the UK. Give children scaffolds to support their writing. Children can use their books to check what they know about each country. They could write one or two sentences about each country of the UK depending on their writing stamina. Children could read their reports to another class. This task should give children an opportunity to show what they know and take pride in their growing geographical knowledge.</p>		
<p>Summer 2 – The Seven Continents</p>	<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"> • To know that continents are very large areas of land • To know that oceans are large areas of water • To identify the Poles and the Equator • To know deserts, grassland and rainforest can be found in some continents around the world. • We live in the continent of Europe
	<p>Assessment Options Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa. Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p> <p>Map Skills/Writing Task Option A: Provide children with a blank map of the world. Ask them to label what they know</p>		

Option B: What would a geographer say about the world we live in? Scaffold writing as necessary. Example: -The seven continents and five oceans -The North Pole, South Pole and Equator. -Land around the world -Europe (our continent)

PKC Topic Title	Year 2		
	Substantive Concepts	Disciplinary Skills	Key End Points
Autumn 1 - Spatial Sense	Spatial Sense (Immediate and Local Area) Location (Key Substantive Concept) Role of Maps Human and Physical Features Navigation	Map Reading Using Symbols Map Drawing Using a Compass Using/Taking Digital Photos	<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 • To recognise physical and human features of the local area.
	<p>Assessment Options Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa. Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p> <p>Geographical Skills Task Option A: Draw a map of the local area. Children will draw and annotate their own maps of either the local area. They will include: a title, physical and human features, symbols, a key, a compass.</p>		

<p>Spring 1 - The British Isles</p>	<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 is it like to live in this place?’</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.
<p>Assessment Options</p> <p>Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.</p> <p>Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p> <p>Geographical Skills Task</p> <p>Option A: Label the countries in the British Isles, the surrounding seas, and any additional information the children remember.4</p> <p>Extended Writing Task</p> <p>What is it like to live in the British Isles? Include a scaffold such as a structure strip with pictures and key words for children to write about the British Isles, e.g. Scotland, Wales, Northern Ireland and England- answering the question- What is it like to live in this place? To include their knowledge of Cape Town, children could include a paragraph about how their local area compares and contrasts with Cape Town.</p>			

<p>Summer 2 – Northern Europe</p>	<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 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.
<p>Assessment Options</p> <p>Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.</p> <p>Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p> <p>Extended Writing Task</p> <p>Option A: <i>What would a traveller see if they visited Northern Europe?</i> A description of Northern Europe (structured writing task). Provide scaffolding for children’s writing including paragraph headings and key vocabulary. Include opportunities to write about both physical and human features of Northern Europe. Name countries, cities and significant places.</p> <p>Option B: Northern Europe is very similar to the UK. Is this statement correct?</p>			