

King’s Court First School – EY & KS1 Geography Curriculum Map 2026-2027						
EYFS Geography	Term 1- All About Us / Our Community Understanding of the World		Term 2 – Culture Understanding of the World		Term 3 – The Arts Understanding of the World	
Early Learning Goals:	To master techniques	ELG: People, Culture and Communities: - Describe their immediate environment using knowledge from observation, discussion, stories and maps - Know similarities and differences between life in this country and life in other countries				
	Continuous provisions	Daily Independent access: - Small world play - Toy vehicles, road maps, buildings. - Mud Kitchen, Sand play, water tray, natural materials in outdoor provision (Exploring natural environments, weather and seasons , physical features wet/dry, rough/smooth) - Daily weather station - Non-fiction books about the world - Investigation equipment Structured adult-led activities: - Seasonal change through Trail Thursday (outdoor learning session) - Understanding our local area - Map drawing - Understanding weather/homes/food in different countries - Exploring life in this country vs other countries - Local area walks				
KS1 Geography	Term 1- All About Us / Our Community 1A- Geography		Term 2 – Culture 2A- Geography		Term 3 – The Arts 3A- Geography	
Milestone 1	Investigate Places: <i>(This concept involves understanding the geographical location of places and their physical and human features)</i>		- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Use aerial images and plan perspectives to recognise landmarks and basic physical features. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world’s continents and oceans.			
	Investigate patterns: <i>(This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world’s natural resources are used and transported).</i>		- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. - 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. - Identify land use around the school.			
	Communicate geographically: <i>(This concept involves understanding geographical representations, vocabulary and techniques.)</i>		- Use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. - Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).			
	Our Local Area & The UK’s Countries Where do we live in the world?		Continents & Oceans What is the Earth made up of?		Australia What is it like to live in Australia?	
Year 1	As Geographers we will.... Investigate places: ... name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ...ask and answer geographical questions ...use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. ...identify the key features of a location ...use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. ...use aerial images and plan perspectives to recognise landmarks and basic physical features. Investigate patterns: ...identify land use around the school. Communicate geographically: ...use basic geographical vocabulary	<u>Windsor – Our local area.</u> <u>UK - A study of its countries.</u> <u>Compare and Contrast UK Countries</u>	As Geographers we will.... Investigate places: ...use world maps, atlases and globes to identify continents and oceans studied. ...ask and answer geographical questions ...name and locate the world’s seven continents and five oceans. Investigate patterns: ...understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Communicate geographically: ...use basic geographical vocabulary	<u>World Continents</u> <u>The Arctic Ocean</u> <u>The Pacific Ocean</u> <u>The Atlantic Ocean</u> <u>The Indian Ocean</u> <u>The Southern Ocean</u>	As Geographers we will... Investigate places: ...ask and answer geographical questions ...use world maps, atlases and globes to identify continents studied. ...use aerial images and plan perspectives to recognise landmarks and basic physical features. ...identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Investigate patterns: ...understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Communicate geographically: use basic geographical vocabulary to refer to key physical and human features	<u>Australia</u> <u>Australian Animals.</u> <u>Australia: The Great Barrier Reef.</u> <u>Australia: The Daintree Rainforest.</u> <u>Compare key locations Great Barrier reef and Daintree Rainforest</u>
Fieldwork opportunities	Survey local area: comparison of types of houses, shops. Noting physical features such as river Thames, fields etc					
Knowledge Webs <i>(Select Basic & Advancing POP tasks for these webs)</i>	The United Kingdom The United Kingdom: England The United Kingdom: Scotland The United Kingdom: Wales The United Kingdom: Northern Ireland		Continents and oceans The Arctic Ocean The Atlantic Ocean The Pacific Ocean The Indian Ocean The Southern Ocean		Australia Australia: Aboriginal People Australia: animals Australia: Great Barrier Reef Australia: Sydney Australia: Daintree Rainforest	
Breadth of Study	- Investigate the countries and capitals of the United Kingdom. - Use basic geographical vocabulary to refer to and describe key physical and human features of locations. - Use world maps, atlases and globes. - Use aerial photographs. - Use fieldwork and observational skills.		- Investigate the world’s continents and oceans. - Use basic geographical vocabulary to refer to and describe key physical and human features of locations. - Use world maps, atlases and globes.		- Compare and contrast a small area of the United Kingdom with that of a non-European country. - Use basic geographical vocabulary to refer to and describe key physical and human features of locations. - Use world maps, atlases and globes.	

	Term 1- All About Us / Our Community		Term 2 – Culture		Term 3 – The Arts	
	Our Local Area & The UK’s Capital Cities Where does the river take you?		Maps of the World How do we follow a treasure map?		Climate & Weather Would you rather holiday in a hot country or cold country?	
Year 2	As Geographers we will....		As Geographers we will....		As Geographers we will....	
	Investigate places:	<u>Windsor – Our local area.</u>	Investigate places:	<u>Globes, maps & Atlases</u>	Investigate places:	<u>Climates and features</u>
	<i>... name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>	<u>UK - A study of its capital cities.</u>	<i>...use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</i>	<u>The compass</u>	<i>...ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</i>	<u>Types of weather and symbols used</u>
	<i>...ask and answer geographical questions</i>	<u>Compare and Contrast UK capital cities</u>	Investigate patterns:	<u>Using a map</u>	<i>...use aerial images and plan perspectives to recognise landmarks and basic physical features.</i>	
	<i>...use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</i>		<i>...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</i>	<u>Poles and hemispheres</u>	Investigate patterns:	
	<i>...identify the key features of a location</i>		Communicate geographically:		<i>...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.</i>	
	<i>...use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</i>		<i>...use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop.</i>		Communicate geographically:	
	Investigate patterns:		<i>...use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</i>		<i>.... use basic geographical vocabulary to refer to weather</i>	
	<i>...identify land use around the school.</i>		<i>...devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</i>			
	Communicate geographically:					
	<i>...use basic geographical vocabulary</i>					
Fieldwork Opportunities	A local walk to explore local amenities Looking at compass directions: what can I see that is north/south/east/west of me in the playground / field? Completing a weather diary					
Knowledge Webs (Select Advancing & Deep POP tasks for these webs)	The United Kingdom England: London Scotland: Edinburgh Wales: Cardiff Northern Ireland: Belfast		Mapping the World Describing maps of the world:1 Describing maps of the world:2		Climate Weather Extreme weather	
Breadth of Study	- Investigate the countries and capitals of the United Kingdom. - Use basic geographical vocabulary to refer to and describe key physical and human features of locations. - Use world maps, atlases and globes. - Use aerial photographs. - Use fieldwork and observational skills.		- Use basic geographical vocabulary to refer to and describe key physical and human features of locations. - Explore weather and climate in the United Kingdom and around the world. - Use world maps, atlases and globes - Use simple compass directions.		- Compare and contrast a small area of the United Kingdom with that of a non-European country. - Use basic geographical vocabulary to refer to and describe key physical and human features of locations. - Use world maps, atlases and globes.	
Continuous Provision:	Investigate places - World Map : Focus 1) United Kingdom, 2) Europe & Australia (European Union), 3) Rest of the world Investigate patterns - Weather Log : Daily/Weekly weather log; Daily Calendar (Seasons, Months and Weather); Communicate geographically - Role-Play and Free Flow : Report Writing, Weather Forecast, Seasonal Weather Changes, Planting seeds & Seasonal Changes.					
Deliberate choices:	Our Local Area & United Kingdom : Links with All About Us / Our Community curriculum driver. Start with immediate surroundings before expanding out further to UK. Become familiar with UK map and recognise UK countries (Yr1) and their capitals (Yr2). Continents & Oceans / Maps : Builds on previous term by expanding out from UK & Europe continent to wider world. Become familiar with world map. Feeds into Maps of the World (Year 2) & Describing Maps of the World (Year 3) units. Familiarisation of maps and identifying previously studied locations. Australia : Focus on a particular world country to explore in more detail as an example of a country in a different continent. Climate & weather : Comparing climate in previously studies locations and how climates vary based on map location (links to previous term)					