

 Educate Together	Skills progression	
	YEAR 1	Geography

In addition to expectations from previous years, by the end of Year 1, a student at Redfield Educate Together, will be able to:

Previous learning	Refer to EYFS documentation
Current learning	Topic 1: Redfield Topic 2: The UK Topic 3: Australia
Future learning	Topic 1: Bristol – locational knowledge and climate Topic 2: London – locational knowledge and comparing to Bristol Topic 3: Mexico
Strand: Locational Knowledge	Name and locate the four countries of the UK and their capital cities
	Identify the four countries of the United Kingdom (England, Scotland, Wales, Northern Ireland)
	Recall and name the capital city of each UK country
	Locate each country and capital city on a map
	Understand the concept of a country and a capital city
	Use world maps, atlases and globes to identify the UK and its countries
	Recognise and use different types of maps (world maps, atlases, globes)
	Find the United Kingdom on a world map or globe
	Identify the countries of the UK on a map or globe
	Understand the purpose of maps and globes as tools for locating places
Strand: Place Knowledge	Identify seasonal and daily weather patterns in the UK
	Recognise and describe the four seasons
	Observe and describe typical daily weather (e.g. sunny, rainy, cloudy)
	Identify how weather changes throughout the year in the UK
Strand: Human and Physical Geography	Understand basic geographical vocabulary (e.g. beach, cliff, forest, hill, sea, river)
	Learn and use key physical geography terms
	Match vocabulary to real-life examples or images
	Identify features such as hills, rivers, beaches, etc., in pictures or the local environment
Strand: Geographical Skills and Fieldwork	Use simple fieldwork and observational skills to study the local area and school surroundings
	Use simple maps/plans of the school or local area
	Make observations about buildings, land use, and natural features
	Collect simple data (e.g. traffic tally, weather chart)
	Use directional language (e.g. near, far, left, right)
	Ask and answer questions about what they see in the environment
Key vocabulary	United Kingdom, England, Scotland, Wales, Northern Island, City, Bristol, Redfield, River Avon, land, country, flat, street, town, road, post office, shops, parks, landscape, city, village, location, area, atlas, world, near, far, left, right, forwards, backwards

Statements in bold are National Curriculum objectives

	Skills progression
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In addition to expectations from previous years, by the end of Year 2, a student at Redfield Educate Together, will be able to:

Previous learning	Topic 1: Redfield Topic 2: The UK Topic 3: Australia
Current Learning	Topic 1: Bristol – locational knowledge and climate Topic 2: London – locational knowledge and comparing to Bristol Topic 3: Mexico
Future learning	Topic 1: British Isles (map work and fieldwork – countries and regions) Topic 2: Earthquakes and volcanoes Topic 3: Europe and modern Italy
Strand: Locational Knowledge	Name and locate the world's seven continents and five oceans
	Recall and name the seven continents (e.g. Africa, Asia, Europe, etc.)
	Recall and name the five oceans (e.g. Atlantic, Pacific, etc.)
	Locate continents and oceans on a world map or globe
	Understand the difference between a continent and a country
Strand: Place Knowledge	Identify the location of the UK in relation to other continents and oceans
	Compare a small area of the UK with a small area in a contrasting non-European country (Mexico)
	Identify similarities and differences in physical features (e.g. weather, landscape, wildlife)
	Identify similarities and differences in human features (e.g. housing, jobs, transport)
	Use simple comparative language (e.g. hotter/colder, bigger/smaller, busier/quieter)
Strand: Human and Physical Geography	Recognise that people live differently in other parts of the world
	Use photos, videos, maps, and stories to explore contrasting places
	Identify key human and physical features
	Identify features such as town, village, factory, farm, house, office, port, harbour
	Use key vocabulary to describe human and physical features
Strand: Geographical Skills and Fieldwork	Describe the difference between human and physical features using pictures, maps, or real-life examples.
	Use fieldwork and observation to spot and record human and physical features in the school grounds or local environment.
	Use simple fieldwork and observational skills in the local environment
	Use aerial photographs and plan perspectives to recognise landmarks
	Create simple maps with a key
Key vocabulary	Use simple compass directions (North, South, East, West)
	Follow and give directions using locational and directional language
	continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica, compass points, capital city, locality, fieldwork, rich/affluent, poor, aerial view, aerial map, centre, environment, settlement, town, village, factory, farm, house, office, port, harbour

Statements in bold are National Curriculum objectives



In addition to expectations from previous years, by the end of Year 3, a student at Redfield Educate Together, will be able to:

Previous learning	Topic 1: Bristol – locational knowledge and climate Topic 2: London – locational knowledge and comparing to Bristol Topic 3: Mexico
Current learning	Topic 1: British Isles (map work and fieldwork – countries and regions) Topic 2: Earthquakes and volcanoes Topic 3: Europe and modern Italy
Future learning	Topic 1: Rivers and land use (focus on Egypt) Topic 2: Comparing Egypt to Somalia Topic 3: Use of maps
Strand: Locational Knowledge	Name and locate counties and cities of the UK; geographical regions and key features
	Use maps to identify and label key cities and counties in the UK.
	Recognise and name geographical regions of the UK (e.g., the Lake District, the South West).
	Identify key human and physical features (e.g., mountains, rivers, urban centres) within selected regions.
Strand: Place Knowledge	Use compass directions and grid references to describe the location of UK places.
	Compare a region in the UK with a region in a European country (Italy)
	Identify similarities and differences in physical features between a UK region and an Italian region.
	Compare human features such as settlements, land use, and climate in both regions.
Strand: Human and Physical Geography	Use photographs and maps to support regional comparisons.
	Describe how location affects the way people live in each region (e.g., agriculture, tourism, housing).
	Describe and understand key aspects of physical geography (earthquakes and volcanoes)
	Describe how volcanoes and earthquakes are formed using diagrams and models.
Strand: Geographical Skills and Fieldwork	Identify key areas in the world where volcanoes and earthquakes are common.
	Explain the effects of volcanic eruptions and earthquakes on people and the environment.
	Use simple geographical vocabulary to describe and record physical processes (e.g., magma, tectonic plates)
	Use maps, atlases, and digital/computer mapping
Key vocabulary	Use atlases and globes to locate countries, continents, and major physical features.
	Use digital mapping tools (e.g., Google Earth) to explore locations and gather information.
	Interpret simple map symbols and keys.
	Use 4-point compass directions and simple grid references (e.g. A1) to describe location and route.

Statements in bold are National Curriculum objectives

 Educate Together	Skills progression	
	YEAR 4	Geography

In addition to expectations from previous years, by the end of Year 4, a student at Redfield Educate Together, will be able to:

Previous learning	Topic 1: British Isles (map work and fieldwork – countries and regions) Topic 2: Earthquakes and volcanoes Topic 3: Europe and modern Italy
Current Learning	Topic 1: Rivers and land use (focus on Egypt) Topic 2: Comparing Egypt to Somalia Topic 3: Use of maps
Future learning	Topic 1: Locational knowledge – longitude, latitude, equator Topic 2: Climate zones and biomes Topic 3: Comparing Brazil and UK
Strand: Locational Knowledge	Locate World Countries Using Maps
	Use a variety of maps (including digital maps and atlases) to locate continents, oceans, and key countries of the world.
	Identify the position of key countries in relation to the Equator, Tropics of Cancer and Capricorn, and lines of latitude and longitude.
	Describe the relative location of countries using compass directions and distance.
	Use map symbols and keys to interpret geographical features in different countries.
Strand: Place Knowledge	Compare a Region in the UK with a Region in Africa
	Use thematic maps, photographs, and climate data to compare physical features of two contrasting regions.
	Identify and describe differences and similarities in land use, settlements, and environment between the two regions.
	Interpret data and information to explain how the climate affects human activities in each region.
	Use comparative language (e.g. hotter, drier, more mountainous) to communicate geographical similarities and differences.
Strand: Human and Physical Geography	Describe and Understand Rivers and the Water Cycle
	Identify and label features of a river using diagrams and maps (e.g. source, mouth, tributary).
	Describe the stages of the water cycle and explain its importance using scientific and geographical vocabulary.
	Use aerial photographs and maps to trace the course of a river from source to sea.
	Explain how rivers shape the land and how they are used by humans for different purposes (e.g. transport, agriculture).
Strand: Geographical Skills and Fieldwork	Use Fieldwork to Observe, Measure, and Record Features
	Use fieldwork tools (e.g. compasses, simple measuring equipment) to observe and record physical and human features of the local area.
	Create a simple sketch map or diagram to represent fieldwork findings.
	Use charts, tallies, and bar graphs to present fieldwork data clearly and accurately.
	Communicate findings from fieldwork through written reports, drawings, or digital presentations.
Key vocabulary	Continent, Country, Equator, Hemisphere, Latitude, Longitude, Region Climate, Settlement, Land use, River, Source, Mouth, Tributary, Water cycle, Evaporation, Precipitation, Compass, Fieldwork, Observation

Statements in bold are National Curriculum objectives

	Skills progression
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In addition to expectations from previous years, by the end of Year 5, a student at Redfield Educate Together, will be able to:

Previous learning	Topic 1: Rivers and land use (focus on Egypt) Topic 2: Comparing Egypt to Somalia Topic 3: Use of maps
Current learning	Topic 1: Locational knowledge – longitude, latitude, equator Topic 2: Climate zones and biomes Topic 3: Comparing Brazil and UK
Future learning	Topic 1: Transport in Bristol (fieldwork) Topic 2: Mountain ranges in the UK
Strand: Locational Knowledge	Use maps to focus on Europe and North and South America (Brazil focus)
	Locate major countries and capital cities in Europe, North America, and South America on a range of maps.
	Use atlases, digital maps, and globes to identify physical features (e.g., rivers, mountain ranges) of Brazil and other key countries.
	Describe the location of Brazil in relation to the Equator, Tropics, Hemispheres, Arctic and Antarctic Circle and surrounding countries using compass directions.
	Compare map scales and recognise how different types of maps show different information (e.g., political vs. physical maps).
Strand: Place Knowledge	Compare places in terms of geographical features
	Identify and describe key physical and human features of two contrasting locations (e.g., UK vs. Brazil).
	Use fieldwork and map evidence to compare land use, settlement patterns, and economic activities.
	Explain how climate, landscape, and location affect the way people live in different places.
	Make and justify comparisons between natural features such as rivers, mountains, or coasts in two regions.
Strand: Human and Physical Geography	Understand climate zones, biomes and vegetation belts
	Identify the world's major climate zones on a globe or climate map.
	Describe the characteristics of different biomes (e.g., rainforest, desert, tundra) using examples.
	Explain the relationship between climate zones and vegetation belts around the world.
	Compare two biomes (e.g., rainforest and temperate forest) in terms of climate, plants, and animals.
Strand: Geographical Skills and Fieldwork	Use 4-figure grid references, symbols and keys
	Accurately read and record 4-figure grid references on Ordnance Survey (OS) maps.
	Use a map key to identify symbols for features such as roads, rivers, and landmarks.
	Create a simple map using 4-figure grid references and appropriate symbols.
	Explain how map symbols and keys help to interpret geographical information quickly.
Key vocabulary	Atlas, Equator, Tropics, Hemisphere, Continent, Country, Capital city, Climate zone, Biome, Vegetation belt, Grid reference, Symbol, Key (legend), Physical feature, Human feature, Land use, Settlement, Compass, Latitude, Longitude

Statements in bold are National Curriculum objectives

 Educate Together	Skills progression	
	YEAR 6	Geography

In addition to expectations from previous years, by the end of Year 6, a student at Redfield Educate Together, will be able to:

Previous learning	Topic 1: Locational knowledge – longitude, latitude, equator Topic 2: Climate zones and biomes Topic 3: Comparing Brazil and UK
Current learning	Topic 1: Transport in Bristol (fieldwork) Topic 2: Mountain ranges in the UK
Strand: Locational Knowledge	Extend knowledge and understanding of the world's countries (Through Learn Together strand and activism projects)
	Identify and locate a range of countries involved in the production and consumption of fashion goods on a world map.
	Compare economic and environmental impacts of fashion industries across countries (e.g., Bangladesh vs. UK).
	Explain how global interdependence affects people and environments in countries linked through fashion supply chains.
	Evaluate how sustainable practices in different countries can support global development goals.
Strand: Place Knowledge	Understand geographical similarities and differences through a study of human and physical geography (focus on mountains of the UK)
	Locate major mountain ranges of the UK using maps and atlases.
	Describe the formation and key physical features of selected UK mountain ranges (e.g., Ben Nevis, Snowdonia).
	Compare how human activity and land use differ across UK mountain regions (e.g., tourism, farming, conservation).
	Analyse how physical geography influences settlement and economic activity in mountainous regions of the UK.
Strand: Human and Physical Geography	Describe and understand key aspects of human geography
	Define and give examples of human geography terms such as trade, settlement, land use, and economic activity.
	Explain how trade links (e.g. Fashion trade routes) affect economies and environments locally and globally.
	Investigate how land use has changed over time in a local area and what factors have influenced these changes.
	Evaluate the impact of human geography decisions (transport systems) on sustainability.
Strand: Geographical Skills and Fieldwork	Use 6-figure grid references and advanced fieldwork skills
	Accurately use 6-figure grid references to locate features on OS maps.
	Design and conduct a fieldwork investigation using appropriate tools (e.g., surveys, maps, digital mapping).
	Collect and present data on a geographical issue (e.g., traffic patterns, land use, local environmental quality).
	Interpret fieldwork findings to draw conclusions and suggest evidence-based solutions for local issues.
Key vocabulary	Sustainability, Globalisation, Interdependence, Trade, Supply chain, Human geography, Physical geography, Mountain range, Erosion, Economic activity, Land use, Settlement, Tourism, 6-figure grid reference, Ordnance Survey, Fieldwork, Data collection, Environmental, impact, Atlas, Topography

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