

SPRING HILL CURRICULUM- EYFS



AUTUMN 1

UNDERSTANDING THE WORLD – GEOGRAPHY FOCUS

People cultures and communities

Starting school – Where do I go to school?

Children will develop simple map making skills.

Where do I live? Features of my home.
(Looking at homes in Accrington))

The natural world

Children will identify typical weather for Autumn.

AUTUMN 2

UNDERSTANDING THE WORLD – GEOGRAPHY FOCUS

People cultures and communities

Children will know how people in different countries celebrate Christmas.

Children will know what Diwali is and why people celebrate it.

The natural world

Children will identify changing of seasons Autumn to Winter.

Children will identify differences between the environment around them.

SUMMER

UNDERSTANDING THE WORLD – GEOGRAPHY FOCUS

People cultures and communities

Children will explore where people who help us work and where people who help us around the world work.

The natural world

Children will know that a globe shows different countries around the world.

SPRING HILL CURRICULUM- YEAR 1



AUTUMN

WHAT IS SPECIAL ABOUT ACCRINGTON?

Lesson 1

To identify physical and human features of Spring Hill School.

Lesson 2

To draw a simple map (including physical and human features) of Spring Hill grounds.

Lesson 3

To use maps to identify the human and physical features of Accrington, to know that it is a town.

Lesson 4

To follow a map to explore our local area and use directional language. (to use a simple map of the area surrounding school with a pre drawn route for children to follow.)

Lesson 5

To know the types of settlements and which settlement I live in. (city, town, village, farm, house, factory, office, shop)

Lesson 6

Oracy Outcome: To take part in an interview about Spring Hill led by the teacher.

SPRING

WHAT IS THE WEATHER LIKE TODAY?

Lesson 1

Recap work from EYFS seasons e.g. can you name 4 seasons? Can you describe the seasons?)

To know the different symbols associated with different types of weather

Set up weather diary to record for 1 week. (Simple numerical graph)

Lesson 2

To know how weather differs across the UK. (to use weather symbols to create a weather report using a green screen, for different seasons in the UK.)

Lesson 3

To locate the UK, the equator and the north and south-pole on a map. To be able to locate countries on a map and identify whether they would be hot or cold.

Lesson 4

Oracy outcome: Present a weather report.

Throughout the unit

Refer to lesson 1 and revisit learning throughout the term. Use fieldwork and observations to be able to describe the weather changes in our local environment. (e.g. daily weather log using symbols)

SUMMER

IS EVERY PLACE IN THE UK THE SAME?

Lesson 1

To be able to find the UK on a map, atlas and globe. To know that the UK is surrounded by seas and oceans

Lesson 2

To name and locate the 4 countries and capital cities of the United Kingdom.

Lesson 3

To identify the human characteristics of the 4 capital cities of the UK (Edinburgh castle, Buckingham Palace, Cardiff Castle, Belfast Castle)

Lesson 4

To identify the physical characteristics of the 4 countries of the UK (The Lake District, Giants Causeway, Ben Nevis, Snowdonia)

Lesson 5

To know how to use compass points (N, S, E, W) to describe locations within the UK on a map (To be able to name and locate Edinburgh, Belfast, London and Cardiff).

SPRING HILL CURRICULUM- YEAR 2



AUTUMN

DO YOU FANCY A TRIP TO THE FARM?

Lesson 1

To understand what is meant by a settlement – villages, towns and cities. (revisit Y1 learning)

Lesson 2

To understand the human and physical features of villages, towns and cities. (valley, vegetation, soil)

Lesson 3

To understand what affects where people live.

Lesson 4

To understand the features of a farm using planned perspectives.

Lesson 5

To be able to use a map and symbols to navigate around a farm. (Trip to the farm)

Lesson 6

To know how the farm is different to where I live in Accrington (revisit Y1 learning)

SPRING

WHAT IS IT LIKE TO LIVE IN ANOTHER COUNTRY? (BANGLADESH)

Lesson 1

To know the world's 7 continents and locate them on a map

To know the world's 5 oceans and locate them on a map

Lesson 2

To use aerial photographs to identify human and physical features of Bangladesh (hill, mountain, river, Sundarbans, delta.)

Lesson 3

To understand the impact of seasons and weather on vegetation in the Sundarbans.

Lesson 4

To know why people have settled in the Sundarbans and how this is different to Accrington.

<http://uddin.digital.conncoll.edu/sundarbans/local/garjonto-la-satjelia-india/occupations/>

Lesson 5

To know types of animals that live in the Sundarbans and why.

SUMMER

WHAT IS IT LIKE TO LIVE BY THE LANCASHIRE COAST?

Lesson 1

To use aerial photographs and maps to identify the coastal features of Fleetwood and Blackpool. (port, harbour, beach, cliff, coast, sea)

Lesson 2

To know how the physical and human features of Blackpool and Fleetwood have changed over time.

Lesson 3

Oracy outcome: To produce a news report to explain how people have affected the environment of Fleetwood or Blackpool (the children can choose which area to report on)

Lesson 4

To identify the physical and human features of a coastal area.

(Visit Blackpool and take a tram to Fleetwood)

Lesson 5

To create an aerial map, using symbols of Blackpool.

SPRING HILL CURRICULUM- YEAR 3



AUTUMN

HOW DISASTROUS ARE VOLCANOES?

Lesson 1

To name some volcanoes and locate these on a map. (Mount Vesuvius, Mount Etna, Stromboli)

Lesson 2

To identify the different parts and types of volcanoes.

Lesson 3

To understand how volcanic eruptions occur.

Lesson 4

To understand why people may choose to live near active volcanoes and know some of the hazards they face.

Lesson 5

To think about how life can be made safer for people who live close to a volcano. (writing opportunity)

Lesson 6

To know key information about a famous volcanic eruption. (Mount Vesuvius- Research and investigate a famous eruption.)

SPRING

HOW DOES THE EARTH SHAKE AND RATTLE?

Lesson 1

To know the different layers of the Earth.

Lesson 2

To know what tectonic plates are and to locate them on a map.

Lesson 3

To understand how earthquakes happen.

Lesson 4

To know that distributions of earthquakes follow patterns and the reasons why.

Lesson 5

To know what causes a tsunami

Oracy outcome: Present a news report.

SUMMER

WHAT ARE CLIMATE ZONES?

Lesson 1

To know the features of different climate zones

Lesson 2

To locate the Northern and Southern Hemispheres and know how they link to climate zones. (Equator).

Lesson 3

To know the impact of climate zones on trade and resources (energy, food, and water)

Lesson 4

To be able to describe and explain the different climate zones in Australia.

Lesson 5

To understand how climate zones affect population. (population map e.g. Australia desert land unpopulated compared to urban area/Arctic).

SPRING HILL CURRICULUM- YEAR 4



AUTUMN

IS SOUTH AMERICA THE MOST IMPORTANT CONTINENT?

Lesson 1

To know and locate the 5 major lines of latitude and longitude.

Lesson 2

To locate the rainforests of the world (globe, computer mapping) and know why they lie between the tropics of Cancer and tropics of Capricorn.

Lesson 3

To know the different layers of a rainforest (emergent layer, canopy layer, understory, forest floor)

Lesson 4

To know how the rainforest is a source of food, medicine and materials for humans. (rubber, coffee, avocado, shampoo, chocolate, bananas, spices etc.)

Lesson 5

To know what is meant by deforestation and its impact on animals.

<https://www.youtube.com/watch?v=JdpspllWI2o>
(cross curricular writing link)

Lesson 6

To know the impact of deforestation on humans and the wider world.
(greenhouse gases, fewer crops, flooding, climate change)

SPRING

WHERE DO OUR GOODS COME FROM?

Lesson 1

To name countries where fruit originates from based on the climate.

Lesson 2

To use maps and atlases to derive food miles for things that we eat.

Lesson 3

To know where clothing and other household products come from.

(responsibly sourced products, show me what you're made of BBC programme)

Lesson 4

To know the journey of how one product gets to our home in detail.

Lesson 5

To know which products are imported and which are produced locally.

(bringing in items and ask to sort it)

Lesson 6

Understand that there are advantages and disadvantages to imported and locally produced products. (straight to farm scheme)

SUMMER

WHAT IS IT LIKE TO LIVE IN NORTHERN ITALY?

Lesson 1 (OA))

To name and locate key countries and capital cities of Europe including Russia.

To know some of Europe's human characteristics: population, trade, landmarks.

Lesson 2

Use maps, atlases, globes and digital/computer mapping to locate regions including Brescia, within Italy.

Lesson 3

To use different sources to investigate Brescia, Northern Italy.

Lesson 4

To describe the location and features of Venice and explain how it is affected by tourism

Lesson 5

To use sources to find similarities and differences between Brescia and Venice.

Lesson 6

To use sources to find similarities and differences between Venice and Accrington.

SPRING HILL CURRICULUM- YEAR 5



AUTUMN

IS LAND IN ACCRINGTON USED IN THE BEST WAY?

Lesson 1

To know the counties and regions of the UK

Lesson 2

To know the human, physical and key topographical features of the North West region (River Hyndburn and Pendle Hill) and how the area has changed over time.

Lesson 3

To observe and record land use patterns in Accrington. (Fieldwork)

Lesson 4

Draw clear conclusions, describing how the physical features around the local area affect human activity.

Lesson 5

To record the human and physical features of Accrington by using sketch maps and plans.

Lesson 6

To record the human and physical features of Accrington by using graphs and digital technology

Lesson 7

To present and explain and evaluate our observations of Accrington.

SPRING

WILL OUR RIVERS EVER RUN OUT?

Lesson 1

(OA)

To locate and know key facts about the world's main rivers.

Lesson 2

To know the four types of erosion, four types of transportation and know what deposition is.

Lesson 3

To know how rivers can cause dramatic landforms: Horseshoe bend- Grand Canyon, the Nile Delta in Egypt.

Lesson 4

To know how meanders and oxbow lakes are formed.

Lesson 5

To know why rivers are important to people: Olga river Russia, Amazon River in South America.

Lesson 6

To understand the water cycle (writing at length)

SUMMER

WHAT ARE THE ALPS?

Lesson 1

To locate and know key facts about the world's Seven Summits and locate UK's highest mountains.

Lesson 2

To know that the Alps are fold mountains and how these were formed.

Lesson 3

To name and locate the European countries where the Alps are found.

Lesson 4

To understand the climate of the Alps and the impact of climate change (glaciers within the Alps are disappearing).

Lesson 5

Explain the advantages and disadvantages to tourism in the Alps.

Lesson 6

To compare the topography of the Alps to that of our local area..

SPRING HILL CURRICULUM- YEAR 6



AUTUMN

WHAT CAN WE FIND OUT ABOUT CANADA?

Lesson 1

Locate North America and South America on a map and understand the differences between continent, country, state and city.

Lesson 2

To name, locate and know facts of landmarks within Canada, including the 4 coasts.

Lesson 3

To know human and physical features of Vancouver. (climate zones, population and languages)

Lesson 4

To know human and physical features of the Canadian Rockies. (climate zones, population and languages)

Lesson 5

To use a topographical map to compare Vancouver to the Canadian Rockies.

Lesson 6

To digitally present comparisons of the features of Vancouver and the Canadian Rockies (This will include the use of geographical vocabulary terms and key aspects of human and physical features)

SPRING

HOW DIVERSE IS OUR PLANET?

Biomes school trip

Lesson 1

(OA)

To know what a biome is and to name and locate the 6 major biomes.

To understand how climate impacts biomes.

Lesson 2

To know what minerals are and to locate them on a map.
To know why and how minerals are extracted (ethical)

Lesson 3

To know how biomes are affected by human activity and climate change.

Lesson 4

To identify what damage is being done to the earth (are all biomes equally fragile?)

Lesson 5

To know how we can have a positive impact (are biomes being protected or preserved?)

SUMMER

WHY ARE MAPS IMPORTANT?

Lesson 1

To know the counties of the UK and how they were formed.

Lesson 2

To be able to locate towns and cities within the different counties of the UK.

Lesson 3

To be able to locate rivers, seas and mountains within the UK.

Lesson 4

Use the 8 points of a compass to locate key cities (Manchester, Birmingham and Bradford) in the UK and apply that to judge distance and direction between them.

Lesson 5 and 6

To use the 8 points of a compass, an ordnance survey map and digital maps to follow a route (Accrington)

