

SPRING HILL CURRICULUM- EYFS



AUTUMN

Understanding the world
Geography (people, culture and communities)

My School Community & People Around Me

Focus: school, belonging, similarities/differences between people

My School- Spring Hill Primary School

Focus: school features, people who help us in school, differences & similarities between classes in school

SPRING

Understanding the world
Geography (people, culture and communities)

My Local Community: Accrington
Focus: comparing houses in their local town Accrington

A City in Our Country: London
Focus: London as a diverse capital city; cultural and human differences

SUMMER

Understanding the world
Geography (people, culture and communities)

Our Country: England
Focus: national identity, landscapes & diversity

Celebrations, Culture & Community Comparison
Focus: comparing all communities studied + understanding differences & similarities

SPRING HILL CURRICULUM- YEAR 1



AUTUMN

WHAT IS SPECIAL ABOUT ACCRINGTON?

Lesson 1

To understand human and physical features.

Lesson 2

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

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

HOW CAN WE FIND OUT ABOUT THE WORLD? 0A

Lesson 1

use globes, satellite images and geographical vocabulary to describe Earth.

Lesson 2

understand that a map is a 2D model of the world and I know what continents and oceans are.

Lesson 3

To explain what an ocean is and name Earth's five oceans.

Lesson 4

To explain what a river is and give examples of different rivers in the world.

Lesson 5

To explain what a mountain is and give some global examples of mountains and landmarks with the aid of maps and atlases.

Lesson 6

I can use atlases and maps to locate the UK in the world.

SPRING HILL CURRICULUM- YEAR 2



AUTUMN

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

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 (recap year 1 learning)

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/garjontola-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 COAST?

Lesson 1

[Where are the seas and oceans surrounding the UK?](#)

Lesson 2

[What is the coast?](#)

Lesson 3

[What are the features of the Jurassic Coast?](#)

Lesson 4

How do people use Weymouth?

Lesson 5

How do people use our local coast of Blackpool? (Data collection)

SPRING HILL CURRICULUM- YEAR 3



AUTUMN

HOW DOES THE EARTH SHAKE RATTLE AND ROLL?

Lesson 1

How is the Earth constructed?

Lesson 2

[To know what tectonic plates are, and know how they cause earthquakes](#) and volcanic eruptions.

Lesson 3

To locate tectonic plates and volcanoes on a map and to know how earthquakes happen.

Lesson 4

What are the effects of a volcanic eruption?

Lesson 5

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

Lesson 6

To know what causes a tsunami

Oracy outcome: Present a news report.

SPRING

WHO LIVES IN ANTARTICA?

Lesson 1

To understand the position and significance of lines of latitude.

Lesson 2

To describe the location and physical features of Antarctica

Lesson 3

To describe the human features of Antarctica

Lesson 4

To use four-figure grid references to plot Shackleton's route to Antarctica

Lesson 5

To plan a simple route on a map using compass points

Lesson 6

To follow instructions involving compass points and map a simple route.

SUMMER

HOW DIVERSE ARE LOCAL AND UK LANDSCAPES?

Lesson 1 (Oak Academy)

I can identify and describe the main human and physical features of the UK using atlases and maps.

Lesson 2

to identify some types of land use in the locality using maps and aerial imagery.

Lesson 3

To explain how different parts of the UK are used for different types of farming.

Lesson 4

To describe different types of land use in the UK.

Lesson 5

I can use four figure grid references to identify different examples of land use in my local area on a 1:25000 map.

SPRING HILL CURRICULUM- YEAR 4



AUTUMN

WHY ARE RAINFORESTS IMPORTANT TO US?

Lesson 1

- To know where and describe the features of each layer of a tropical rainforest.

Lesson 2

- To describe why tropical rainforests are important and understand the threats to the Amazon.

Lesson 3

- To understand how local woodland is used using a variety of data collection methods.

Lesson 4

- To analyse and present findings on how local woodland is used.

SPRING

WHERE DO OUR GOODS COME FROM?

Lesson 1

- To explain the impact of food choices on the environment.

Lesson 2

To understand the importance of trading responsibly.

Lesson 3

- To describe the journey of a cocoa bean.

Lesson 4

- To map and calculate the distance food has travelled.

Lesson 5

- To discuss the advantages and disadvantages of buying both locally and imported food.

SUMMER

WHAT IS IT LIKE TO LIVE IN NORTHERN ITALY?

Lesson 1 (Oak Academy))

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 in the North of England.

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.

Lessons 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 different methods (sketch maps and plans, digital tech)

SPRING

WILL OUR RIVERS EVER RUN OUT?

Lesson 1

(Oak Academ)

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

- Locate the Alps on a world map and identify and label the eight countries they spread through.

Lesson 2

- Locate three physical and three human characteristics in the Alps and Innsbruck.

Lesson 3

- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.

Lesson 4

- Compare the human and physical geography of their local area and Innsbruck.

Lesson 5

- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

SPRING HILL CURRICULUM- YEAR 6



AUTUMN

WHAT CAN WE FIND OUT ABOUT CANADA?

Lesson 1 (done together with lesson 2)

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 land marks within Canada, including the 4 coasts.

Lesson 3

To know human and physical features of Vancouver and the Canadian Rockies.

(climate zones, population and languages)

Lesson 4

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

Lesson 5 (computing unit)

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)

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SPRING

HOW DIVERSE IS OUR PLANET?

Biomes school trip

Lesson 1

(Oak Academy)

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)

