

SPRING HILL CURRICULUM- EYFS



AUTUMN

Understanding the world
Geography

To describe features of the local environment

Lesson 1

To know that we live in different types of houses

Lesson 2

To know where we live

Lesson 3

To talk about features of their school environment

Lesson 4

To use directional language to describe a route (What the ladybird heard)

To identify seasonal change

All about Autumn (A1)

Signs of Winter (A2)

SPRING

Understanding the world
Geography

To explore and make observations of the world around us

Lesson 1

To know where fruit and vegetables are grown

Lesson 2

To know where does food come from

To do observations and drawings of animals and plants

To Identify changing of seasons

All about Winter (Sp1)

Signs of Spring (Sp2)

SUMMER

Understanding the world
Geography

To understand different environments, including climate and landscapes

Lesson 1

Who lives here?

To know some of the habitats animals live in.

Lesson 2

To name animals that live in a hot habitat.

Lesson 3

To name animals that live in a cold habitat

Lesson 4

To name animals that live in a wet habitats

Lesson 5

To name animals that live in high and low habitats

To identify seasonal change

All about Spring (Sm1)

Signs of Summer (Sm2)



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 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

WHY DO PEOPLE LIVE NEAR VOLCANOES?

Lesson 1

How is the Earth constructed?

Lesson 2

Where are mountains found?

Lesson 3

Why and where do we get volcanoes?

Lesson 4

What are the effects of a volcanic eruption?

Lesson 5

What are earthquakes and where do we get them?

Lesson 6

Where have the rocks around school come from?

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

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.

SPRING HILL CURRICULUM- YEAR 4



AUTUMN

WHY ARE RAINFORESTS IMPORTANT TO US?

Lesson 1

- To describe and give examples of a biome and find the location and some features of the Amazon rainforest.

Lesson 2

- To describe the characteristics of each layer of a tropical rainforest.

Lesson 3

- To understand the lives of indigenous peoples living in the Amazon rainforest.

Lesson 4

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

Lesson 5

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

Lesson 6

- 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 design and use data collection methods to find where our food comes from.

Lesson 6

- 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 (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.

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 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

- 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.

Lesson 3

- Research and describe the physical and human features of Innsbruck.

Lesson 4

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

Lesson 5

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

Lesson 6

- 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

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)

