

## Coverage & Mapping – Year 1

	A1	A2	S1	S2	Su1	Su2
Enquiry Question	What kind of superhero do I want to be?	What stories could our toys and games tell?	Where do we live and what makes it special?	What would it be like to live on an island elsewhere in the world?	Which is my favourite wildflower and why?	What will we find at the seaside?
Science NC links	<p><b>Animals inc. Humans</b></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Everyday materials</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Animals inc. Humans</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>(native British wildlife)</p>	<p><b>Animals inc. Humans</b></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Animals inc. Humans</b></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><b>Everyday materials</b> identify and name a variety of everyday materials, including</p>

						wood, plastic, glass, metal, water, and rock
<b>History NC links</b>	<b>Significant individual</b> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  (Greta Thunberg and David Attenborough)	<b>Changes within living memory</b> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  <b>(How toys have changed)</b>  <b>Significant individual</b> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  (Martha Jenks Chase – doll maker who changed dolls from hard to soft and Ole Kirk Christiansen, a Danish carpenter – Lego patented 1958)	<b>significant historical events, people and places in their own locality.</b>  e.g. a local castle or palace			
<b>Geography NC links</b>			<b>Locational knowledge</b> name, locate and identify	<b>Locational knowledge</b> name and locate the world's seven	<b>Human and physical geography</b> identify seasonal and	<b>Locational knowledge</b> name and locate the world's seven continents

			<p>characteristics of the four countries and capital cities of the United Kingdom</p> <p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>continents</p> <p><b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Human and physical geography</b> 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 use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>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</p> <p><b>Geographical skills and fieldwork</b> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>	<p>and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (seas and oceans)</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries, (Y1 UK) as well as the countries, continents and oceans studied at this key stage</p>
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<b>Principle of Harmony</b>	<b>DIVERSITY</b>	<b>HEALTH</b>	<b>ADAPTATION</b>	<b>ONENESS</b>	<b>CYCLE</b>	<b>INTERDEPENDENCE</b>
<b>AfL principle questions</b>	<p>How are we all different and how are we the same?</p> <p>Why is it important that we have differences?</p>	<p>Why is playing in Nature good for our health?</p> <p>Which games do we most enjoy and why?</p> <p>How do animals</p>	<p>What do you think is special about where you live?</p> <p>Why is it important to look after your local</p>	<p>What is an island?</p> <p>Why would living on an island be different from where we live?</p> <p>What does it mean to</p>	<p>What is the cycle of a wildflower?</p> <p>What wildflowers grow near why I live?</p>	<p>What will we find at the seaside?</p> <p>What human actions affect life at the seaside?</p>

	How do your differences make you a superhero?	play in Nature?	area?  What changes can we make to protect where we live?	be part of one world?	Why should we let wildflower grow?	What can we do to look after seaside ecosystems?
<b>Sustainability Theme</b>	Food and farming	Health and wellbeing	Learning from the past to create a better future	Climate Change and Energy Use	Biodiversity	Cycles and Waste
<b>SDGs/Good life goals</b>	5 Gender equality (how would we explore this?)	12 – Responsible consumption and production/Live better	11 – Sustainable cities and communities/love where you live	8 – Decent work and economic growth/Do good work	15 – Life on land/Love nature	12 - Responsible consumption and production/Live better  15 – Life on land/Love nature