

Year 6 – Key skills

Term 1 / Term 2 / Term 3 / Term 4 / Term 5 / Term 6

Historical, Geographical and Social Understanding

- Changes in Britain from the Stone Age to the Iron Age
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Locational knowledge

- Locate the world's countries
- Name and locate **counties**
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and Physical Geography

- Describe and understand key aspects of: physical geography, including climate zones and biomes
- Human geography - Distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references to build their knowledge of the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of plans and graphs
- Select, use skills and present information to investigate different location
- Describe geographical patterns and explain reasons behind them
- Give increased detail of views, justification/detailed reasons influencing views
- Analyse evidence and draw conclusions that are consistent with the evidence
- Locate information with speed and accuracy
- Use key to make deductions about landscape/industry/features

Key Religions: Christianity and Judaism

Key Themes:

Autumn - Beliefs and questions,

Spring - Beliefs in action in the world, Faith in Action,

Summer - The journey of life and death

- Identify some of the principal features shared by different religions and explain how these features may have an impact on the lives of believers.
- Identify and compare some of the ways in which believers express their principal beliefs/ideas and explain how these forms of expression may have an impact on the lives of believers.
- Explain own views with supporting arguments and evidence.
- Evaluate own and others' views with sensitivity to concerns and convictions.

Scientific and Technological Understanding

Living things and their habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

Animals including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into

the eye

-Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

use recognised symbols when representing a simple circuit in a diagram.

Design

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Understanding the Arts

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Observational drawing

- Accurate recording of shape, line, pattern, form and texture
- Paint or use pastels to create a landscape/observational drawing
- Create shadows using light and shading techniques
- Use different textures and patterns to create a 3D appearance
- Show differences between light and shade
- Use sense of perspective in own work
- Create accurate drawings of the face (perspective, scale, orientation and shading)
- Learn to draw caricatures using portrait skills

Collect visual and other information to develop own work

- Produce work for a given purpose
- Relate starting point to end result

Combine and organise visual and tactile features

- Begin to match visual and tactile qualities to intentions through experimenting with different effects

Realise own intentions

- Produce a piece of work in stages
- Show adaptations and improvements made
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.
- Perform with others with an awareness of audience

Computing

- Critically review, modify and evaluate their work using appropriate vocabulary.
- Design write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluation and presenting data and information
- Consolidate mouse and keyboard skills
- To know how to stay safe when using ICT
- To create a movie

PE

Run, jump, throw and catch in isolation and in combination

Throw –

- Throw underarm and overarm to hit a smaller target i.e. – cricket stumps
- Throw into a hoop or net for basketball or netball skills
- Use chest pass or shoulder pass
- Field a rolling ball by chasing after it
- Can hit a ball with a rounder's bat

Catching –

- Can catch a large ball from a stationary partner
- Can catch a large ball from a moving partner
- Can signal for a pass with one hand

Kicking

- Can dribble with the feet in a controlled manner
- Can pass a large ball confidently with the inside of the foot
- Can pass a large ball with the front of the foot
- Can pass a large ball with the inside of the foot
- Can receive a pass with the feet and control it when stationary or moving
- Kick using a controlled kick

Jump

- Jump for height using arms to assist from standing

Run –

- Accelerate quickly to maximum running speed
- Pace themselves in challenges and competitions over longer distances
- Can use pivoting in a game situation

Take part in outdoor and adventurous activity challenges both individual

- Use a range of orienteering skills and problem solving skills

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

- Recognise what they can do well and what they need to improve on
- Describe how they need to improve
- Set goals to help them improve

Perform dances using a range of movement patterns

- Respond to a range of stimuli and accompaniment

Develop flexibility, strength, technique, control and balance (e.g. athletics and gym)

- Perform fluent, sequence / motif with partner in cannon

Play competitive games, modified where appropriate- be able to apply basic principle suitable for attacking and defending

- Adapt attacking and defending principles to a variety of invasion games such as basketball, football, *hockey*, netball and tag rugby
- Put skill or tactic into a game under increasing pressure
- Collaborate effectively to maintain participation & continuity in game play – larger teams (up to 8+ members)
- Know and explain tactics and skills (e.g. - how does a team keep possession of a ball?)
- Understand and be able to explain the rules to a game

Understand the particular benefits of different physical activities for promoting health

MFL

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

PHSE

New beginnings
Going for goals
Relationships
Good to be me
Getting on and falling out
Changes
Saying no to bullying