WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 6

HISTORY

- Know the chronology of British local & world history & establish clear narratives.
- Recognise connections, contrasts and trends over time, use appropriate language.
- Understand knowledge of the past is constructed from a range of sources.
- Understand both the long arc of development and the complexity of specific aspects of history.
- Address & devise historically valid questions about change, cause, similarity/difference and significance.
- Construct informed responses.

GEOGRAPHY

- Locate world's countries using maps to focus on Europe, concentrating on their environment regions, key physical and human characteristics, countries & major cities & understand how they change over time.
- Compare & contrast UK with other countries in Europe & N/S America.
- Understand aspects inc. climate zones, biomes, vegetation belts etc.
- Use maps/atlases/global & ICT to locate countries & describe features.
- Use 8 points of a compass, 6 figure grid references & symbols on OS map.

ART & DESIGN

- Create mood with mixed colours and know the difference between hot and cold colours.
- Plan & create a sculpture using recycled materials.
- Use a variety of techniques to add effects inc. shadows, shading, textures etc
- Observe the effect of light on objects & people from different directions.
- To critique a famous piece of artwork.
- To blend water & colour for effect.
- To produce increasingly accurate drawings of people = particularly faces.
- Use collage & print making for layering.

D AND T

- Understand & use electrical systems in a product.
- Communicate ideas through annotated sketches.
- Competently select & assembly materials securely.
- Know how gears/pulleys speed up/slow down or change direction of movement.
- Know that axles, axle holders & wheels can be fixed or free moving.
- Plan & hygienically prepare a recipe using Fair Trade products.
- Critically evaluate a product against a spec.

MFL (FRENCH)

- Know numbers above 100.
- Know how to ask for the time.
- Use verbs to describe the school day.
- Know vocabulary for transport to school, directions, nationalities, describe my house, hobbies.
- Describe similarities and differences for celebrations in France & England.
- Know the names of European countries.
- Ask & answer questions & express opinions.
- Pronounce & intone words accurately.
- Use a dictionary to find meanings of new words.
- Write about my house & hobbies.
- Discuss & write about my likes & dislikes.
- Find information about a town in France.
- Role play 'lost tourist' using vocabulary.

CORE SKILLS

Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.

READING

- Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- Refer to text to support opinions/predictions.
- Give views about choice of vocab, structure etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise complex sentence with more than one subordinate clause.
- Explain how a writer has used sentences to create particular effects.
- Prepare and recite poems and plays to read aloud and to perform.
- Skim & scan to assist note taking, both in researching non-fiction and fiction texts.

WRITING

- Use subordinating clauses to write complex sentences & appropriate use of passive voice.
- Use expanded noun phrases to convey complicated information concisely.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi-colon within a list.
- Use correct punctuation of bullet points and hyphens to avoid ambiguity.
- Use a full range of punctuation matched to requirements of text type.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently & with increasing speed.

MATHS

- Use negative numbers in context and calculate intervals across zero.
- Use common factors to simply fractions and express fractions in the same denomination.
- Solve problems involving calculation of %.
- Carry out calculations/problems involving all four operations, including long division.
- Add, subtract and multiply fractions with different denominators and mixed numbers.
- Divide proper fractions by whole numbers and calculate decimal fraction equivalents.
- Compare, classify & measure area of geometric shapes based on properties/sizes.
- Recognise, describe and build/measure the volume of simple 3D shapes.
- Illustrate & name parts of circles.
- Interpret & construct pie charts/line graphs.

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 6

DISASTERES

- Know which parts of the world are prone to natural disasters & why.
- Recall specific vocabulary.
- Understand different climate zones, tectonic plates & the Richter scale.
- Recall famous natural disasters.

BACK TO THE FUTURE

- Environmental impact caused by advances in technology.
- 3 ages of prehistory and their impact on the modern world.
- Name famous Victorian inventors & inventions.
- Recall significance of the Electric, Electronic and Information ages.

YES MINSTER!

- Know & use parliamentary terms accurately.
- Recall different forms of government.
- Understand the role of parliament in the UK.
- Recognise major political movements in history.

GREECE LIGHTNING!

- Understand how the physical features of Ancient Greece influenced civilisation.
- Modern tourism in Greece.
- Understand conflict between civilisations in Ancient Greece & the impact.
- The difference between Athens & Sparta

IMPORTANCE OF TRADE

- Know the difference between import/export.
- Understand fair trade & why it is important.
- Know all goods have a supply chain.
- Understand that trade has been an important factor of life even historically.

(WHOLE SCHOOL THEME)

- Whole school theme, changed annually related to a topic of relevance for the given year:
- 2023- Travel & Tourism
- 2022- Care for Creation
- 2020 –Tokyo Olympics
- 2019 – WWII -75 Years – D Day
- 2018- WWI – 100 years
- 2017 – Roald Dahl

SUBSTANTIATING THE WIDER CURRICULUM YEAR 6

EXPRESSION

MUSIC

- Sing a harmony confidently & accurately.
- Perform from memory using notations.
- Take the lead in a performance & take a solo.
- Provide rhythmic support.
- Use a variety of musical devices in compositions
- Recognise different forms of notation serve different purposes.
- Use different forms of notation.
- Combine groups of beats.
- Refine & improve work.
- Evaluate how venue, occasion & purpose affects the way a piece of music is created.
- Analyse features within music & compare/contrast different composers.
- Vocab: improvise, syncopation, timbre, offbeat
- Become familiar with Jazz as a genre & the context behind it.

PHYSICAL EDUCATION

GAMES

- Vary skills, actions & ideas to suit games.
- Show confidence in ball skills and link together.
- Understand tactics & composition.
- Attacking & defending confidently.

GYMNASTICS

- Plan & perform with precision, control & fluency showing a wide range of actions inc. variation in speed, level, and directions.
- Emphasis on extension & clear body shape.
- Use floor, mats & apparatus in a sequence.
- Analyse & evaluate performances.

ATHLETICS

- Demonstrate accuracy in throwing/catching.
- Perform a running jump with more than one component e.g. triple jump.
- Build variety of running techniques with confidence.
- Record & evaluate peers performances.

SCIENCE

Animals Including Humans

- Develop awareness of the circulatory system & the different blood components.

Light

- Understand how we see reflection, refractions & shadows.

Living things & their habitats

- Understand & recall classification systems and the role of taxonomists.
- Complete an experiment on micro-organisms & understand that not all micro-organism are harmful.

Electricity

- Recognise major discoveries in Electricity & understand the impact of volts in a circuit.

Evolution & Inheritance

- Understand what causes variation & hwo things change over time through adaptation.

Scientists and Inventors

- Develop an awareness of famous scientists and inventors linked to prior learning in the subject.

DANCE AND DRAMA

DANCE

- Exaggerate dance movements & motifs using expression when moving.
- Perform with confidence.
- Combine flexibility, techniques & movements to create a fluent sequence.
- Use various levels/ways of travelling.
- Show a change in pace & timings.
- Demonstrate consistent precision when performing sequences.
- Modify a sequence based on evaluation.

DRAMA

- Analyse how plots & characters are portrayed in drama.
- Consider how a drama could be adapted for a different audience.
- Create, modify & adapt scripts as a result of reflection and the rehearsal process.
- Combine elements sounds/silence, movement/stillness in performance.

COMPUTING

- Explore methods of collaborating online and how it enhances our knowledge.
- Devices can communicate with other connected devices nearby or around the world.
- Look at the difference between LAN and WAN to understand how the connection occurs.
- Design, write & debug programs that accomplish goals.
- Work with variables & various forms on input and output.
- Be discerning in evaluating digital content.
- Use screen grabbing tools.
- Understand the safety & copyright issues of downloading from the internet.
- Demonstrate safe practice when selecting images/content for uploading to a personal profile/online space.
- Identify outcomes of creating a positive digital footprint.
- Use Movie Maker to compile, edit & organise.

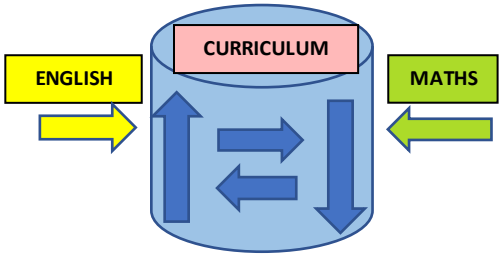
CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing
Values and Personal Skills – inc. British Values.

CURRICULUM SCHEMA

- Link learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



Health & Well Being

- **Physical:** Safe & healthy futures.
- **Sex and Relationships**: Changes at puberty.

Relationships:

- **Social:** My place in the world.
- **Emotional**: Celebrating the past & welcoming the future.

Living in the Wider World:

- **Economic well-being:** Money in my future.
- **Being a Responsible Citizen**: Democracy & government.

SMSC & Courageous Advocacy

- Consider 'blind faith' and why bad things happen to good people.
- Discuss the concept of charity.
- Recognising talents personally and of others.
- Advances in technology and the impact on the environment.
- Compare laws & rules across legal systems & moral rules within society.
- Consider what happens when laws are not followed.
- Consider the implications of a democracy.
- Think critically & independently.
- Consider issues of global justice.