

Year 6						
Science	Geography	History	Music	Art	DT	PSHE
Working scientifically	Name and locate UK, European and international locations using an atlas, map and digital mapping, with awareness of land-use patterns over time.	Place features of events and people from past societies and periods in a chronological framework.	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	to create sketch books to record their observations and use them to review and revisit ideas	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
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	Have an understanding of the British Isles (i.e. the physical geography, including its surrounding islands) and the United Kingdom (i.e. the political geography) and explain the difference.	Summarise the main events from a specific period in history, explaining the order in which key events happened.	improvise and compose music for a range of purposes using the inter-related dimensions of music	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]	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	to face new challenges positively by collecting information, looking for help, making responsible choices and taking action
Give reasons for classifying plants and animals based on specific characteristics. <i>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</i>	Know the position and significance of latitude and longitude. Explain time zones (including day and night.)	Recognise and describe differences and similarities / changes and continuity between different periods in history.	listen with attention to detail and recall sounds with increasing aural memory	about great artists, architects and designers in history.	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-	Use four and six figure grid references and OS maps to answer questions.	Investigate how an aspect or theme has changed over time in the local area and offer their views about this change.	use and understand staff and other musical notations		select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic	that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

organisms, plants and animals					qualities	
Give reasons for classifying plants and animals based on specific characteristics.	Compare a region in the UK with a region in North or South America.	Explain how Britain has had a major influence on world history.	develop an understanding of the history of music.		investigate and analyse a range of existing products	to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
Describe the life process of reproduction in some plants and animals.	Use fieldwork to answer questions about the local area using a range of methods.	Describe what Britain may have learnt from other countries and Civilisations through time gone by and more recently.	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences

<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>	<p>Use maps, aerial photos, plans and web resources to describe what a locality might be like.</p>	<p>Describe a key event from Britain's past using a range of evidence from different sources.</p>			<p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>to resolve differences by looking at alternatives, making decisions and explaining choices</p>
<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><i>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p>	<p>Show understanding of human geography (e.g. economic activity, trade links, distribution of natural resources) and physical geography (e.g. climate zones, biomes, vegetation belts)</p>				<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p>
<p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>With regard to the main ethnic groups in the UK, demonstrate an awareness of reasons why people may have moved to the UK.</p>				<p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships; about how the body changes as they approach puberty</p>
<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>					<p>apply their understanding of computing to program, monitor and control their products</p>	<p>which commonly available substances and drugs are legal and illegal and what the effects and risks are.</p>
<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>					<p>understand and apply the principles of a healthy and varied diet</p>	<p>to recognise the different risks in different situations and then decide how to behave responsibly</p>

<p><i>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels.</i></p> <p><i>They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</i></p>						
<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>					<p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p>
<p>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.</p>					<p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>school rules about health and safety, basic emergency aid procedures and where to get help</p>
<p>Understand that light appears to travel in straight lines</p> <p><i>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light</i></p>						<p>to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>

<p><i>sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</i></p>						
<p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p>						<p>to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p>
<p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p>						<p>to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help</p>
<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>						<p>where individuals, families and groups can get help and support</p>
<p>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.</p>						<p>to recognise and challenge stereotypes</p>

<p><i>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</i></p>						
<p>Use recognised symbols when representing a simple circuit in a diagram.</p>						<p>that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p>