

Year 6

Geography

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia and North and South America, concentrating on their environments regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- 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).

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region within South America.

Human and Physical Geography

- Describe and understand key aspects of physical geography: rivers.

Geography Skills and Fieldwork

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Outdoor Learning)

History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- A significant turning point in British history - the first railways.
- Changes in an aspect of social history – social deprivation.

The achievements of the earliest civilizations

- An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour

- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Music

- sing and play musically with increasing confidence and control.
- 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

Design Technology

Design

- 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
- 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

- 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, such as series circuits incorporating switches, bulbs, buzzers and motors

Art & Design

- 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 (e.g. pencil, charcoal)
- about great artists, architects and designers in history.

PE

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

