

Year 6

Learning Goals

Subject	Term 1	Term 2	Term 3
History	<p>Year 6 Unit 1: The Maya Civilisation End of Year 6, expected:</p> <ul style="list-style-type: none"> • Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. • Will begin to make links and group them into themes, e.g. social, cultural. • Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance. 	<p>Year 6 Unit 2: The Ancient Greeks End of Year 6, expected:</p> <ul style="list-style-type: none"> • Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. • Can accurately identify links between this sequence and the events of other periods studied. • Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. • Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today. • Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. 	<p>Year 6 Unit 3: The Impact of War End of Year 6, expected:</p> <ul style="list-style-type: none"> • Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. • Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. • Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. • May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term. • Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. • Will confidently use a broad range of challenging, relevant historical terms throughout. • Will critically evaluate their enquiry and consider ways in which it could be improved or developed.

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<p>Geography</p>	<p>Year 6 Unit 1: South America – The Amazon End of Year 6, expected:</p> <ul style="list-style-type: none"> • Can locate cities, countries and regions of South America on physical and political maps. • Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). • Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc. • Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin). • Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. • Can compare the Amazon and Alpine regions, identifying similarities and differences. 	<p>Year 6 Unit 2: Protecting the Environment End of Year 6, expected:</p> <ul style="list-style-type: none"> • Can identify and locate a national or international environmental issue and explain why it is an issue • Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. • Can illustrate how human activity is influenced by climate and weather. • Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. • Can identify and justify deforestation as an environmental issue. 	<p>Year 6 Unit 3: Our World in the Future End of Year 6, expected:</p> <ul style="list-style-type: none"> • Can name and locate types of industry in the area and give reasons why they have changed over time. • Can describe and give reasons for local land use and suggest how this might change in the future. • Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). • Can describe where our energy and natural resources come from. • Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).
<p>Science</p>	<p>Classifying Living Things & Light</p> <ul style="list-style-type: none"> • Children build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. The topic is divided into two units, Children first revisit their knowledge of classification and creating keys, before developing their knowledge by looking at fungi and bacteria. Children also look at the work of Carl Linnaeus, the scientist who first made important the function of naming and classifying to ‘identify’ organisms. • The topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see things. This understanding is then applied to the production of shadows 	<p>Electricity & Healthy Bodies</p> <ul style="list-style-type: none"> • This topic builds on the Year 4 work on electricity, taking it into the scientific use of symbols for components in a circuit, as well as considering the effect in more detail of changing components in a circuit. The children have the opportunity to apply their learning by creating an electronic game. • In this topic children build on learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system). It considers life processes that are internal to the body, such as the circulatory system. The impact of lifestyle on 	<p>Evolution and Inheritance & The Titanic</p> <ul style="list-style-type: none"> • Building on what they learned about fossils in Year 3, children find out more about how living things have changed over time. They are introduced to the idea that characteristics are passed from parent to their offspring, but that they are not exactly the same. They should also appreciate that variation over time can make animals more or less likely to survive in particular environments (adaptation). • Children engage in a different approach to their science in this topic. They use their science and link it to an historical event in

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	<p>and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions. It builds on the work carried out in Year 3 on light, shadows and reflection.</p>	<p>bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do change as more research is carried out.</p>	<p>context; the sinking of the Titanic. This topic is based around applying the working scientifically skills that they have learned so far in their science lessons, to explore some of the scientific concepts behind the Titanic, e.g. floating and sinking. It can be used as a good opportunity to embed, assess and observe working scientifically skills, as well as laying foundations for transition to KS3 science.</p>
Art	<ul style="list-style-type: none"> Independently investigate a range of starting points for their work, and confidently develop their ideas further. Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. Confidently use language appropriate to the chosen art form, to help them to explain their ideas. 	<ul style="list-style-type: none"> Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation. Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas. Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints. 	<ul style="list-style-type: none"> Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. Annotations reflect their critical evaluations and development of ideas. Reflect on the ways in which their imaginative work has developed from a range of starting points.
Music	<p>Making music from words Create songs with verses and a chorus. Combine a variety of musical devices, including melody, rhythm and chords</p>	<p>China – pentatonic music Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>WW2 medley – listen, compose and perform Convey the relationship between the lyrics and the melody. Use and</p>

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	<p>Singing in parts – Christingle carols Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Singing – KS2 performance Sing a harmony part confidently and accurately. Perform with controlled breathing (voice</p>	<p>understand simple time signatures. Choose to include: • lyrics and melody • harmonies • accompaniments • cyclic patterns • combination of musical elements Understand the purpose of the treble and bass clefs and use them in transcribing compositions Digital compositions - Garage band Use digital technologies to compose, edit and refine pieces of music</p>
ICT	<p>Coding</p> <ul style="list-style-type: none"> • Can deconstruct a problem into smaller steps, recognising similarities to solutions used before. Can explain and program each of the steps in my algorithm. • Can evaluate the effectiveness and efficiency of my algorithm while I continually test the Coding of that algorithm. • Can recognise when I need to use a variable to achieve a required output. • Can use a variable and operators to stop a program. • Can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • Can use logical reasoning to detect and correct errors in a algorithms and programs. 	<p>Multimedia</p> <ul style="list-style-type: none"> • Can talk about audience, atmosphere and structure when planning a particular outcome. • Can confidently identify the potential of unfamiliar technology to increase my creativity. • Can combine a range of media, recognising the contribution of each to achieve a particular outcome. • Can tell you why I select a particular online tool for a specific purpose. • Can be digitally discerning when evaluating the effectiveness of my own work and the work of others. 	<p>E-Safety</p> <ul style="list-style-type: none"> • I protect my password and other personal information. • Can explain the consequences of sharing too much about myself online. • Support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • Can explain the consequences of spending too much time online or on a game. • Can explain the consequences to myself and others of not communicating kindly and respectfully. • Protect my computer or device from harm on the Internet.
DT	<p>Food</p> <ul style="list-style-type: none"> • To understand and apply the principles of a healthy and varied diet. • To prepare and cook a variety of predominately savoury dishes using a range 	<p>Textiles</p> <ul style="list-style-type: none"> • To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according 	<p>Construction</p> <ul style="list-style-type: none"> • To select from and use a wide range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing).

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	<p>of cooking techniques.</p> <ul style="list-style-type: none"> To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Materials</p> <ul style="list-style-type: none"> To 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. 	<p>to their functional properties and aesthetic qualities.</p> <p>Electricals and electronics</p> <ul style="list-style-type: none"> To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors) 	<ul style="list-style-type: none"> To 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. <p>Mechanics</p> <ul style="list-style-type: none"> To understand and use mechanical systems in products (gears, pulleys, cams, levers and linkages).
PE	<p>Team Games</p> <ul style="list-style-type: none"> Use and adapt tactics, choosing the most effective ones for different situations. <p>Sending and Striking</p> <ul style="list-style-type: none"> Select and perform combinations of sending and striking skills with confidence, accuracy and consistency. 	<p>Strategy</p> <ul style="list-style-type: none"> Apply tactical Knowledge effectively in attacking and defending situations. <p>Gymnastics</p> <ul style="list-style-type: none"> Combine and perform gymnastic actions, using whole body, adapting movements and balances to a routine so that they fit into a sequence. 	<p>Dance</p> <ul style="list-style-type: none"> Move in time to music, creating movements that express the meaning and mood of the piece. <p>Outdoor and Adventurous</p> <ul style="list-style-type: none"> Lead groups in problem solving, analysing their own effectiveness as a team leader.
Italian	<ul style="list-style-type: none"> Months and seasons Numbers 10 -20 The colours The verb 'avere' and their age Traditional Italian Christmas and associated terms. 	<ul style="list-style-type: none"> Italian Food Part 3 Vocabulary in Hotels Sports Easter in Italy Regions of Italy Numbers 20 - 100 	<ul style="list-style-type: none"> Conversation in Italian Jobs and work vocabulary Songs of Summer & holidays