

ART & DESIGN

CURRICULUM PROGRESSION — YEAR 6

Skills		Core Knowledge	
<p>To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas.</p> <p>To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas.</p>		<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>To use a range of techniques and media, including painting.</p> <p>To increase their proficiency in the handling of different materials.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p> <p>The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p> <p>Study the work of Jacqueline Hurley, Henry Moore, Andy Warhol and Conrad Martens.</p>	
Drawing	Painting	Sculpture	
<p>*Choose a style of drawing suitable for the work e.g. realistic or impressionistic.</p> <p>*Use lines to represent movement.</p>	<p>*Combine colours, tones, tints to enhance the mood of a piece.</p> <p>*Use brush techniques and qualities of paint to create texture.</p> <p>*Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>*Combine visual and tactile qualities.</p> <p>*Use frameworks such as wire or moulds to provide stability and form.</p> <p>*Mix textures.</p> <p>*Use mosaic.</p> <p>*Use ceramic mosaic materials and techniques.</p>	

	BLW	GDS
I can explain why I have used different tools to create art		
I can explain why I have chosen specific techniques to create my art		
I can explain the style of my work and how it has been influenced by a famous artist		
I can over print to create different patterns		
I can use feedback to make amendments and improvement to my art		
I can use a range of e-resources to create art		

DESIGN & TECHNOLOGY

CURRICULUM PROGRESSION — YEAR 6

Skills	Core Knowledge
<p>To make controllable systems or models, devising and refining sequences of instructions taking into account users, purposes and needs.</p> <p>To consider the implications of familiar designs and products for the environment and different communities.</p> <p>Understand and use electrical systems in their products</p>	<p>Investigate and analyse a range of existing products</p> <p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components.</p> <p>Evaluate Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>

Cooking & nutrition	Textiles	Construction	Mechanics
<p>*Understand and apply the principles of a healthy and varied diet.</p> <p>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>*Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>*Create objects such as a bag that have a seam.</p> <p>*Join textiles with a combination of stitching techniques – back stitch for seams and running stitch for decoration.</p> <p>*Use the quality of materials to create visual and tactile effects in the decoration of textiles.</p>	<p>*Develop a range of practical skills to create products – cutting, drilling, screwing, nailing, gluing and sanding.</p>	<p>*Understand mechanical systems - use pulley systems.</p>

	BLW	GDS
I can use market research to inform my plans and ideas		
I can follow and refine my plans		
I can justify my plans in a convincing way		
I can show that I consider culture and society in my plans and designs		
I show that I can test and evaluate my products		
I can explain how products should be stored and give reasons		
I can work within a budget		
I can evaluate my product against clear criteria		

GEOGRAPHY

CURRICULUM PROGRESSION — YEAR 6

Core Knowledge

Locational Knowledge – North America

Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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.

Place Knowledge – North America

Understand geographical similarities and differences through the study of human and physical geography of North America

To distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations & environments.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – linked to WWII

Physical Geography

How human patterns are influenced by both human and physical processes.

Ways in which environments can be managed sustainably and why this is important now and in the future.

Geographical mapping skills

To build six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

	BLW	GDS
I can use Ordnance Survey symbols and 6 figure grid references		
I can answer questions by using a map		
I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like		
I can describe how some places are similar and dissimilar in relation to their human and physical features		
I can name the largest desert in the world and locate regions in an atlas		
I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles		
I can explain how time zones work and calculate time differences around the world		

Core Knowledge

Period British history/Local history – First and Second World War

In depth study of Hitler’s invasion of Europe and its impact on Britain

Trace how aspects of national history are reflected in the locality – linked to WWII

To understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied.

The characteristic features of, and changes within, two key periods of history that were significant to the locality and the UK.

Aspect or theme of British history

Study of an aspect of British History - The impact on children during the World Wars; the role of woman and men during the wars

The effects of economic, technological and scientific developments on the UK and the wider world over time.

Local history/extended chronological study

A significant turning point in British history linked to the Stockton and Darlington railway

	BLW	GDS
I can place features of historical events and people from the past societies and periods in a chronological framework		
I can summarise the main events from a period of history, explaining the order of events and what happened		
I can summarise how Britain has had a major influence on the world		
I can identify and explain differences, similarities and changes between different periods of history		
I can describe the roles of men and women during World War I and World War II		
I can identify propaganda		
I can explain the reasons for the evacuation of children		
I can describe a key event from Britain’s past using a range of evidence from different sources		
I can describe the features of historical events and way of life from periods I have studied; presenting to an audience		

MUSIC

CURRICULUM PROGRESSION — YEAR 6

Skills	Core Knowledge
<p>To listen carefully, developing and demonstrating musical understanding and increasing aural memory.</p> <p>To perform by ear and use notations and ICT to support creative work.</p> <p>To compose their own instrumental and vocal music and perform their own and others' compositions in ways that reflect their meaning and intentions.</p> <p>To describe and compare different kinds of music using appropriate musical vocabulary.</p>	<p>Pupils should be taught to</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>listen with attention to detail and recall sounds with increasing aural memory;</p> <p>use and understand staff and other musical notations;</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>
<p>Composer for the year: George Gershwin and Steve Reich (Modern era)</p>	

	BLW	GDS
I can sing in harmony confidently and accurately		
I can perform parts from memory		
I can take the lead in a performance		
I can use a variety of different musical devices in my compositions (including melody, rhythms and chords)		
I can evaluate how the venue, occasion and purpose affects the way a piece of music is created		
I can analyse features within different pieces of music		
I can compare and contrast the impact that different composers from different times have had on people of that time.		

PHYSICAL EDUCATION

CURRICULUM PROGRESSION — YEAR 6

Skills		
Autumn	Spring	Summer
<p>Games – Tennis *Choose and combine techniques in game situations – running, throwing, catching, passing, jumping & kicking</p> <p>*Work alone or with team mates in order to gain points or possession.</p> <p>*Field, defend and attack tactically by anticipating direction of play.</p> <p>*Choose the most appropriate tactics for a game.</p> <p>*Uphold the spirit of fair play and respect in all competitive situations.</p> <p>*Lead others when called upon and act as a good role model within a team</p> <p>Games - Hockey *Use forehand and backhand when playing racket/stick games.</p> <p>*Work alone or with team mates in order to gain points or possession.</p> <p>*Field, defend and attack tactically by anticipating direction of play.</p> <p>*Choose the most appropriate tactics for a game.</p> <p>*uphold the spirit of fair play and respect in all competitive situations.</p> <p>*Lead others when called upon and act as a good role model within a team.</p>	<p>Dance *Chose creative & imaginative dance sequences.</p> <p>*Perform expressively and hold a precise and strong body posture.</p> <p>*Perform and create complex sequences.</p> <p>*Express an idea in original and imaginative ways.</p> <p>*Plan to perform with high energy, slow grace or other themes.</p> <p>*Perform complex moves that combine strength and stamina gained through gymnastic activities such as cartwheels and handstands.</p> <p>Gym *Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, vaults, flight, rotation, bending, stretching, twisting, gestures & linking skills.</p> <p>*Hold shapes that are strong, fluent and expressive.</p> <p>*Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>*Vary speed, direction, level and body rotation during floor performances.</p> <p>*Practice and refine gymnastic techniques used in performances.</p> <p>*Use equipment to vault and swing – remaining upright</p>	<p>Athletics *Combine sprinting with low hurdles over 60 metres.</p> <p>*Choose the best place for running over a variety of distances.</p> <p>*Throw accurately and refine performance by analysing technique and body shape.</p> <p>*Show control in take-off and landings when jumping.</p> <p>*Compete with others and keep track of personal best.</p> <p>Performances, setting targets for improvement.</p> <p>Games – Kwik Cricket *Strike a bowled or volleyed ball with accuracy.</p> <p>*Work alone or with team mates in order to gain points or possession.</p> <p>*Field, defend and attack tactically by anticipating direction of play.</p> <p>*Choose the most appropriate tactics for a game</p> <p>*Uphold the spirit of fair play and respect in all competitive situations.</p> <p>*Lead others when called upon and act as a good role model within a team.</p>

	BLW	GDS
I can play to agreed rules		
I can explain rules		
I can umpire		
I can make teams and communicate a plan		
I can lead others in a game situation		
I can combine my own work with that of others		
I can link sequences to specific timings		
I can develop sequences in a specific style		
I can choose my own music and style		
I can demonstrate stamina		
I can plan a route and a series of clues for someone else		
I can plan with others taking account of safety and danger		

Computing

CURRICULUM PROGRESSION — YEAR 6

Core knowledge and Skills

Computing

- design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts
- use sequence, selection and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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

Digital Literacy

- use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
- use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content

ICT

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

Computing	Digital Literacy	ICT
<p>Pupils write a simple algorithm. They then use software to create a simple program to control an onscreen icon. They are able to explain how their program works</p> <p>Pupils create a computer game, using a graphical language such as Scratch or Kodu</p> <p>Pupils learn to collaborate electronically by working on shared documents.</p> <p>Pupils learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call</p>	<p>Pupils learn to create secure passwords for their accounts and understanding the implications for the info that they share online.</p> <p>Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information</p> <p>Pupils understand how to prevent and respond to cyberbullying.</p> <p>Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile</p> <p>They learn to show respect for other people’s creations by giving them credit</p> <p>Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information</p> <p>Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of</p>	<p><u>Digital Publishing:</u> Pupils learn how to use software to create a brochure or poster on a given subject, incorporating a range of media.</p> <p><u>Presentations:</u> Pupils learn to write and deliver a presentation, incorporating a range of media.</p> <p><u>Graphics:</u> Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project.</p> <p><u>Animations:</u> Pupils learn how to develop a storyboard and then create a simple animation.</p> <p><u>Sound and video:</u> Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software</p> <p><u>Working with data:</u> Pupils learn to search, sort and graph information</p> <p><u>Modelling:</u> Pupils learn how to use a spreadsheet to model data</p>

	websites, and learning to identify the different types of online advertising	
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Computing	BLW	GDS
I can design, write and debug programs that accomplish specific goals.		
I can solve problems by decomposing them into smaller parts.		
I can use sequence, selection and repetition in programs.		
I can use logical reasoning to explain how simple algorithms work.		
I can use logical reasoning to detect and correct errors in programs and algorithms.		
Digital Literacy		
I can understand the opportunities computer networks offer for communication and collaboration.		
I can be discerning when evaluating digital content.		
I can use technology responsibly.		
I can identify a range of ways to report concerns about content and contact.		
I can recognise acceptable and unacceptable behaviour when using technology.		
ICT		
I can use search technologies effectively.		
I can select, use and combine software.		
I can design and create content.		
I can design and create systems.		
I can collect, analyse, evaluate and present data and information.		