

Year 6

HISTORY	1	2 with scaffolding	3	4	5
Chronological Understanding		<ul style="list-style-type: none"> Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework? 			Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?
Historical enquiry		Can they summarise the main events from a specific period in history studied, explaining the order in which key events happened? Cycle 1 <ul style="list-style-type: none"> Can they summarise how Britain has had a major influence on world history? Cycle 2 Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Cycle 2 Can they describe features of historical events and people from past societies and periods they have studied? Cycle 1 Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? Cycle 2 Can they suggest how to find out about omissions in time that they may not have found out about? Bring knowledge together from several different sources in a fluent account (tell the story of how we are here today)			Can they suggest relationships between causes in history? <ul style="list-style-type: none"> Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?
Knowledge and Interpretation		Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? <ul style="list-style-type: none"> Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources? Be aware that different evidence may lead to different conclusions Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares views and feelings. Cycle 2 Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Cycle 2 Consider accuracy of interpretations – Fact, fiction and opinion Bring knowledge together from several different sources in a fluent account (tell the story of how we are here today) cycle 2			<ul style="list-style-type: none"> Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions?
Communication		Recall, select and organise historical information <ul style="list-style-type: none"> Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms. 			Recall, select and organise historical information <ul style="list-style-type: none"> Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms.

GEOGRAPHY	1	2 with scaffolding	3	4	5
Geographical Enquiry		Can they confidently explain scale and use maps with a range of scales? <ul style="list-style-type: none"> Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements and use the data? Can they use OS maps to answer questions? Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Use primary and secondary sources of evidence in their investigations. <ul style="list-style-type: none"> Investigate places with more emphasis on the larger scale; contrasting and distant places Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it 			Can they define geographical questions to guide their research? <ul style="list-style-type: none"> Can they use a range of self-selected resources to answer questions?
Physical Geography		Can they give extended descriptions of the physical features of different places around the world? <ul style="list-style-type: none"> Can they describe how some places are similar and others are different in relation to their human features? Can they create sketch maps when carrying out a field study? 			Can they plan a journey to another part of the world that takes account of time zones? <ul style="list-style-type: none"> Do they understand the term sustainable development? Can they use it in different contexts?
Human Geography		Can they give an extended description of the human features of different places around the world? <ul style="list-style-type: none"> Can they map land use with their own criteria? 			Can they explain how human activity has caused

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		<ul style="list-style-type: none"> • Can they describe how some places are similar and others are different in relation to their physical features? 	an environment to change? <ul style="list-style-type: none"> • Can they analyse population data on two settlements and report on findings and questions raised?
Geographical Knowledge		<ul style="list-style-type: none"> • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? • Can they explain how the time zones work? 	<ul style="list-style-type: none"> • Can they name and locate the main canals that link different continents? • Can they name the main lines of latitude and meridian of longitude?
Map Skills Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.		Use a scale to measure distances. <ul style="list-style-type: none"> • Draw/use maps and plans at a range of scales. Follow a short route on an OS map. Describe features shown on OS map. <ul style="list-style-type: none"> • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use/recognise OS map symbols; use atlas symbols. Use 8 compass points confidently and accurately; <ul style="list-style-type: none"> • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. 	

SCIENCE	1	2 with scaffolding	3	4	5
Planning		Can they explore different ways to test an idea, choose the best way, and give reasons? <ul style="list-style-type: none"> • Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? • Can they plan and carry out an investigation by controlling variables fairly and accurately? • Can they make a prediction with reasons? • Can they use information to help make a prediction? • Can they use test results to make further predictions and set up further comparative tests? • Can they explain, in simple terms, a scientific idea and what evidence supports it? • Can they present a report of their findings through writing, display and presentation? 			Can they choose the best way to answer a question? <ul style="list-style-type: none"> • Can they use information from different sources to answer a question and plan an investigation? • Can they make a prediction which links with other scientific knowledge? • Can they identify the key factors when planning a fair test? • Can they explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough?
Obtaining and presenting evidence		Can they explain why they have chosen specific equipment? (incl ICT based equipment) <ul style="list-style-type: none"> • Can they decide which units of measurement they need to use? • Can they explain why a measurement needs to be repeated? • Can they record their measurements in different ways? (incl bar charts, tables and line graphs) • Can they take measurements using a range of scientific equipment with increasing accuracy and precision? 			Can they plan in advance which equipment they will need and use it well? <ul style="list-style-type: none"> • Can they make precise measurements? • Can they collect information in different ways? • Can they record their measurements and observations systematically? • Can they explain qualitative and quantitative data?
Considering evidence and evaluating		Can they find a pattern from their data and explain what it shows? <ul style="list-style-type: none"> • Can they use a graph to answer scientific questions? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? 			Can they draw conclusions from their work? <ul style="list-style-type: none"> • Can they link their conclusions to other scientific knowledge?

		<ul style="list-style-type: none"> •Can they report findings from investigations through written explanations and conclusions? •Can they identify scientific evidence that has been used to support to refute ideas or arguments? •Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? 	<ul style="list-style-type: none"> •Can they explain how they could improve their way of working?
Evolution and Inheritance		<p>Can they 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> <ul style="list-style-type: none"> •Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? •Can they give reasons why offspring are not identical to each other or to their parents? •Can they explain the process of evolution and describe the evidence for this? •Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? 	<p>Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace?</p> <ul style="list-style-type: none"> •Can they explain how some living things adapt to survive in extreme conditions? •Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? •Can they begin to understand what is meant by DNA?
Living things and their habitats		<p>Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?</p> <ul style="list-style-type: none"> •Can they give reasons for classifying plants and animals based on specific characteristics? 	<p>Can they explain why classification is important?</p> <ul style="list-style-type: none"> •Can they readily group animals into reptiles, fish, amphibians, birds and mammals? •Can they sub divide their original groupings and explain their divisions? •Can they group animals into vertebrates and invertebrates? •Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?
Animals including humans		<p>Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?</p> <ul style="list-style-type: none"> •Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? •Can they describe the ways in which nutrients and water are transported within animals, including humans? 	<p>Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?</p> <ul style="list-style-type: none"> •Can they compare the organ systems of humans to other animals? •Can they make a diagram of the human body and explain how different parts work and depend on one another? •Can they name the major organs in the human body? •Can they locate the major human organs? •Can they make a diagram that outlines the main parts of a body?
Plants			
Light		<p>Can they recognise that light appears to travel in straight lines?</p> <ul style="list-style-type: none"> •Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? •Can they 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? •Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? 	<p>Can they explain how different colours of light can be created?</p> <ul style="list-style-type: none"> •Can they use and explain how simple optical instruments work? (periscope,

			telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope) • Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.
Electricity		Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) • Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? • Can they use recognised symbols when representing a simple circuit in a diagram?	Can they make their own traffic light system or something similar? • Can they explain the danger of short circuits? • Can they explain what a fuse is? • Can they explain how to make changes in a circuit? • Can they explain the impact of changes in a circuit? • Can they explain the effect of changing the voltage of a battery?

COMPUTING	1	2 with scaffolding	3	4	5
Algorithms and Programs		Can they explain how an algorithm works? • Can they detect errors in a program and correct them? • Can they use an ICT program to control a number of events for an external device? • Can they use ICT to measure sound, light or temperature using sensors and interpret the data? • Can they explore 'what if' questions by planning different scenarios for controlled devices? • Can they use input from sensors to trigger events? • Can they check and refine a series of instructions?			Can they incorporate graphics where appropriate, using the most effective text wrapping formats? • Can they conduct a video chat with more than one person at a time? • Can they compare the information provided on two tabbed websites looking for bias and perspective?
Data retrieving and Organisation		Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? • Can they add special effects to alter the appearance of a graphic? • Can they 'save as' gif or I peg. Wherever possible to make the file size smaller (for emailing or downloading)? • Can they make an information poster using their graphics skills to good effect?			
Communicating		Can they conduct a video chat with people in another country or organisation?			
Using the Internet		Can they contribute to discussions online? • Can they use a search engine using keyword searches? • Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"?			
Databases		Can they collect live data using data logging equipment? • Can they identify data error, patterns and sequences? • Can they use the formulae bar to explore mathematical scenarios? • Can they create their own database and present information from it?			
Presentation		Can they present a film for a specific audience and then adapt same film for a different audience? • Can they create a sophisticated multimedia presentation? • Can they confidently choose the correct page set up option when creating a document? • Can they confidently use text-formatting tools, including heading and body text? • Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?			

E-Safety	Knowledge and Understanding	Skills
	Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Do they understand the potential risk of providing personal information online? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?	Do they follow the school's safer internet rules? • Can they make safe choices about use of technology? • Do they use technology in ways, which minimises risk, e.g. responsible use of online discussions, etc? • Can they create strong passwords and manage them so that they remain strong?

	<ul style="list-style-type: none"> • Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? • Do they understand that some messages may be malicious and know how to deal with this? • Do they understand that online environments have security settings, which can be altered, to protect the user? • Do they understand the benefits of developing a 'nickname' for online use? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? • Do they know that it is unsafe to arrange to meet unknown people online? • Do they know how to report any suspicions? • Do they understand they should not publish other people's pictures or tag them on the internet without permission? • Do they know that content put online is extremely difficult to remove? • Do they know what to do if they discover something malicious or inappropriate? 	<ul style="list-style-type: none"> • Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? • Can they competently use the internet as a search tool? • Can they reference information sources? • Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? • Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?
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DT	1	2 with scaffolding	3	4	5
Developing, Planning and communicating ideas		Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs?			
Working with tools, equipment, materials and components to make quality products		Can they use tools and materials precisely? Do they change the way they are working if needed?			
Evaluating		How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials?			
Cooking and nutrition		Can they explain how their product should be stored with reasons? • Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?			
Textiles		Have they thought about how their product could be sold? • Have they given considered thought about what would improve their product even more?			
Electrical Components		Can they use different kinds of circuit in their product? • Can they think of ways in which adding a circuit would improve their product?			
Stiff and flexible sheet material		Can they justify why they selected specific materials? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product?			
Mouldable material		Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience?			

ART	1	2 with scaffolding	3	4	5
Drawing		Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques?			
Painting		Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques?			
Printing		Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?			

Sketch books		<p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <ul style="list-style-type: none"> • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
3D Textiles		<p>Can they create models on a range of scales?</p> <ul style="list-style-type: none"> • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work?
Collage		<p>Can they justify the materials they have chosen?</p> <ul style="list-style-type: none"> • Can they combine pattern, tone and shape?
Use of ICT		<p>Do they use software packages to create pieces of digital art to design.</p> <ul style="list-style-type: none"> • Can they create a piece of art which can be used as part of a wider presentation?
Knowledge		<p>Can they make a record about the styles and qualities in their work?</p> <ul style="list-style-type: none"> • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?

MUSIC	1	2 with scaffolding	3	4	5
Performing		<p>Can they sing a harmony part confidently and accurately?</p> <ul style="list-style-type: none"> • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? 			Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?
Composing		<p>Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</p> <ul style="list-style-type: none"> • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? 			Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?
Appraising		<p>Can they refine and improve their work?</p> <ul style="list-style-type: none"> • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? 			Can they appraise the introductions, interludes and endings for songs and compositions they have created?

PE	1	2 with scaffolding	3	4	5
Dance		<p>Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances?</p> <ul style="list-style-type: none"> • Can they perform to an accompaniment expressively and sensitively? • Can they perform dances fluently and with control? • Can they warm-up and cool-down independently? • Do they understand how dance helps to keep them healthy? • Do they use appropriate criteria to evaluate and refine their own and others' work? • Do they talk about dance with understanding, using appropriate language and terminology? 			<p>Can they interpret different stimuli with imagination and flair?</p> <ul style="list-style-type: none"> • Can they create, refine and structure movements and patterns with artistic understanding? • Can they communicate the artistic intention of a dance clearly, fluently, musically and with control? • Do they take the lead when working in a group? • Can they help others to refine and structure movements and patterns? • Do they understand why dancing is good for their health?

			<ul style="list-style-type: none"> •Can they organise their own warm-up and cool-down activities to prepare for, and recover from, dance? •Do they describe, interpret and evaluate dance, using appropriate language and terminology?
Games		Can they explain complicated rules? <ul style="list-style-type: none"> •Can they make a team plan and communicate it to others? •Can they lead others in a game situation? 	
Gymnastics		Do they combine their own work with that of others? <ul style="list-style-type: none"> •Can they link their sequences to specific timings? 	
Athletics		Can they demonstrate stamina? <ul style="list-style-type: none"> •Can they use their skills in different situations? 	
Outdoors		Can they plan a route and series of clues for someone else? <ul style="list-style-type: none"> •Can they plan with others taking account of safety and danger? 	