

## Year 6 – Curriculum Skills

### Art and Design

- Has made effective use of a sketch book to initiate and incubate ideas for future projects
- Has experienced two or three crafts or new arts such as computer art or textiles and has made clear progress in one or more of these
- Can describe the work and distinctive style of a handful of significant artists, craftmakers and architects united by locality, period, theme or art

### Computing

- Can work with variables and various forms of input and output
- Can exploit and combine a range of software and digital devices to create useful new programmes, content or systems
- Is a discriminating and efficient user of digital information

### Design Technology

- **Design** - Can explain how and why a design has been developed and use feedback to refine plans
- **Make** - Can make innovative choices and combinations of materials to fulfil a job
- **Evaluate** - knows of some key designs and designers and why they were significant
- **Technical knowledge** - Understands and applies computing to product development
- **Cooking and nutrition** - Understands seasonality in food, and can prepare food that is in keeping with the season, is fresh and tasty as well as healthy.

### Geography

#### **Locational knowledge**

- Can explain the Greenwich meridian and the time zones
- Can trace the geographical development of an area over time showing how its environment and land uses have changed over time

#### **Place knowledge**

- Can make a three-way comparison of one aspect of geography from UK, Europe, North or South America.

#### **Human & physical geography**

- Recognises the signs of human geography including settlements and the use of natural resources, and how these resources are distributed.

#### **Geographical skills & fieldwork**

- Is able to construct maps, sketches, graphs, etc as appropriate to support

### History

#### **British history: The Viking and Anglo-Saxon struggles for the kingdom of England**

Can explain the sequence of events caused by Viking invasions, English resistance and how the Anglo Saxons finally gained power in England

#### **A local history study**

Can explain how a national event affected the locality e.g. socially, economically

#### **An aspect or theme in British history that extends beyond 1066**

Can explain why a turning point or change occurred, recognising the forces that supported and held it back, understanding why it reached the conclusion it did, and what its consequences were

### Physical Education

- Can demonstrate and develop control and balance e.g. in gymnastics
- Demonstrates a sense of strategy in team sports to help secure success
- Can make a plan for self-improvement
- Has succeeded in some elements of outdoor activity
- Has participated in different sports – team, individual, competitive, etc
- Can swim in a range of strokes

### Languages

- Can use the accent and intonation of the target language
- Knows some useful adverbs such as quickly, slowly, often
- Knows some useful conjunctions such as and, next and but
- Knows the main pronouns and can use them in a sentence
- Has a sizeable vocabulary of everyday words related to home, school and locality
- Can construct longer sentences, some containing two clauses

### Music

#### **Perform**

- Is able to develop and perform a solo or small group presentation for an audience

#### **Compose**

- Is able to use staff and other musical notations to record simple compositions

#### **Listen**

- Is familiar with some great composers and their place in the history of music, and is able to describe their musical style and achievements