

## Year 6 Curriculum Objectives

History Objectives	Autumn	Spring	Summer
<b>Year 6</b>			
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300		✓ (Benin)	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- WW2			✓

Art Objectives	Autumn	Spring	Summer
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		✓	
Pupils should be taught: · to create sketch books to record their observations and use them to review and revisit ideas	✓ (sketching at Arthog)		
· to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	✓ (drawing at Arthog)	✓ (sculpture)	✓ (painting)
· about great artists, architects and designers in history.	✓ (Houses of Parliament)		

Geography Objectives	Autumn	Spring	Summer
understand geographical similarities and differences through the study of human and physical geography of a region of the <b>United Kingdom</b> , a region in a <b>European country</b> , and a region within North or <b>South America</b>		✓ (Link with Benin)	✓ (Link with WW2)
describe and understand key aspects of: <b>physical</b> geography, including: rivers and	✓		

the water cycle	(Arthog)		
describe and understand key aspects of: <b>human</b> geography, including: distribution of natural resources including energy	✓ (Arthog/London)	✓ (Arthog)	
<b>Geographical skills and Fieldwork</b>	✓		
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	(Arthog/London)		
use the points of a compass grid references ( <b>6 fig</b> ), 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.	✓		

Computing Objectives	Autumn	Spring	Summer
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	✓		
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	✓		
E mail & collaborative working understand computer networks including how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration		✓	
appreciate how results are selected and ranked, and be discerning in evaluating digital content		✓	
Select and 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			
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	✓ (E-safety drip)	✓ (E-safety drip)	✓ (E-safety drip)

Music Objectives	Autumn	Spring	Summer
Pupils should be taught to:	✓		✓
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.			
improvise and compose music for a range of purposes using the inter-related dimensions of music.	✓		✓
listen with attention to detail and recall sounds with increasing aural memory.	✓	✓	
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	✓ (Link with Guy Fawkes)	✓	
develop an understanding of the history of music	✓		

PE Objectives	Autumn	Spring	Summer
Pupils should be taught to:	✓		✓
use running, jumping, throwing and catching in isolation and in combination			
play competitive games, modified where appropriate [for example, 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	✓ (Arthog)		
compare their performances with previous ones and demonstrate improvement to achieve their personal best.	✓	✓	✓
<b>Swimming</b> and water safety (Children swim in Y3/4 but continue in Y5/6 if they have not achieved a swimming distance of 25m)  All schools must provide swimming instruction either in key stage 1 or key stage 2.		✓	
In particular, pupils should be taught to: <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>		✓	

Science Objectives	Autumn	Spring	Summer
<b>Working Scientifically</b>  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:			
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	✓		✓
taking measurements, using a range of scientific equipment, with increasing	✓		✓

accuracy and precision, taking repeat readings when appropriate			
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	✓	✓	✓
using test results to make predictions to set up further comparative and fair tests	✓	✓	✓
reporting and presenting 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	✓	✓	✓
identifying scientific evidence that has been used to support or refute ideas or arguments.	✓		✓
<b>Living things and their habitats (Y6)</b> Pupils should be taught to:  describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	✓		
give reasons for classifying plants and animals based on specific characteristics.	✓		
<b>Animals including humans (Y6)</b> Pupils should be taught to:  identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood			✓
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	✓ (STAR project)		
describe the ways in which nutrients and water are transported within animals, including humans.			✓
<b>Evolution and inheritance (Y6)</b> Pupils should be taught to: recognise that living things have changed over time and that fossils		✓	

provide information about living things that inhabited the Earth millions of years ago			
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents		✓	
identify how animals and plants are adapted to suit		✓	
<b>Electricity (Y6)</b> Pupils should be taught to:  associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	✓  (Celebrating innovation/invention)		
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	✓		
use recognised symbols when representing a simple circuit in a diagram.	✓		
<b>Light (Y6)</b> Pupils should be taught to:  recognise that light appears to travel in straight lines			✓
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			✓
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			✓
use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.			✓

<b>Languages Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
listen <b>attentively</b> to spoken language and show understanding by joining in and responding	✓		
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		✓	
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	✓	✓	
speak in sentences, using familiar vocabulary, phrases and basic language structures			✓
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*			✓
present ideas and information orally to a range of audiences*			✓
* read carefully and show understanding of words, phrases and simple writing	✓		
appreciate stories, songs, poems and rhymes in the language		✓	
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			✓
write phrases from memory, and adapt these to create new sentences, to express ideas clearly			✓
describe people, places, things and actions orally and in writing		✓	
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build			✓

sentences; and how these differ from or are similar to English			
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<b>DT Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Design</b>  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  To generate, develop, model and communicate their ideas through discussion, prototypes, pattern pieces and computer-aided design		✓	✓
<b>Make</b>  To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  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		✓	✓
<b>Evaluate</b>  Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world		✓	✓
understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs,		✓	

buzzers and motors]			
understand how key events and individuals in design and technology have helped shape the world			✓
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			✓