**Year Group Skills Ladders – Foundation Subjects**

**Year Six**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Art | **Drawing** | | **Painting** | | | | | **Sculpture** | | | **Analysis** | | | | **New curric.** | |
| To use pencil tones and graded pastels to show light and shade.  To demonstrate different shading effects.  To draw reflective and transparent objects.  To represent distorted images caused by reflection. | | To use a range of water colours and mixed media effectively.  To compose a painting that conveys a particular mood through its use of colour.  To identify artists painting that have dominant moods.  To use paintbrushes to enhance shape, form, texture and tone.  To be able to produce detail with small paintbrushes. | | | | | To make sculptures using frames e.g. wood or chicken wire.  To bulk out the form of 3D objects using a range of materials e.g. newspaper, pebbles.  To laminate using different materials for a specific purpose.  To understand that structures can be abstract or realistic | | | To comment on how intentions have been achieved.  To evaluate how the art work has been created and presented  To refine and improve own work through analysis, evaluation and comparison.  Develop an understanding of relevant elements within the history of art, including great artists, architects and designers | | | | Use sketchbooks to collect, record and evaluate ideas  Improve mastery of drawing, painting, sculpture with varied materials  Learn about great Artists, architects and designers | |
| DT | **Design** | | **Make** | | | | | **Evaluate** | | | **Technical Knowledge** | | | | **New Curric.** | |
| Design purposeful, functional and appealing products. Generate, model and communicate ideas.  Use research and criteria to develop products which are fit for purpose.  To consider the availability of materials.  **Food**  To design and advertise your own recipe including costings. | | Use a range of tools and materials to complete practical tasks.  Build and improve structure and mechanisms  **Cutting and joining materials:** To use craft knives with supervision.  To use cutting mats and glue guns. To use a hammer.  To use appropriate finishing techniques. To use bonding webs. To use a sewing machine.  To use appropriate finishing techniques. Box construction using Jelutong  **Food**  To make and advertise your own recipe including costings. | | | | | Evaluate existing products and improve own work  Use annotated sketches and prototypes to explain ideas  **3d construction and deconstruction**  Break down the product into its parts, evaluate, measure and identify each part and its role within the whole, relate it to other products with the same function. (related to topic of study)  To refine a process whilst making/using it.  To evaluate how well the product meets its intended purpose. | | | Use mechanical systems in own work.  Understand seasonality  **Mechanism and control**  To use a complex ICT program to make a shaped pathway for a floor turtle.  To begin to program a simulation.  **Using and applying**  **Health and safety**  Safe use of knives**,** cutting along a straight edge, cutting curves. Working on an appropriate surface, cleaning up as you go along | | | | When approaching the investigate and disassemble part of design please try to identify and use real life examples which can be broken down with the group.  The NC requires every year group to look at real existing products.  Your topic/subject of study should steer you towards professional makers, designers and artists of products.  Please ask for ideas if needed. | |
| History | **Skills to cover** | | | | **New curriculum requirements** | | | | | **Suggestions for topics** | | | | | | |
| Link sources and work out how conclusions were reached.  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Be aware that different evidence will lead to different conclusions.  Recognise primary and secondary sources.  Use a range of sources to find out about an aspect of time past.  Bring knowledge gathered from several sources together in a fluid account.  Question what information might be missing from a source, and suggest a means of finding this out. | | | | British history – taught chronologically  An extended period of study –  Changing power of the monarchs,  significant turning points in British History,  Crime and punishment, leisure.  Broader History Study: Non-European society, Islamic civilisation, including Baghdad, Mayan Civilisation, Benin (West Africa) | | | | | Plantagenet rule in the 12th and 13th centuries, Including: key developments in the reign of Henry II, including the murder of Thomas Becket, Magna Carta,de Montfort's Parliament.  Relations between England, Wales, Scotland and France, including: William Wallace, Robert the Bruce, Llywelyn and Dafydd ap Gruffydd, the Hundred Years War  The later Middle Ages and the early modern period, including: Chaucer and the revival of learning, Wycliffe's Bible,  Caxton and the introduction of the printing press, the Wars of the Roses, Warwick the Kingmaker  the Tudor period, including religious strife and Reformation in the reigns of Henry VIII, Edward VI, and Mary,  The Renaissance in England, including the lives and works of individuals such as Shakespeare and Marlowe  the Stuart period, including: the Union of the Crowns, King versus Parliament, Cromwell's commonwealth, the Levellers and the Diggers, the restoration of the monarchy, the Great Plague and the Great Fire of London, Samuel Pepys and the establishment of the Royal Navy | | | | | | |
| Geography | **Locational Knowledge** | | | | | **Place Knowledge** | | | **Human & Physical** | | | | | **Geographical skills & fieldwork** | | |
| Progression:  Locate the world’s countries, using maps to focus on Europe - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | Skills:  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic  Linking with local History, map how land use has changed in local area over time.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. | | | | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. | | Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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. | | | Describe and understand key aspects of-  Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.  Distribution of natural resources focussing on energy | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the  UK and the wider world.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods. | | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Extend to 6 figure grid references with teaching of latitude and longitude in depth.  Expand map skills to include non-UK countries.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs |
| PSHE | **Skills to cover** | | | | | | | | | | | | **New curriculum requirements** | | | |
| Talk, write and explain their views on issues that affect the global environment.  Consider different roles, rights and responsibilities during discussions and debates about wider issues.  Continue to develop the skills they will need to make their own contribution in the working world.  Identify needs of the wider community and develop their roles and responsibilities as members.  Understand what democracy is, and about the basic institutions that support it locally and nationally.  Recognise the role of voluntary, community and pressure groups.  Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the United Kingdom. Consider social and moral dilemmas that they come across in life.  Take action based on responsible choices. Recognise as they approach puberty how people’s emotions change. Look after their money and realise that future wants and needs may be met through saving.  Use basic techniques to resist peer pressure to behave in an unacceptable or risky way.  Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health. | | | | | | | | | | | | Approximately 30 minutes per week.  Taught more as part of topic and maths.  Reflection and discussion are important. Where necessary circle time can be used.  Dilemmas and challenges to provoke questions and thoughts.  Use of drama to allow children to empathise/experience different roles. | | | |
| MFL | **To read  fluently** | | | **To write  imaginatively** | | | | | **To speak  confidently** | | | | | **To understand the culture of the countries language is spoken in** | | |
| Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a dictionary to read unfamiliar words.  Read and understand the main points and opinions in written texts, inc present, past and future events. Show confidence when reading aloud. | | | Write short texts on familiar topics.  Use knowledge of grammar to enhance or change phrases.  Use dictionaries to check words.  Refer to recent experiences, future plans and everyday activities. Imaginative word choices.  Convey meaning. | | | | | Understand the main points and opinions in spoken passages.  Give a short prepared talk that includes opinion.  Take part in conversations.  Refer to recent experiences, future plans and everyday activities. Vary language and produce extended responses. Be understood with little or no difficulty. | | | | | Give detailed accounts of the customs, history and culture of the country where the language is spoken.  Describe with interesting detail, some similarities and differences between countries. | | |
| RE | **Are there more questions than answers?** | | | **Belief in Action and the World/*Christmas*** | | | | | **Belief in Action – Human Rights (double)** | | | | | **Expressing Faith**  **(double)** | | |
| **Begin to reflect on and discuss some challenging religious and philosophical questions.**  *- Reflect on their own responses to such questions and the reasons for them.*  *-Explore how Christians and members of the religions they have studied and those who do not hold religious*  *views respond to these questions.* | | | **Learn about how and why religious belief influences the way people treat others**  *-Reflect on whether and how people should care for those in need.*  **Christmas Journeys:**  **No room at the inn**  *Focus on homelessness; research the work of the charity Crisis at Christmas.* | | | | | **Learn what human rights are**  *-Learn what Christianity and other religions teach about human rights*  *-Reflect on the importance of human rights.* | | | | | **A study of how the creative and expressive arts are used to express and communicate spiritual ideas and feelings.**  *-Show understanding of how the creative and expressive arts can be used to express insights into faith and spirituality.*  *-Interpret and explain how symbolism is used in art.*  *-Express and communicate their own and others’ insights through the creative and expressive arts.* | | |

**Year Group Skills Ladders – Science Subjects**

**Year Six**

**Science Topics** – statutory units to be covered in each year group

*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.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Units to be covered in year | | | | |
| Yr 6 | **Living things & their habitats**   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. | **Animals, including humans**   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  describe the ways in which nutrients and water are transported within animals, including humans. | **Evolution & inheritance**   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 their environment in different ways and that adaptation may lead to evolution. | **Light**   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. | **Electricity**   associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit   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. |