

Year 6 Knowledge and Skills



History

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	FROZEN KINGDOM		REVOLUTION		A CHILD'S WAR	

Year 6 Areas of study	<p>AOS-1 Changes in Britain from the Stone Age to the Iron Age (Y3)</p> <p>AOS-2 The Roman Empire and its impact on Britain (Y4)</p> <p>AOS-3 Britain's settlement by Anglo-Saxons and Scots (Y5)</p> <p>AOS-4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y5)</p> <p>AOS-5 A local history study</p> <p>AOS-6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y5) (Re-covered in 6 – WW2(Autumn2), Victorians (Spring))</p> <p>AOS-7 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Y4)</p> <p>AOS-8 Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y3)</p> <p>AOS-9 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.</p>
Knowledge and understanding of events, people and changes in the past	<p>Use evidence to describe the culture, clothes, way of life and actions of people in the past.</p> <p>Also use evidence to describe buildings and their uses of people from the past.</p> <p>Compare similarities and differences to the way of life from the year 3, 4 and 5 topic.</p>
Historical enquiry	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Compare the similarities and differences between evidence – make connections/link to year 3, 4 and 5 topic.</p>
Chronological Understanding	<p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Using the timeline, make connections and links to year 3, 4 and 5 topic.</p>
Historical interpretation	<p>Explore the idea that there are different accounts of history.</p> <p>Make connections/link to year 3, 4 and 5 topic.</p>
Organisation and Communication	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>

Year 6 Knowledge and Skills



Geography

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Pupils will be taught to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational Knowledge	<p>LK1: Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>LK3: 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 (including day and night)</p>
Place Knowledge	PK1: 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 study of India.
Human & Physical Geography	<p>Pupils will describe and understand key aspects of:</p> <p>HPG3: 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</p>
Geographical Skills & Field work	<p>GSF2: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</p> <p>GSF3: 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.</p>

Objectives for UKS2	<p>GES1: Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?']</p> <p>GES2: Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]</p> <p>GES3: Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]</p> <p>GES4: Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality]</p> <p>GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p> <p>GES6: Use geographical vocabulary [i.e. temperature, transport, industry]</p> <p>GES7: Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera]</p> <p>GES8: Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids]</p> <p>GES9: Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images]</p> <p>GES10: Draw plans and maps at a range of scales [i.e. a sketch map of a locality]</p> <p>GES11: Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]</p> <p>GES12: Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]</p>
Geographical enquiry	

Year 6 Knowledge and Skills



Art

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UPPER KEY STAGE 2 SKILLS.

Work of Artists	<p>A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p>
Exploring and evaluating ideas	<p>E1 create sketch books to record their observations and use them to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p>
Drawing	<p>D1 draw for a sustained periods of time.</p> <p>D2 use a sketchbook to collect and develop ideas from a range of sources</p> <p>D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc</p> <p>D4 experiment with different grades of pencil to achieve varied tone</p> <p>D5 create texture and pattern in drawing with a range of implements.</p>
Digital media	<p>DM1 explore ideas using digital sources i.e. internet, ipads</p> <p>DM2 record, collect and store visual information digitally</p>
3D design	<p>3D1 plan, design and make models from observation or imagination.</p> <p>3D2 develop skills in joining, extending and modelling clay.</p> <p>3D3 use papier mache to create simple 3D effects</p> <p>3D5 create textures and patterns in malleable materials including clay.</p>
Painting	<p>P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</p> <p>P2 create different effects and textures with paint</p> <p>P3 use language of and mix primary and secondary colours and use tints and shades</p>
Printing	<p>T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>T2 develop skills in stitching, cutting and joining</p>
Textiles	<p>C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>
Collage	<p>A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p>

Year 6 Knowledge and Skills



Design & Technology

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UPPER KEY STAGE 2 SKILLS.

Designing – Understanding contexts, users and purposes	<p>D1 work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <p>D2 describe the purpose of their products</p> <p>D3 indicate the design features of their products that will appeal to intended users</p> <p>D4 explain how particular parts of their products work</p> <p>D5 gather information about needs and wants of particular individuals and groups</p> <p>D6 develop their own design criteria and use these to inform their ideas</p>
Designing - Generating, developing, modelling and communicating ideas	<p>D7 share and clarify ideas through discussion</p> <p>D8 model their ideas using prototypes and pattern pieces</p> <p>D9 use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>D10 use computer-aided design to develop and communicate their ideas</p> <p>D11 generate realistic ideas, focusing on the needs of the user</p> <p>D12 make design decisions that take account of the availability of resources</p>
Making - Planning	<p>M1 select tools and equipment suitable for the task</p> <p>M2 explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>M3 select materials and components suitable for the task</p> <p>M4 explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>M5 order the main stages of making</p>
Making – Practical skills and Activities	<p>M6 follow procedures for safety and hygiene</p> <p>M7 use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p> <p>M8 measure, mark out, cut and shape materials and components with some accuracy</p> <p>M9 assemble, join and combine materials and components with some accuracy</p> <p>M10 apply a range of finishing techniques, including those from art and design, with some accuracy</p>
Technical knowledge – Making products work	<p>T1 how to use learning from science and maths to help design and make products that work</p> <p>T2 that materials have both functional properties and aesthetic qualities</p> <p>T3 that materials can be combined and mixed to create more useful characteristics</p> <p>T4 that mechanical and electrical systems have an input, process and output</p> <p>T5 use the correct technical vocabulary for the projects they are undertaking</p> <p>T6 how mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>T7 how simple electrical circuits and components can be used to create functional products</p> <p>T8 how to program a computer to control their products</p> <p>T9 how to make strong, stiff shell structures</p> <p>T10 that a single fabric shape can be used to make a 3D textiles product</p>
Evaluating – Own Ideas and Products	<p>E1 identify the strengths and areas for development in their ideas and products</p> <p>E2 consider the views of others, including intended users, to improve their work</p> <p>E3 refer to their design criteria as they design and make</p> <p>E4 use their design criteria to evaluate their completed products</p>
Evaluating – Existing Products	<p>Pupils will be taught to investigate and analyse:</p> <p>E5 how well products have been designed and made</p> <p>E6 why materials have been chosen</p> <p>E7 what methods of construction have been used</p> <p>E8 developed ground-breaking products</p> <p>E9 how well products work to achieve their purposes</p>

Year 6 Knowledge and Skills

	<p>E10 how well products meet user needs and wants</p> <p>E11 who designed and made the products</p> <p>E12 where and when products were designed and made</p> <p>E13 whether products can be recycled or reused</p>
Evaluating - Key Events and individuals	E14 about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products
Cooking and Nutrition – Where food comes from	<p>C1 that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>C2 that seasons may affect the food available</p>
Cooking and nutrition – Food preparation, cooking and nutrition	<p>C3 how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>C4 how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>C5 that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate</p> <p>C6 that to be active and healthy, food and drink are needed to provide energy for the body</p>