

Year 6 Knowledge Content Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Our World - Biomes	Our World - Pollution	Ancient Greece		Our World – Locations	Who won what in the battle for Britain? Anglo Saxons and Vikings
Authors	J.K Rowling		Maz Evans		Tony Bradman	
SEN Story sacks	We're going on a Bear Hunt	Tree: Seasons come, Seasons Go	Leo and the Gorgons curse	The Ancient Olympic Games	Two Terrible Vikings	Jaspar Viking Dog
Grammar	-Noun Phrases -Direct and Reported Speech -Modal Verbs and Subjunctive Mood -Active and Passive -Commas -Formal and Informal Speech and Vocabulary	- Pronouns & Possessive Pronouns -Adverbs to Show Frequency -Parenthesis - Brackets, Commas and Dashes -Subordinating Conjunctions and Clauses Colons in Lists	-Adverbs to Show Possibility -Synonyms and Antonyms -Root Words -Hyphens -Verb Tenses	-Coordinating Conjunctions -Subject and Object -Ambiguity	-Suffixes - Nouns and Adjectives to Verbs -Suffixes - Nouns and Adjectives to Verbs	Revision
Writing	1-Harry Potter – Narrative 2-Harry Potter - Instructions	3-Dracula's Whitby - Narrative 4-Our Planet - Letter	5-Lighthouse - Narrative 6- Faith Week Report	7- Battle of Marathon- Narrative	8- High School Prefect Letter 9- Piano	10- Viking Boy Diary 11-Viking Boy Narrative
Reading	Read different text types: Fiction, non-fiction and poetry. VIPERS – become more familiar with each different question type and link with Foundation subjects. Develop WCR & Reading for pleasure	Read slightly more challenging texts of different types: Fiction, non-fiction and poetry. Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed and accuracy. Continue to develop WCR & Reading for pleasure	Continue to read challenging text types: Fiction, non-fiction and poetry. Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure	Continue to read challenging text types: Fiction, non-fiction and poetry. Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure	Focus on Reading for Pleasure. Develop links with Reading through Foundation subjects. Develop their own Reading logs to reflect challenging texts Develop Whole Class Reading discussions.	



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Maths	Number: Place Value Number: Four operations Number: Fractions Measure: Converting units of measure		Number: Ratio Number: Algebra Number: Decimals Number: Fractions, decimals and percentages Measurement: Area, perimeter and volume Statistics		Geometry: Shape Geometry: Position and direction Consolidation and Themed Projects	
LOT	Residential	Geocaching	Kayaking		Rock Climbing	Archery
Visits/ Experiences/ Theme weeks						
Science	6A planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 6B taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 6C recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 6D using test results to make predictions to set up further comparative and fair tests 6E 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 6F identifying scientific evidence that has been used to support or refute ideas or arguments.					



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	<u>Living Things and their Habitats</u>	<u>Animals Including Humans</u>	<u>Evolution and Inheritance</u>	<u>Light</u>	<u>Electricity</u>
	<p>6A 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</p> <p>6B give reasons for classifying plants and animals based on specific characteristics</p>	<p>6A identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>6B recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>6C describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>6A 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> <p>6B recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>6C identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>6A recognise that light appears to travel in straight lines</p> <p>6B 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</p> <p>6C 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</p> <p>6D use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>6A associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>6B 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</p> <p>6C use recognised symbols when representing a simple circuit in a diagram)</p>
Computing	<p>Can I apply my online safety knowledge to my online activities?</p> <p>Can I identify secure websites by identifying privacy seals of approval?</p> <p>Can I find similarities and differences between in-person and cyberbullying and identify good strategies to deal with cyberbullying?</p> <p>Can I identify how the media play a powerful role in shaping ideas about girls and boys?</p> <p>Do I understand the benefits and pitfalls of online relationships and identify information that I should never share?</p>				



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	<p><u>Finding and Using Information</u></p> <p>Can they develop skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability? E.g. by looking at web address, author, content, contact us sections, linked pages?</p> <p>Can they evaluate the usefulness of websites?</p> <p>Can they use effective Internet research to help create a report or presentation that answers specific questions on a topic?</p>	<p><u>Digital Creation</u></p> <p>Can they understand the potential of multimedia to inform or persuade and know how to integrate text, images and sounds imaginatively for different audiences and purposes?</p> <p>Can they acquire, store and combine images from different sources, then use to enhance a presentation?</p> <p>Can they develop consistency across a presentation, using the same styles of font, colour, size for headings, body text, etc.?</p> <p>Can they make effective use of transitions and animations in presentations?</p> <p>Can they consider their appropriateness and overall effect on the audience?</p> <p>Can they use online tools and services to create, edit and store digital media and presentations?</p> <p>Through peer and self-assessment, can they routinely evaluate presentations and make improvements?</p>	<p><u>Network and Communications</u></p> <p>Can they work collaboratively to produce a document or presentation using cloud based tools?</p> <p>Can they recognise the advantages, disadvantages and consequences of face to face online communication and collaboration (SKYPE)?</p> <p>Can they understand how a computer network works?</p> <p>Can they understand the different aspects of the Internet and how it works?</p>	<p><u>Computing and coding</u></p> <p>Can they begin to understand the need for logical reasoning to detect and correct errors in a program?</p> <p>Can they recognise a variable in an algorithm or program and begin to understand why it is needed?</p> <p>Can they recognise the uses of programming in the world around and its impact on society, including that of gaming?</p>	<p><u>Working With Data</u></p> <p>Can they recognise the consequences of data not being accurate, relate to outside world (e.g. Police / doctors / banks / school database)?</p> <p>Can they understand the need for data protection and some of the rights of individuals over stored data and how it affects use and storage of data in the real world?</p> <p>Can they understand that spreadsheets can automate functions, making it easier to test variables? E.g. when planning a budget you can change the number of items and see the changes to total cost.</p>
<p>Art</p>	<p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they explain why they have combined different tools to create their drawings?</p> <p>Can they explain why they have chosen specific drawing techniques?</p> <p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p> <p>Can they overprint using different colours?</p> <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p> <p>Can they include both visual and tactile elements in their work?</p> <p>Can they create models on a range of scales?</p> <p>Can they create work which is open to interpretation by the audience?</p> <p>Can they justify the materials they have chosen?</p>		<p>Can they combine pattern, tone and shape?</p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books?</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p>Do they use software packages to create pieces of digital art to design?</p> <p>Can they create a piece of art which can be used as part of a wider presentation?</p> <p>Can they make a record about the styles and qualities in their work?</p> <p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects in their work, e.g. architectural design?</p>		



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DT	<p>Design phase (for all projects) Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else?</p> <p>Make phase (for all projects) Can they use tools and materials precisely?</p> <p>Evaluate phase (for all projects) How well do they test and evaluate their final product and decide if their product is fit for purpose and how they could improve their design? Would they need more or different information to make it even better? How well do they test and evaluate their final product and decide if their product is fit for purpose and how they could improve their design? Does their product meet all design criteria?</p>			
	<p><u>Structures – Frame Structures</u></p> <p>Do they change the way they are working if needed? 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? Did they consider the use of the product when selecting materials? How have they ensured that their work is precise and accurate?</p> <p>Balsa Wood Towers https://www.youtube.com/watch?v=YcHLvUOI_cE</p>	<p><u>Food Tech</u></p> <p>Do they consider culture and society in their designs? Can they work within a budget? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different food? Can they explain how their product should be stored with reasons?</p>	<p><u>Textiles –</u></p> <p>Can they use a range of information, such as market research, to inform their design? How have they ensured that their work is precise and accurate? Have they thought about how their product could be sold? Does their product meet all design criteria?</p>	<p><u>Electrical Systems – Monitoring and Control</u></p> <p>Can they use different kinds of circuit in their product and say how it would improve their product?</p>



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<p>Geography</p>	<p><u>Human and physical geography</u> Can they give an extended description of the human features of different places around the world? Can they map land use with their own criteria? Can they describe how some places are similar and others are different in relation to their physical features? Can they give extended descriptions of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their human features? Can they accurately use a 4 figure grid reference? Can they create sketch maps when carrying out a field study? <u>Geographical skills and fieldwork</u> Can they confidently explain scale and use maps with a range of scales? 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?</p>			<p><u>Locational knowledge</u> Can they recognise key symbols used on ordnance survey maps? 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 time zones work? <u>Place knowledge</u> 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 (Iceland), and a region within North or South America (Caribbean)</p>	
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History		<p>Do they know where a period of history fits on a timeline? Do they know where to place a specific event on a timeline by decade? Do they know how to place features of historical events and people from past societies and periods in a chronological framework? Are they able to summarise the main events from a specific period in history, explaining the order in which key events happened? Do they know and can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they describe features of historical events and people from past societies and periods they have studied? Do they recognise and are able to describe differences and similarities/ changes and continuity between different periods of history? Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Do they know that significant decisions have been made through parliament for some time?</p>			<p>Do they know where a period of history fits on a timeline? Do they know where to place a specific event on a timeline by decade? Do they know how to place features of historical events and people from past societies and periods in a chronological framework? Are they able to summarise the main events from a specific period in history, explaining the order in which key events happened? Do they know how Britain has had a major influence on world history? Do they know and can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they describe features of historical events and people from past societies and periods they have studied? Can they describe a key event from Britain's past using a range of evidence from different sources?</p>
MFL (French)	<p>Listening</p> <ol style="list-style-type: none"> 1. Do I know and recognise most sounds used in the language when spoken aloud? 2. Do I know how to use learnt vocabulary to understand the main points from a longer passage or conversation? 3. Do I know to use cognates and learnt vocabulary to help me understand and join in with longer stories, songs and rhymes? <p>Speaking</p> <ol style="list-style-type: none"> 4. Do I use the phrases I know to ask and answer questions with detail in conversation? 5. Do I know to use pronunciation and learnt sounds to speak clearly and authentically in the language? <p>Reading</p> <ol style="list-style-type: none"> 6. Do I know to look for cognates and learnt vocabulary or phrases to translate longer passages? 7. Do I know how to find the main points and more details of a text and respond in the target language? <p>Writing</p> <ol style="list-style-type: none"> 8. Do I know how to use a bilingual dictionary or glossary to look up multiple words I can use in their writing? 9. Do I know how to write at least one paragraph by adapting vocabulary and structures I know? 10. Do I use the more complex grammar that I know to help me to write paragraphs in the target language? 				



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Music	<ol style="list-style-type: none"> 1. Can they perform parts from memory? 2. Can they perform using notations? 3. Can they take the lead in a performance? 4. Can they take on a solo part? 5. Can they provide rhythmic support? 6. Can they sing a harmony part confidently and accurately? 7. Can they sing a harmony part confidently and accurately? – same as key skill 1 8. Can they use a variety of different musical devices in their composition? (incl. melody, rhythms and chords) 9. Can they combine groups of beats? 10. Can they use different forms of notation? 11. Do they recognise that different forms of notation serve different purposes? 12. Can they refine and improve their work? 13. Can they analyse features within different pieces of music? 14. Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? 15. Can they compare and contrast the impact that different composers from different times will have had on the people of the time 					
PE	Cricket	Dance	Gymnastics	Tennis	Danish Long ball	Athletics
PSHE	<p>Can I say why it is important to have aspirations? Do I understand why a sense of achievement is important? Can I talk about my goals? Can I discuss things that inspire me? Can I give ways of spotting fake news?</p>	<p>Can I give ways that discrimination affects others? Can I give an example of a stereotype? Can I explain how cultural identity and family life are linked to the idea of 'belonging'?</p>	<p>Can I discuss clues to look for that suggest someone may be unwell? Can I understand what vaccinations are and how they help? Can I explain why marriage is such an important relationship?</p>	<p>Can I give three ways of keeping mentally fit? Can I say what sort of things might trigger mental health issues and say how these can be best dealt with? Can I explain that relationship changes are inevitable and how best to deal with them?</p>	<p>Can I explain what it means to have a 'budget'? Can I give examples of what might happen if I didn't have a budget? Can I explain what is dangerous about 'buy now, pay later' deals? Can I explain why it is important to save money for the future? Can I explain how to find the best deal on an item?</p>	



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RE	<p>Key Question: U2.5: <u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <p>Can they describe and make connections between examples of religious creativity (buildings and art)?</p> <p>Can they show understanding of the value of sacred buildings and art?</p> <p>Can they suggest reasons why some believers see generosity and charity as more important than buildings and art?</p> <p>Can they apply ideas about values and from scriptures to the title question?</p>	<p>Key Question: U2.3 What do religions say to us when life gets hard?</p> <p>Can they express ideas about how and why religion can help believers when times are hard, giving examples?</p> <p>Can they outline Christian, Hindu and/or nonreligious beliefs about life after death?</p> <p>Can they explain some similarities and differences between beliefs about life after death?</p> <p>Can they explain some reasons why Christians and Humanists have different ideas about an afterlife?</p>	<p>Key Question U2.7: What matters most to Christians and to Humanists?</p> <p>Can they describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2)?</p> <p>Can they describe some Christian and Humanist values simply (B3)?</p> <p>Can they express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p> <p>Can they suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2)?</p>	<p>Key Question: U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p>Can they make connections about different beliefs and behaviors in different religions?</p> <p>Can they make connections between beliefs in Ahimsa, Grace and Ummah teachings and sources of wisdom in the three religions</p> <p>Can they outline the challenges of being a Hindu, Christian or Muslim in Britain today?</p> <p>Can they consider similarities and differences between beliefs and behaviours of different faiths?</p>
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