

English Year 6

Reading - Word Reading**Pupils should be taught to:**

§ Use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency: e.g. uses knowledge of the word 'tolerate' to read and understand tolerance, intolerable, toleration, tolerant.

Reading - Comprehension**Pupils should be taught to:**

§ maintain positive attitudes to reading and understanding of what they read by:

Range of Texts

§ Participating in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.

§ Selecting and read books making effective use of the structure: e.g. *first person historical accounts, spy series, series set in alternative worlds, historical fiction*

§ Making comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. *Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.*

Familiarity with Texts

§ Being familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. *espionage, magical worlds, comedy.*

§ Independently recognising and discussing the themes and conventions used in a wide range of age-appropriate texts: e.g. *isolation, flashback in narrative.*

Performance and Poetry

§ Selecting and learning by heart an increasing range of age-appropriate poems.

§ Preparing, reading aloud and performing age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.

Understanding

§ Monitoring reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. *dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.*

§ Asking themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. *Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?*

§ When reading an age-appropriate book independently, identifying the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.

Inference

§ Drawing inferences from their independent reading of age-appropriate texts and explain thinking, routinely returning to text to support opinions: e.g. *Mr Pendanski sits in a circle with the boys and ask them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being there.*

Prediction

§ Reading 'between the lines' when independently reading an age-appropriate text and drawing on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader: e.g. *I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it.*

Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen.

Authorial Language

§Identifying language, including figurative language in age-appropriate texts the writer has chosen for impact, and discussing and evaluating the impact on them as a reader: e.g. *The author says Stanley's water canteen banged against his chest as he ran, reminding him every time it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen, and he writes about the canteen reminding Stanley as if it were alive and a character. It made me feel thirsty and desperate like Stanley.*

Authorial Intent

§Identifying distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrating their understanding of how these help the reader draw meaning from the text: e.g. *recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams.*

Non-Fiction

§In their reading of age-appropriate texts, distinguishing opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.

§Identifying questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Recording information in a form that can be easily retrieved. Presenting information in ways that are coherent and useful to themselves and others.

Discussing and Reading

§Sharing their opinions about age-appropriate books they have read independently and making appropriate recommendations to their peers, giving reasons for their choices: e.g. *I would recommend Tolkien's The Hobbit to my group because there are two great films to go with the book and we really enjoyed exploring how episodes from our novel had been adapted for film and discussing which we preferred.*

§Taking part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. *suggesting alternative interpretations and being open to those suggested by others.*

§Giving thorough explanations of their points and prepare responses to likely conflicting opinions.

§Justifying views offering coherent evidence to support them: e.g. *I think Sachar is really writing about the power for good and bad that some people have over others, especially adults over children, because all the way through the book Stanley seems powerless and at the mercy of the adults around him. Even at the end it is adults who set him free.*

Writing - Transcription	Handwriting
<p>Pupils should be taught to:</p> <p>Phonic and Whole Word Spelling</p> <p>§Spell most common ps, psy, gn and silent n words correctly: e.g. <i>as left and government, environment.</i></p> <p>§Distinguish and correctly spell most confusing pairs: e.g. <i>at left and assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophecy, morning/mourning.</i></p> <p>§Draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words: e.g. <i>sounds the silent letters in tricky words like government, muscle, guarantee; uses knowledge of common letter strings in affixes and the rules for adding them; uses mnemonic as a last resort.</i></p> <p>Word Building and Spelling</p> <p>§Spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>legible, preference, dependable</i></p> <p>§Turn confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition..</p>	<p>Pupils should be taught to:</p> <p>§Make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy: e.g. <i>chooses unjoined style for labelling a diagram or data, writing an email address or algebra.</i></p> <p>§Select the appropriate writing instrument: e.g. <i>colour-coded markers for explaining keys on maps or labelling axes on a graph and is increasing the pace of writing while sustaining neatness and legibility across longer passages.</i></p>
Writing - Vocabulary, grammar and punctuation	Writing - Composition

Pupils should be taught to:

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear: e.g. *monitor, maintain or regain audience engagement, speaking loudly enough to be heard.*

Vocabulary

§Use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: e.g. *backing up choices with a dictionary check to ensure selected word is appropriate.*

§Use expanded noun phrases to convey complicated information concisely: e.g. *...the younger predators with less experience of hunting and fewer successful kills...; ...those pupils with completed art work and no overdue homework assignments...*

§Convert nouns or adjectives into verbs: e.g. *example into exemplify; class into classify; magnet into magnetise; orchestra into orchestrate.*

§Use prefixes to generate new verbs: e.g. *disapprove; defuse, misunderstand, overestimate, recombine.*

Grammar

§Use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas: e.g. *The riverbank where we used to play was washed away in last week's flood.; Our teacher, whose special skill is playing the guitar, accompanied our song at leavers' assembly.; The school hall, which has become quite shabby, is being repainted over the summer holiday.*

§Use modal verbs or adverbs to indicate degrees of possibility: e.g. *might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never*

§Use the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause: e.g. *She had known for some time that the money was missing but had hoped it would turn up*

§Use the passive voice appropriately in independent writing such as writing up a science investigation: e.g. The temperature of the ice was measured at five-minute intervals or explaining a geographical phenomenon: e.g. *Rocks are gradually worn down by rain and wind.*

§Use devices to build cohesion, including adverbials of time, place and number: e.g. *linking ideas within and across paragraphs using later, nearby, secondly.*

§Use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semicolons within lists. Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity e.g. *It's raining; I'm fed up; He opened the treasure chest: it was empty; a nail-biting moment; re-enter; re-interpret, re-invent. Pupil applies this knowledge across a wide range of independent writing.*

Pupils should be taught to:**Contexts for Writing**

§Identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing. Uses a favourite poem as a model for their own writing.

§Draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own: e.g. *drawing on known characters and adapting them, taking elements from different settings and combining them in new ways.*

Planning and Drafting

§Thinking aloud and recording their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write: e.g. *selecting from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching.*

§Producing internally coherent paragraphs in a logical sequence and understanding and deploying some hooking devices to create cohesion between paragraphs: e.g. *repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs.*

§Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action: e.g. *help reader distinguish between characters by introducing variations in their vocabulary choices, using expanded noun phrases, adverbials and relative clauses*

§Selecting appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. *choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning.*

§Précising longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions.

§Using further organisational and presentational devices to structure text and to guide the reader: e.g. *pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.*

Evaluating and editing

§Working alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.

§Proposing appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing: e.g. *You've used 'but' to join those two clauses: 'He opened the door but the room stood empty!' It could be much more dramatic if you used a colon instead. The reader is expecting the room to be packed with people so it's a shock that the character finds it empty. That's where a colon will work. 'He opened the door: the room stood empty!'*

§Writing using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. *in flashbacks, letters and interviews.*

§Spotting most of their own and others' spelling and punctuation errors quickly and knowing how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. *I called my character's leap from rooftop to balcony 'death defying', but I know I need to use a hyphen when I double up words like that to make an adjective. I'll make it 'a death-defying leap'; There is no 'w' or 'i' in the word language. Remember we learned it by saying 'an-goo-age'? Use letter 'u' then 'a-g-e' and it will be correct.*

§Consciously choosing the appropriate register (standard or colloquial language as appropriate) for writing: e.g. *casual*

language for an email or text to a close friend, more formal constructions when writing to a supermarket manager asking for donations to the class charity raffle.

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	<i>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</i> <i>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech]</i>
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	<i>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</i> <i>Use of the colon to introduce a list and use of semi-colons within lists</i> <i>Punctuation of bullet points to list information</i> <i>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</i>
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Maths Year 6

Number - Number and Place Value	Number - Addition, Subtraction, Multiplication and Division
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § read, write, order and compare numbers up to 10 000 000 and determine the value of each digit § round any whole number to a required degree of accuracy § use negative numbers in context, and calculate intervals across zero § solve number and practical problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication § divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context § divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context § perform mental calculations, including with mixed operations and large numbers § identify common factors, common multiples and prime numbers

	<ul style="list-style-type: none"> § use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <ul style="list-style-type: none"> § solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Ratio and Proportion	Number - Fractions (including decimals)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts § solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison § solve problems involving similar shapes where the scale factor is known or can be found § solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § use common factors to simplify fractions; use common multiples to express fractions in the same denomination § compare and order fractions, including fractions > 1 § add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions § multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\times =$] § divide proper fractions by whole numbers [for example, $\div 2 =$] § associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,] § identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places § multiply one-digit numbers with up to two decimal places by whole numbers § use written division methods in cases where the answer has up to two decimal places § solve problems which require answers to be rounded to specified degrees of accuracy § recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Algebra	Measurement
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § use simple formulae § generate and describe linear number sequences § express missing number problems algebraically § find pairs of numbers that satisfy an equation with two unknowns § enumerate possibilities of combinations of two variables. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate § use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places § convert between miles and kilometres § recognise that shapes with the same areas can have different perimeters and vice versa § recognise when it is possible to use formulae for area and volume of shapes § calculate the area of parallelograms and triangles § calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].
Statistics	Geometry - Properties of shapes
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § interpret and construct pie charts and line graphs and use these to solve problems § calculate and interpret the mean as an average. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § draw 2-D shapes using given dimensions and angles § recognise, describe and build simple 3-D shapes, including making nets § compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

	<ul style="list-style-type: none"> § illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius § recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Geometry - position and direction	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § describe positions on the full coordinate grid (all four quadrants) § draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Science Year 6

Living things and their habitats	Animals, including humans
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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 and Inheritance	Light
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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	Working Scientifically
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. 	<p>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:</p> <ul style="list-style-type: none"> § 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.
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Art and Design Year 6

Subject Content - Supplementary information regarding suggested Artists, Craft makers and Designers can be found on Google Drive	
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	
§ 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]	
§ about great artists, architects and designers in history.	

Computing Year 6

Subject Content	
<p>Computer Science</p> <ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts. • Use a selection of programs. • Work with Variables. • Use logical reasoning to explain how some simple algorithms work. • Use logical reasoning to detect and correct error in algorithms. • Understand computer networks, including the internet. • Appreciate how search results are ranked. 	<p>Information Technology</p> <ul style="list-style-type: none"> • Combine a variety of software to accomplish given goals. • Select, use and combine software on a range of digital devices. • Analyse data. • Evaluate data. • Design and create systems.
<p>Digital Learning</p> <ul style="list-style-type: none"> • Understand the opportunities computer networks offer for collaboration. • Be discerning in evaluating digital content. 	

Design and Technology Year 6

Subject Content	
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:	
Design	Make
<p>§ 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</p> <p>§ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>§ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>§ 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</p>

Evaluate	Technical Knowledge
<ul style="list-style-type: none"> § 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 	<ul style="list-style-type: none"> § understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] § apply their understanding of computing to program, monitor and control their products.
Cooking and Nutrition - Subject Content	
<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Combine ingredients appropriately e.g. beating or rubbing. • Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	
Skills	<ul style="list-style-type: none"> § understand and apply the principles of a healthy and varied diet § prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques § understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Geography Year 6

Subject Content	
<p>Pupils should 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.</p> <p>Pupils should be taught to:</p>	
Locational Knowledge	Place Knowledge
<p>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>	<p>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</p>
Human and physical geography	Geographical skills and fieldwork
<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts and mountains • human geography, including: economic activity including trade links, and the distribution of natural resources including energy and minerals 	<ul style="list-style-type: none"> • 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 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.

History Year 6

Subject Content

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

Skills

- a local history study Examples (*non-statutory*) a *depth study linked to one of the British areas of study listed above* a *study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)* a *study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (*non-statutory*) *the changing power of monarchs using case studies such as John, Anne and Victoria* *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century* *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day* a *significant turning point in British history, for example, the first railways or the Battle of Britain*
- 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.*

Music Year 6

Subject Content

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

Skills

- 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
- develop an understanding of the history of music.