

Year 6 Curriculum Coverage

Art

	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
	<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> great artists, architects and designers in history
Year 6	<ul style="list-style-type: none"> explain why different tools have been used to create art explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art 	<ul style="list-style-type: none"> use a full range of pencils, charcoal or pastels when creating a piece of observational art select and use a range of materials, media and techniques to create 2D and 3D art know which media to use to create maximum impact know how to use a range of e-resources to create art 	<ul style="list-style-type: none"> explain the style of art used and how it has been influenced by a famous artist understand what a specific artist is trying to achieve understand why art can be very abstract and suggest what message the artist is trying to convey
Artists/ Themes	Decoupage, Paper Mache, Greeks, Fossils (plaster), Pre-Raphaelite Painting, Pop Art, Andy Warhol, William Morris, Queen Victoria (portrait)		

Computing

Year 6	Search engines		Using programs		Safe use			
	<i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>		<i>Pupils should be taught to select, 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</i>		<i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>			
	<ul style="list-style-type: none"> be aware that some search engines may provide misleading information ilearn2 – Fake News Cross-Curricular learning (Wikipedia, research, iFake Text Messaging)		<ul style="list-style-type: none"> present the data collected in a way that makes it easy for others to understand ilearn2 – Data Handling (Link to Maths) Green Screen Animation		<ul style="list-style-type: none"> Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable ilearn2 – e-safety CEOP Internet safety day			
	Create programs		Develop programs		Reasoning		Networks	
	<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>		<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>		<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>		<i>Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i>	
	<ul style="list-style-type: none"> write a program that combines more than one attribute Espresso Coding (Unit 6a&6b)		<ul style="list-style-type: none"> develop a sequenced program that has repetition and variables identified Espresso Coding (Unit 6a&6b) Python,		<ul style="list-style-type: none"> design algorithms that use repetition and 2-way selection Espresso Coding (Unit 6a&6b)			

Design and Technology

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	<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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>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</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 6	<ul style="list-style-type: none"> • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs e.g. environmental considerations or benefits of product 	<ul style="list-style-type: none"> • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action • make a product which uses both electrical and mechanical components 	<ul style="list-style-type: none"> • know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria 	<ul style="list-style-type: none"> • use electrical systems correctly and accurately to enhance a given product • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing 	<ul style="list-style-type: none"> • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish

French

	Speaking and Listening	Reading	Writing
	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes 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 describe people, places, things and actions present ideas and information orally to a range of audiences <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud read carefully and show understanding of words, phrases and simple writing 	<ul style="list-style-type: none"> describe people, places, things and actions 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
	<p>Understand basic grammar appropriate to the language being studied, including: 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.</p>		
Year 6	<ul style="list-style-type: none"> hold a simple conversation with at least 4 exchanges use knowledge of grammar to speak correctly e.g. word order ask and answer a range of questions formulating own responses 	<ul style="list-style-type: none"> understand a short text and answer questions about it use the context to work out unfamiliar words read aloud with accurate intonation and pronunciation for familiar language 	<ul style="list-style-type: none"> write a paragraph of 3+ sentences write complex sentences use a bilingual dictionary or glossary to look up new words

Geography

	Location Knowledge	Place Knowledge	Human and Physical Geography
	<p>Locate the World's countries, using maps to focus on</p> <ul style="list-style-type: none"> - Europe (including the location of Russia) and - North and South America, <p>concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns.</p> <p>Understand how some of these aspects have changed over time. – Bedford Day</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, 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:</p> <ul style="list-style-type: none"> - a region in the UK - a region in a European Country - a region within North or South America 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle - human geography, including types of settlement and land use, economic activity (including trade links) and the natural distribution of natural resources (including energy, food, minerals and water).
Year 6	<p>Darwin: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p> <p>Brazil: Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Brazil:</p> <p>Understand geographical similarities and differences through the study of human geography of:</p> <ul style="list-style-type: none"> - a region within North or South America 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes, vegetation belts - Brazil: human geography, including types of settlement and land use, economic activity (including trade links) and the natural distribution of natural resources (including energy, food, minerals and water).

Geographical Skills and Fieldwork – Key Stage 2

	<p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>To build their knowledge of the UK and the wider world:</p> <ul style="list-style-type: none"> - Use the eight points of the compass - Use four and six figure grid references - Use symbols and keys - Use Ordnance Survey maps – Bedford focused days <p>Use fieldwork to:</p> <ul style="list-style-type: none"> - Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies – Bedford focused days
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Geographical Skills</p> <p>Use maps, atlases and digital mapping to locate countries and describe features studied</p> <p>To build their knowledge of the UK and the wider world:</p> <ul style="list-style-type: none"> - Use the eight points of the compass (PE) - Use four and six figure grid references (PE) - Use symbols and keys <p>Fieldwork</p> <p>Use fieldwork to:</p> <ul style="list-style-type: none"> - Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies

History

	Stone Age to 1066 (Chronology)	Beyond 1066	Local Study	Ancient Ancients Approx. 300 years ago	Civilisations 1000 years ago	Ancient Greece
	<i>Stone Age to Iron Age Romans Anglo-Saxons Vikings</i>	<i>An aspect or theme of British history Victorians</i>	<i>A local study linked to one of the periods covered in column 1 OR A local study that could extend beyond 1066</i>	<i>Ancient Egyptians in depth Ancient Sumer, Indus Valley and Shang Dynasty overview</i>	<i>Mayans</i>	<i>Greek life and influence on Western world</i>
Year 6		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Victorians World War One Remembrance	Bedford and Kempston Humanities Day - Food - People - Location - Transport - Migration - Buildings - Features (river)			Ancient Greece – a study of Greek life and achievements and their influence on the western world The legacy of Greek art, architecture or literature

Music

Year 6	Performing	Compose	Listen
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
	<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take part in a musical performance with confidence 	<ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords) and improve the effectiveness for a purpose. 	<ul style="list-style-type: none"> • accurately recall a part of the music listened to
	Use and understand	Appreciate	History of music
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
	<ul style="list-style-type: none"> • analyse features within different pieces of music for both performance and composition 	<ul style="list-style-type: none"> • evaluate how effectively a piece of music reflects the purpose, occasion and venue for that piece 	<ul style="list-style-type: none"> • talk about own cultural and personal musical identity • talk about what music has meant to people in different periods

PE

	Athletics	Competitive Games	Gymnastics
	<p><i>use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>develop flexibility, strength, technique, control and balance</i></p>	<p><i>play competitive games, modified where appropriate [cricket, dodgeball, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i></p>	<p><i>develop flexibility, strength, technique, control and balance</i></p>
Year 6	<ul style="list-style-type: none"> demonstrate stamina and increase strength 	<ul style="list-style-type: none"> agree and explain rules to others work as a team and communicate a plan lead others in a game situation when the need arises 	<ul style="list-style-type: none"> combine own work with that of others sequences to specific timings

	Dance	Outdoor and Adventurous Activity	Evaluate
	<p><i>perform dances using a range of movement patterns</i></p>	<p><i>take part in outdoor and adventurous activity challenges both individually and within a team</i></p>	<p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>
Year 6	<ul style="list-style-type: none"> develop sequences in a specific style choose own music and style 	<ul style="list-style-type: none"> plan a route and a series of clues for someone else plan with others, taking account of safety and danger 	<ul style="list-style-type: none"> know which sports they are good at and find out how to improve further

Science

Year 6				
Biology			Physics	
Animals, including humans	All living things and their habitats	Evolution and Inheritance	Electricity	Light
<ul style="list-style-type: none"> • <i>The circulatory system</i> • <i>Water transportation</i> • <i>Impact of exercise on body</i> 	<ul style="list-style-type: none"> • <i>Classification of living things and the reasons for it</i> 	<ul style="list-style-type: none"> • <i>Identical and non identical off-spring</i> • <i>Fossil evidence and evolution</i> • <i>Adaptation and evolution</i> 	<ul style="list-style-type: none"> • <i>Electrical components</i> • <i>Simple circuits</i> • <i>Fuses and voltage</i> 	<ul style="list-style-type: none"> • <i>How light travels</i> • <i>Reflection</i> • <i>Ray models of light</i>
<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system • Know the function of the heart, blood vessels and blood • Know the impact of diet, exercise, drugs and lifestyle on health • Know the ways in which nutrients and water are transported in animals, including humans 	<ul style="list-style-type: none"> • Classify living things into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals in a specific way 	<ul style="list-style-type: none"> • Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is 	<ul style="list-style-type: none"> • Compare and give reasons for why components work and do not work in a circuit • Draw circuit diagrams using correct symbols • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer 	<ul style="list-style-type: none"> • Know how light travels • Know and demonstrate how we see objects • Know why shadows have the same shape as the object that casts them • Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Year 6

Working Scientifically

<input type="checkbox"/> Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise	<input type="checkbox"/> Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
<input type="checkbox"/> Set up a fair test when needed e.g. does light travel in straight lines?	<input type="checkbox"/> Clear about what has been found out from their enquiry and can relate this to others in class
<input type="checkbox"/> Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?	<input type="checkbox"/> Explanations set out clearly why something has happened and its possible impact on other things
<input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating	<input type="checkbox"/> Aware of the need to support conclusions with evidence
<input type="checkbox"/> Justify which variable has been isolated in scientific investigation	<input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
<input type="checkbox"/> Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion	<input type="checkbox"/> Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class
<input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	<input type="checkbox"/> Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats
<input type="checkbox"/> Make accurate predictions based on information gleaned from their investigations and create new investigations as a result	<input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory
<input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie	