**Year 6 Curriculum Coverage 2016/17**

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| **Year 6 Skills Expectations - Science** | |
| **Working scientifically – across all areas** | |
|  | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
|  | Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate |
|  | Use test results to make predictions to set up further comparative and fair tests |
|  | Report and present findings from enquiries, including conclusions in oral and written formats |
|  | Identify scientific evidence that has been used to support or refute ideas or arguments |
| **Living things and their habitats** | |
|  | Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences |
|  | Give reasons for classifying plants and animals based on specific characteristics |
| **Evolution and inheritance** | |
|  | Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago |
|  | Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents |
|  | Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |

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| **Light** | |
|  | Recognise that light appears to travel in straight lines |
|  | Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye |
|  | Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes |
|  | Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them |
| **Electricity** | |
|  | Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit |
|  | Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches |
|  | Use recognised symbols when representing a simple circuit in a diagram. |

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| **Upper Key Stage 2 Skills Expectations - Geography** | |
|  | Read and understand a range of more complex maps and geographical diagrams (e.g. relief, contour and OS maps) |
|  | Locate countries from within each of the different continents |
|  | Locate the Tropics of Cancer and Capricorn, the Greenwich Meridian and time zones |
|  | Investigate and understand interactions between people and places and explain why these may change |
|  | Consistently use correct geographical vocabulary when describing the features of a locality |
|  | Ask questions about why differences exist between places and explore whether the differences are positive or negative for the inhabitants |
|  | Understand and describe different climate and vegetation zones. |
|  | Understand and describe the water cycle. |
|  | Communicate a balanced account of environmental issues, considering different viewpoints |
|  | Explore issues of global impact e.g. Fairtrade |
|  | Develop an understanding of responsibility as a British and global citizen and explore ways in which we can make a positive difference |

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| **Upper Key Stage 2 Skills Expectations - History** | |
|  | Use primary and secondary evidence to draw reliable conclusions about life during a given period of history |
|  | Understand what reliable information can and cannot be gathered from different sources of evidence |
|  | Use correct historical vocabulary when describing a period in history (e.g. peasantry, yeomen, gentlemen, parliament, nobility, royalty, ancient etc.) |
|  | Develop a clear sense of the chronology of major historical events |
|  | Compare and contrast different periods of history, giving reasons for differences and changes |
|  | Analyse and assess different views on historical events and decisions, understanding that recounts of historical events can be influence by bias |
|  | Develop reasoned and balanced arguments in response to historical questions and issues |
|  | Carry out independent historical enquiry |

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| **Upper Key Stage 2 Skills Expectations - Art** | |
|  | Use sketching with greater independence to record from first hand experiences, collect visual information and explore imaginative ideas. |
|  | Explore the work of artists from a variety of times and cultures, comparing and contrasting techniques when appropriate |
|  | Independently identify the ideas, intentions and techniques of different artists, offering their own opinion on works of art. |
|  | Use a range of different tools, materials and techniques showing control and attention to detail. |
|  | Choose techniques according to the purpose of their work. |
|  | Adapt their work and consider how to develop it further. |

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| **Key Stage 2 Skills Expectations – DT** | |
|  | Use research and criteria to design products that are fit for purpose |
|  | Communicate ideas through discussion, annotated sketches, diagrams and prototypes |
|  | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately |
|  | Build and apply knowledge, understanding and skills in order to make products that are fit for purpose |
|  | Select from and use a range of materials and components based upon their properties |
|  | 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 |
| **Cooking and Nutrition** | |
|  | Understand where food comes from. |
|  | Use the basic principles of a healthy and varied diet to prepare dishes. |
|  | 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. |