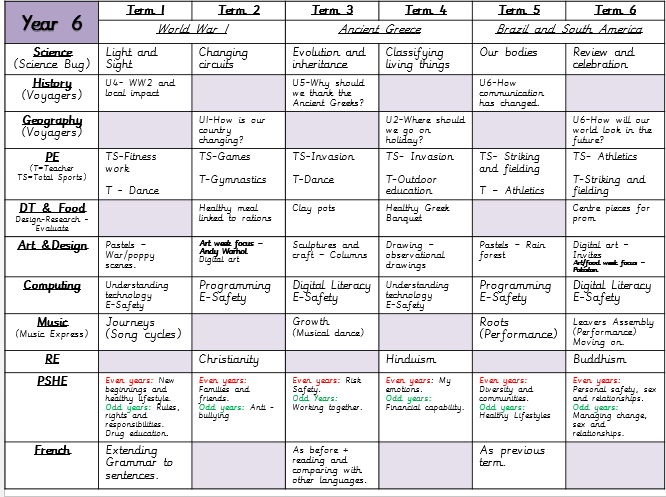
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**Year 6 Progression of curriculum skills – Art**

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| Drawing | Painting | Collage | 3D | Printing | Exploring | Evaluating |
| -Use a range of  drawing media (pencil  (including different grades  of pencil), ink, biro, pastel,  charcoal etc.)  Use perspective in  their drawings.  -Draw the layout of the  figure in motion.  -select different  techniques for different  purposes: shading,  smudging, , etc.  -confidently use  language appropriate to  skill and techniques.  **Exceeding**  -draw using tonal contrast.  -consider scale and  proportion in  compositions i.e. figures  and faces, landscapes etc.  -use mixed media in  completed work | -use complementary  colours.  -replicate patterns, colours and textures in their work.  -confidently work from imagination.  -begin to use different kinds of paints (Chromar, acrylics, watercolour etc.)  -confidently use language appropriate to skill and technique.  **Exceeding**  -use mixed media experimentations in their work: working on a surface made up of torn pasted pieces, working on cardboard, involving biros and coloured pencils.  -paint using a limited palette – eg, shades of 1 colour only  -use perspective in their paintings and compositions | -arrange and re-arrange colours, shapes and texture for effect before completion of the final composition  **Exceeding:**  -produce collages, that express mood (use of all other previous techniques- consolidated) | -able to produce more intricate patterns and textures.  -work directly from imagination with confidence.  -confidently use appropriate language  -able to take into account the properties of media being used and use appropriate media for a specific purpose | -combine prints taken from different objects to produce an end piece.  -produce pictorial and patterned prints.  -use printing techniques such as relief works (batik) and tie-dye.  **Exceeding**  -overlay multiple colours  -produce detailed relief print.  -screen print.  -begin to overwork prints with biro / colour pencils / paints, etc. | -explore and experiment to plan and collect source material for future work.  **Exceeding:**  -develop their work taking into account purpose. | -look at and talk about the work of other artists. (about great artists, architects and designers in history.)  -adapt and refine their work to reflect and their view of its purpose and meaning  **Exceeding**:  -analyse and comments on ideas, methods and approaches in their own and others work relating these to context. |

**Year 6 Progression of curriculum skills – Computing**

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| Understanding Technology | Programming | Digital Literacy | E-safety |
| -Begin to understand how **data** travels across **networks** in **packets** and how these can be broken up and reconstructed.  -Appreciate how **search** **results** are ranked, including an understanding of the role of ‘relevance’ and ‘importance’ in finding and presenting results. | -D**econstruct**, improve and create **programs** including:   * using **selection** and working with **variables**. * using the **principles of logical reasoning** * challenging themselves by making simple **programs** increasingly complex and employ a variety of strategies to solve problems.   -Explain why they have structured **algorithms** as they have and describe the effect this has on a **program**. | -Is confident, capable and creative users of technology, selecting and making effective use of **digital resources** and **devices** for purpose and effect. They create **programs**, **systems** and **digital content**, thinking carefully about aesthetics, functionality and impact on the user.  -Identify, collect and analyse different types of **data** (e.g. Numerical, words, images, video etc.) which they manipulate and re-present as **information** for a variety of audiences and purposes.  -Is discerning in **evaluating digital content**. They use **search technologies** effectively to respond to enquiries and support their learning. | -Continue to maintain, review and amend **online identities**, considering the potential impact of these on their **digital footprint**. They communicate in a wide variety of ways and pay careful attention to what details might be inadvertently revealed.  -Engage in an increasing range of **online communities** safely, respectfully and responsibly both with friends and the wider online community. With adult support, they actively consider and use safety and **security settings** on a range of **digital devices**.  -When using **online resources** and **search technologies**, pupils are increasingly discerning about what **information** they gather, checking the validity of **data** and showing due respect to privacy and **copyright**.  -Recognise a range of potential online risks, including inappropriate contact or content and can identify ways of seeking support and reporting concerns. |

**Year 6 Progression of curriculum skills – Geography**

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| Location Knowledge | Place Knowledge | Human and physical geography | Geographical skills and fieldwork |
| - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and  physical characteristics, key topographical features  (including hills, mountains, coasts and rivers), and land‐use patterns; and understand how some of these aspects have changed over time  -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) | -understand geographical similarities and differences  through the study of human and physical geography of a  region within North or South America | -Describe and understand key aspects of physical and human  geography, including climate zones, biomes and vegetation  belts and the distribution of natural resources including  energy, food, minerals and water | -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, present and explain the human and physical features in the local area using a range of methods, including sketch maps, plans and  graphs, and digital technologies. |

**Year 6 Progression of curriculum skills – History**

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| Chronological understanding | Knowledge and understanding of past events, people and changes in the past | Historical interpretation | Historical enquiry | Organisation and communication |
| -Use timelines to place events, periods and cultural movements from around the world.  -Use timelines to demonstrate changes and developments in culture, technology, religion and society.  -Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.  -Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.  -Name date of any significant event studied from past and place it correctly on a timeline. | -Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.  -Identify how any of above may have changed during a time period.  -Give own reasons why changes may have occurred, backed up with evidence.  -Show identified changes on a timeline.  -Describe similarities and differences between some people, events and objects studied.  -Describe how some changes affect life today.  -Make links between some features of past societies. | -Understand that the past has been represented in different ways.  -Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.  -Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. | -Identify and uses different sources of information and artefacts.  -Evaluate the usefulness and accurateness of different sources of evidence.  -Select the most appropriate source of evidence for particular tasks.  -Form own opinions about historical events from a range of sources. | -Present information in an organised and clearly structured way.  -Make use of different ways of presenting information.  -Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).  -Make accurate use of specific dates and terms. |

**Year 6 Progression of curriculum skills – DT**

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| Designing | Making | Evaluating | Technical Knowledge | Cooking and Nutrition |
| **Understanding contexts,**  **users and purposes**  • work confidently within a range of contexts, such as the home, school, leisure, culture,  enterprise, industry and the wider environment  • describe the purpose of their products  • indicate the design features of their products that will appeal to intended users  • explain how particular parts of their products work  • carry out research, using surveys, interviews, questionnaires and web-based resources  • identify the needs, wants, preferences and values of particular individuals and groups  • develop a simple design specification to guide their thinking  **Generating, developing, modelling and communicating ideas**  • share and clarify ideas through discussion  • model their ideas using prototypes and pattern pieces  • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and  communicate their ideas  • use computer-aided design to develop and communicate their ideas  • generate innovative ideas, drawing on research  • make design decisions, taking account of constraints such as time, resources and cost | **Planning**  • select tools and equipment suitable for the task  • explain their choice of tools and equipment in relation to the skills and techniques they will be  using  • select materials and components suitable for the task  • explain their choice of materials and components according to functional properties and  aesthetic qualities  • produce appropriate lists of tools, equipment and materials that they need  • formulate step-by-step plans as a guide to making  **Practical**  **skills and techniques**  - follow procedures for safety and hygiene  • use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components  • accurately measure, mark out, cut and shape materials and components  • accurately assemble, join and combine materials and components  • accurately apply a range of finishing techniques, including those from art and design  • use techniques that involve a number of steps  • demonstrate resourcefulness when tackling practical problems | **Own ideas and products**  - identify the strengths and areas for development in their ideas and products  • consider the views of others, including intended users, to improve their work  • critically evaluate the quality of the design, manufacture and fitness for purpose of their  products as they design and make  • evaluate their ideas and products against their original design specification  **Existing products**  - Investigate and analyse:  • how well products have been designed  • how well products have been made  • why materials have been chosen  • what methods of construction have been used  • how well products work  • how well products achieve their purposes  • how well products meet user needs and wants  • how much products cost to make  • how innovative products are  • how sustainable the materials in products are  • what impact products have beyond their intended purpose  **Key events and individuals**  Know about inventors, designers, engineers, chefs and manufacturers who have developed  ground-breaking products | **Making products work**  Know**:**  • how to use learning from science to help design and make products that work  • how to use learning from mathematics to help design and make products that work  • that materials have both functional properties and aesthetic qualities  • that materials can be combined and mixed to create more useful characteristics  • that mechanical and electrical systems have an input, process and output  • the correct technical vocabulary for the projects they are undertaking  • how mechanical systems such as cams or pulleys or gears create movement  • how more complex electrical circuits and components can be used to create functional  products  • how to program a computer to monitor changes in the environment and control their  products  • how to reinforce and strengthen a 3D framework  • that a 3D textiles product can be made from a combination of fabric shapes  • that a recipe can be adapted by adding or substituting one or more ingredients | **Where food comes from**  - Know 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  • that seasons may affect the food available  • how food is processed into ingredients that can be eaten or used in cooking  **Food preparation, cooking and nutrition**  Know:  • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically  including, where appropriate, the use of a heat source  • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing,  spreading, kneading and baking  In early KS2 pupils should also know:  • that recipes can be adapted to change the appearance, taste, texture and aroma  • that different food and drink contain different substances – nutrients, water and fibre – that  are needed for health |

**Year 6 Progression of curriculum skills – PE**

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| Reflect and evaluate | Move with control | Plan and implement |
| - Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.   * compare and comment on the skills, techniques and ideas used in my work and in others’ and use this to improve my performance * describe the effects exercise has the body * describe how valuable physical exercise is to health * analyse and comment on skills and techniques and how they are applied in my own and in others’ work * modify and refine skills and techniques to improve performance * explain how different parts of the body react during different types of exercise * warm up and cool down in ways that suit the activity * describe why regular, safe exercise is good for fitness and health | - Move with ease, poise, stability and control in a range of physical contexts.  **Dance**  -movements are controlled and express emotion or feeling  -make complex sequences that include changes in direction, level and speed  -prepare and perform to an audience  -show precision, control and fluency  -dance matches the mood of the accompanying music  -practise and perform with control  **Gym**  -combine actions, shapes and balances in my gymnastic performance  -movements are clear, accurate and consistent  -movements include very controlled balances, shapes, levels and actions  **Athletics**  -choose the best pace for running  -controlled in take-off and landing when jumping  -accurate when throwing for distance  -accurate control, speed, strength and stamina in my athletics | - Generate and implement ideas, plans and strategies, exploring alternatives.  **Dance**  -refine dances with style and artistic intention  -choose own dance steps or movements and develop them  **Gym**  -link and adapt actions together into a well-timed sequence  **Games**  **-**select and combine my skills, techniques and ideas  -apply skills, techniques and ideas accurately, appropriately and consistently  -use tactics and follow rules  -plan my approach to attaching and defending  -use a range of shots and strokes to strike a ball  -strike a ball on the volley  -adapt skills to different situations  -know and follow the event rules |