



History		
Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>Place a period of history on a timeline</li> <li>Place a specific event on a timeline by decade</li> <li>Place features of historical events and people from past societies and periods in a chronological framework</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>Summarise how Britain has had a major influence on world history</li> <li>Summarise what Britain may have learnt through other countries and civilizations through time gone by and more recently</li> <li>Describe features of historical events and people from past societies and periods</li> <li>Recognise and describe differences and similarities as well as change and continuity between different periods of history</li> </ul>	<ul style="list-style-type: none"> <li>Identify bias in sources</li> <li>Identify and explain propaganda</li> <li>Describe a key event from Britain's past using a range of sources</li> </ul>
Exceeding expectations		
<ul style="list-style-type: none"> <li>Appreciate that some ancient civilizations showed greater advancement than people who live centuries after them</li> </ul>	<ul style="list-style-type: none"> <li>Suggest relationships between causes in history</li> <li>Appreciate how Britain once had an Empire and how that has helped/hindered Britain's relationship with some countries today</li> <li>Trace the main events that define Britain's journey from a mono to a multi-cultural society</li> </ul>	<ul style="list-style-type: none"> <li>Suggest why there may be different interpretations of events</li> <li>Suggest why certain events, people and changes might be seen as more significant than others</li> <li>Pose and answer their own historical questions</li> </ul>



Geography			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Explain scale and use maps with a range of scales</li> <li>• Choose best way to collect data and decide units of measurement</li> <li>• Make careful measurements and use data</li> <li>• Use OS maps to answer questions</li> <li>• Use maps, plans and web resources to describe a locality</li> </ul>	<ul style="list-style-type: none"> <li>• Give description of physical features of different places around the world</li> <li>• Describe how places are similar and/or different in relation to their physical features</li> <li>• Use a 4 figure grid reference</li> <li>• Create field maps</li> </ul>	<ul style="list-style-type: none"> <li>• Give description of the human features of different places around the world</li> <li>• Map land use</li> <li>• Describe how places are similar and/or different in relation to their human features</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise key symbols used on OS maps</li> <li>• Name largest desert in the world</li> <li>• Identify the Tropics of Cancer and Capricorn</li> <li>• Identify Arctic and Antarctic circles</li> <li>• Explain how time zones work</li> </ul>
Exceeding expectations			
<ul style="list-style-type: none"> <li>• Define geographical questions to guide research</li> <li>• Use a range of resources to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a journey to another part of the world which takes into account time zones</li> <li>• Understand term: sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how human activity has caused an environment to change</li> <li>• Analyse population data and report on findings</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate main canals that link continents</li> <li>• Name main line of latitude and longitude</li> </ul>



## Rhodes Avenue Curriculum Objectives – Year 6

Art			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Create sketches which communicate emotion</li> <li>• Create sketches which are imaginative and accurate</li> <li>• Explain why specific drawing techniques have been chosen</li> </ul>	<ul style="list-style-type: none"> <li>• Explain own style</li> <li>• Use a wide range of techniques</li> <li>• Explain chosen painting techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Overprint using different colours</li> <li>• Evaluate methods used</li> </ul>	<ul style="list-style-type: none"> <li>• Create sketch books with notes</li> <li>• Compare methods and keep notes in sketch books</li> <li>• Combine text and graphics in research</li> <li>• Adapt and refine work</li> </ul>
3D/Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Create models on a range of scales</li> <li>• Create work which is open to interpretation by the audience</li> <li>• Include both visual and tactile elements</li> </ul>	<ul style="list-style-type: none"> <li>• Justify materials chosen</li> <li>• Combine pattern, tone and shape</li> </ul>	<ul style="list-style-type: none"> <li>• Use software to create pieces of digital art</li> <li>• Create art which can be used as part of a wider presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Record influences</li> <li>• Include technical aspects in work</li> </ul>



## Rhodes Avenue Curriculum Objectives – Year 6

Design and Technology		
Design	Create	Evaluate
<ul style="list-style-type: none"> <li>• Use a range of information to inform design</li> <li>• Use market research</li> <li>• Work within constraints</li> <li>• Follow and refine plan</li> <li>• Justify plan</li> <li>• Consider culture and society in design</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools and materials precisely</li> <li>• Adapt way of working if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Test and evaluate final product</li> <li>• Suggest improvements</li> </ul>

Cooking and nutrition	Textiles	Electrical and mechanical	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none"> <li>• Explain how product should be stored</li> <li>• Plan to grow own products</li> </ul>	<ul style="list-style-type: none"> <li>• Consider marketing product</li> </ul>	<ul style="list-style-type: none"> <li>• Use different kinds of circuit</li> <li>• Consider how adding a circuit could improve a product</li> </ul>	<ul style="list-style-type: none"> <li>• Justify materials selected</li> <li>• Work within a budget</li> <li>• Work precisely and accurately</li> <li>• Hide joints to improve aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Consider use of product when selecting materials</li> <li>• Evaluate product against design criteria</li> </ul>



## Rhodes Avenue Curriculum Objectives – Year 6

<b>Music</b>		
<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"> <li>• Sing a harmony part</li> <li>• Perform parts from memory</li> <li>• Perform using notations</li> <li>• Take the lead in a performance</li> <li>• Perform a solo part</li> <li>• Provide rhythmic support</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of different musical devices in composition</li> <li>• Recognise that different forms of notation serve different purposes</li> <li>• Use different forms of notation</li> <li>• Combine groups of beats</li> </ul>	<ul style="list-style-type: none"> <li>• Refine and improve work</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• Analyse features within different pieces of music</li> <li>• Compare and contrast the impact different composers from different times will have had on the people of the time</li> </ul>
<b>Exceeding expectations</b>		
<ul style="list-style-type: none"> <li>• Perform a piece of music which contains at least two distinct melodic or rhythmic parts</li> </ul>	<ul style="list-style-type: none"> <li>• Show how a change in tempo can make a piece of music more effective</li> <li>• Use the full range of chromatic pitches to build up chords, melodic lines and bass lines</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise the introductions, interludes and endings for songs and compositions created</li> </ul>



## Dance

- Work creatively and imaginatively independently and with a partner to compose motifs and structure simple dances
- Perform to an accompaniment
- Perform dances fluently and with control
- Understand the health benefit of dance
- Warm-up and cool-down independently
- Use appropriate criteria to evaluate and refine their own and others' work
- Talk about dance with understanding, using appropriate terminology

### **Exceeding expectations**

- Interpret different stimuli
- Create, refine and structure movements and patterns
- Communicate the artistic intention of a dance clearly and fluently
- Take the lead when working in a group
- Help others to refine and structure movements and patterns
- Organise own warm-up and cool-down activities
- Describe, interpret and evaluate dance using appropriate terminology



<b>Foreign Languages</b>			
<b>Listening and responding</b>	<b>Speaking</b>	<b>Reading and responding</b>	<b>Writing</b>
<ul style="list-style-type: none"><li>• Understand longer passages made up of familiar language in simple sentences</li><li>• Identify main points and some detail</li></ul>	<ul style="list-style-type: none"><li>• Hold a simple conversation with at least 3 – 4 exchanges</li><li>• Use knowledge of grammar to adapt and substitute single words and phrases</li></ul>	<ul style="list-style-type: none"><li>• Understand a short story or factual text and note some of the main points</li><li>• Use context to work out unfamiliar words</li></ul>	<ul style="list-style-type: none"><li>• Write a paragraph of about 3 – 4 simple sentences</li><li>• Adapt and substitute individual words and set phrases</li><li>• Use a dictionary or glossary to check words learnt</li></ul>



<b>Physical Education</b>			
<b>Acquiring and developing skills</b>	<b>Evaluating and improving</b>	<b>Health and fitness</b>	<b>Games</b>
<ul style="list-style-type: none"> <li>• Apply skills, techniques and ideas consistently</li> <li>• Show precision, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and explain the use of specific skills or techniques</li> <li>• Modify use of skills or techniques to improve work</li> <li>• Create own success criteria for evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the body reacts to different kinds of exercise</li> <li>• Choose appropriate warm-ups and cool-downs</li> <li>• Explain why we need regular and safe exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Explain complicated rules</li> <li>• Make and team plan and communicate it to others</li> <li>• Lead others in game situations</li> </ul>
<b>Gymnastics</b>	<b>Athletics</b>	<b>Outdoors/adventurous</b>	<b>Competition</b>
<ul style="list-style-type: none"> <li>• Combine own work with that of others</li> <li>• Link sequences to specific timings</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate stamina</li> <li>• Use skills in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a route and a series of clues</li> <li>• Plan with others taking account of safety</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good sportsmanship in competitions</li> <li>• Support and encourage team members</li> <li>• Work cooperatively in a team</li> </ul>



## Rhodes Avenue Curriculum Objectives – Year 6

<b>Working scientifically</b>		
<b>Planning</b>	<b>Obtaining and presenting evidence</b>	<b>Considering evidence and evaluating</b>
<ul style="list-style-type: none"> <li>• Explore different ways to test an idea and choose the best way, giving reasons</li> <li>• Vary one factor whilst keeping others the same</li> <li>• Plan and carry out investigations independently by controlling variables</li> <li>• Make predictions with reasons</li> <li>• Use information to make predictions</li> <li>• Use test results to make further predictions</li> <li>• Explain a scientific idea and what evidence supports it</li> <li>• Present a report of their findings</li> </ul>	<ul style="list-style-type: none"> <li>• Explain choice of specific equipment</li> <li>• Decide on units of measurement</li> <li>• Explain why measurements should be repeated</li> <li>• Record measurements in different ways</li> <li>• Take measurements using a range of scientific equipment with increasing accuracy and precision</li> </ul>	<ul style="list-style-type: none"> <li>• Find a pattern in data and explain what it shows</li> <li>• Use a graph to answer scientific questions</li> <li>• Link findings to other science</li> <li>• Suggest improvements to work</li> <li>• Record more complex data and results using scientific diagrams, classification keys, tables and graphs</li> <li>• Report findings from investigations through written explanations and conclusions</li> </ul>
<b>Exceeding expectations</b>		
<ul style="list-style-type: none"> <li>• Choose the best way to answer a question</li> <li>• Use information from different sources to plan an investigation</li> <li>• Make predictions which link with other scientific knowledge</li> <li>• Identify key factors when planning a fair test</li> <li>• Explain how a scientist has used scientific understanding and ideas to have a breakthrough</li> </ul>	<ul style="list-style-type: none"> <li>• Plan in advance which equipment will be needed</li> <li>• Make precise measurements</li> <li>• Collect information in different ways</li> <li>• Record measurements and observations systematically</li> <li>• Explain qualitative and quantitative data</li> </ul>	<ul style="list-style-type: none"> <li>• Draw conclusions from work</li> <li>• Link conclusions to scientific knowledge</li> <li>• Explain how to improve way of working</li> </ul>



Life processes and Living Things		
Evolution and inheritance	All Living Things	Animals including humans
<ul style="list-style-type: none"> <li>• Give reasons for why living things produce offspring of the same kind</li> <li>• Give reasons for why offspring are not identical with each other or parents</li> <li>• Explain process of evolution and describe evidence for this</li> <li>• Appreciate that variation in offspring over time can make animals more/less able to survive in particular environments</li> <li>• Talk about life of Charles Darwin</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the classification of living things into broad groups based on common observable characteristics</li> <li>• Subdivide groupings and explain divisions</li> <li>• Group animals into vertebrates and invertebrates</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the function of the organs of the human circulatory system</li> <li>• Identify and explain function of the organs of the human gaseous exchange system</li> <li>• Name the major organs in the human body</li> <li>• Locate the major organs in the human body</li> <li>• Make a diagrams that outlines the main parts of a body</li> </ul>
Exceeding expectations		
<ul style="list-style-type: none"> <li>• Explain how some living things adapt to survive in extreme conditions</li> <li>• Analyse the advantages and disadvantages of specific adaptations</li> <li>• Begin to understand what is meant by DNA</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why classification is important</li> <li>• Readily group animals into reptiles, fish, amphibians, birds and mammals</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the work of medical pioneers (e.g. William Harvey) and recognise how much we have learnt about our bodies</li> <li>• Compare the organ systems of humans to other animals</li> <li>• Make a diagram of the human body and explain how the parts work and depend on one another</li> </ul>



<b>Physical Processes</b>	
<b>Electricity</b>	<b>Light</b>
<ul style="list-style-type: none"><li>• Identify and name the basic parts of a simple series circuit</li><li>• Compare and give reasons for variation in how components function, including bulb brightness, buzzer volume and on/off position of switches</li><li>• Explain how to make changes in a circuit</li><li>• Explain the impact of changes in a circuit</li><li>• Explain effect of changing the voltage of a battery</li></ul>	<ul style="list-style-type: none"><li>• Explain how light travels</li><li>• Explain how the human eye sees objects</li><li>• Explain how different colours of light can be created</li><li>• Use and explain how simple optical instruments work (e.g. periscope, magnifying glass, telescope etc)</li><li>• Explain changes linked to light</li></ul>
<b>Exceeding expectations</b>	
<ul style="list-style-type: none"><li>• Make own traffic light system or something similar</li><li>• Explain the danger of short circuits</li><li>• Explain what a fuse is</li></ul>	<ul style="list-style-type: none"><li>• Use the ray model to explain the size of shadows</li></ul>



## Rhodes Avenue Curriculum Objectives – Year 6

Religious Education					
Beliefs, Teachings and Sources	Practices and ways of life	Forms of Expressing Meaning	Identity, Diversity and Belonging	Meaning, Purpose and Truth	Values and Commitments
<ul style="list-style-type: none"> <li>Discuss the links between beliefs regarding important female figures in religious groups</li> <li>Suggest reasons for the variety of beliefs which people hold, &amp; explain how religious sources are used to provide answers to important questions</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the things that are the same &amp; different for religious people</li> <li>Use religious language accurately to describe &amp; compare what practices &amp; experiences may be involved in belonging to different religious groups</li> </ul>	<ul style="list-style-type: none"> <li>Describe how religious beliefs, ideas &amp; feelings are expressed in a range of styles &amp; suggest what they mean</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about who we are &amp; where we belong, &amp; suggest answers which refer to people who have inspired &amp; influenced them &amp; others</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the meaning &amp; purpose of life, &amp; suggest a range of answers which might be personal or given by members of different religious groups or individuals</li> <li>Ask questions about the meaning &amp; purpose of life &amp; suggest answers which relate to the search for truth &amp; their own/others' lives</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the moral decisions people make &amp; suggest what might happen as a result of different decisions</li> </ul>
Exceeding expectations					
<ul style="list-style-type: none"> <li>Say what religions teach about some of the big questions of life, using different sources &amp; arguments to explain the reasons for diversity within &amp; between them</li> </ul>	<ul style="list-style-type: none"> <li>Describe why some people belong to religions &amp; explain how similarities &amp; differences within &amp; between religions can make a difference to the lives of individuals &amp; communities</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide religious vocabulary in suggesting reasons for the similarities &amp; differences in the ways people express their faith</li> </ul>	<ul style="list-style-type: none"> <li>Give own &amp; others' views on questions about who we are &amp; where we belong &amp; on the challenges of belonging to a religion &amp; explain what inspires &amp; influences them</li> </ul>	<ul style="list-style-type: none"> <li>Use reasoning ad examples to express insights into their own &amp; others' views on questions about the meaning &amp; purpose of life &amp; the search for truth</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about things that are important to them &amp; to other people &amp; suggest answers which relate to their &amp; others' lives</li> </ul>



## Rhodes Avenue Curriculum Objectives – Year 6