



RHODES AVENUE
PRIMARY SCHOOL

Skills ladders

Year 6

Year 6 History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> ▪ Create simultaneous timelines of events and periods in Britain and abroad. ▪ Place features of historical events and people from past societies and periods in a chronological framework, adding narrative detail. ▪ Explain how people and events influenced subsequent periods in history. ▪ Make links between 3 periods in history, comparing and spotting similarities and differences. 	<ul style="list-style-type: none"> ▪ Summarise how Britain has had a major influence on world history. ▪ Investigate what Britain may have learnt through other countries and civilizations through time gone by and more recently. ▪ Describe social and political aspects of past societies. ▪ Recognise and describe differences and similarities as well as change and continuity between different periods of history. ▪ Understand consequences in terms of short and longer-term effects. ▪ Appreciate how Britain once had an Empire and how that has helped/hindered Britain's relationship with some countries today. ▪ Trace the main events that define Britain's journey from a mono to a multi-cultural society. ▪ Understand that interpretations may differ depending on the aspect people are looking at (e.g. the financial benefits of empire/negative aspects such as slavery) 	<ul style="list-style-type: none"> ▪ Identify bias in sources ▪ Describe a key event from Britain's past using a range of primary and secondary sources ▪ Suggest why there may be different interpretations of events ▪ Suggest why certain events, people and changes might be seen as more significant than others ▪ Pose and answer their own historical questions ▪ Use evidence to form own hypotheses and revise these through cross-checking and further research. ▪ Give substantiated reasons why some sources should be treated cautiously by considering purpose and audience.
Greater depth		
<ul style="list-style-type: none"> ▪ Understand the aspects of British history studied in KS2 as a coherent chronological narrative. 	<ul style="list-style-type: none"> ▪ Create own written narratives and analyses of historical events. ▪ Consider how and why biased sources may in fact be useful in revealing attitudes and opinions at the time. 	<ul style="list-style-type: none"> ▪ Understand how and why contrasting arguments and interpretations of the past have been constructed. ▪ Identify and explain propaganda

Year 6 Geography

Geographical enquiry and fieldwork	Human and physical geography	Place knowledge	Locational knowledge
<ul style="list-style-type: none"> ▪ Use six-figure grid references (read and plot) ▪ Explain scale and use maps with a range of scales ▪ Use OS/digital maps to answer multi-step questions ▪ Use scaled maps to plan journeys between two or more given locations. ▪ Formulate meaningful geographical enquiry questions and investigate possible answers ▪ Confidently collect, represent and analyse data using a range of ICT 	<ul style="list-style-type: none"> ▪ Consider similarities and differences in: <ul style="list-style-type: none"> - types of settlement and land use - economic activity including trade links - the distribution of natural resources including energy, food, minerals and water in different locations. ▪ Examine and evaluate how human activity has caused an environment to change 	<ul style="list-style-type: none"> ▪ Make a three-way comparison between an area of the UK, Europe and the USA (e.g. Population growth; imports of Fairtrade goods) ▪ Conduct a case study of a country outside of Europe, focusing on: Culture, homes, food and farming and lifestyle 	<ul style="list-style-type: none"> ▪ Name and locate the major world mountains. ▪ Name and locate the countries in North America. ▪ Name and locate some states and cities within the United States. ▪ Identify the position and significance of latitude and longitude. ▪ Identify the position and significance of the Prime Meridian. ▪ Understand time zones and calculate time differences around the world.
Greater depth			
<ul style="list-style-type: none"> ▪ Begin to use eight-figure grid references to identify countries and then cities around the world ▪ Generate questions based on OS maps of given localities 	<ul style="list-style-type: none"> ▪ Understand how human and physical processes interact to influence, and change landscapes, environments and the climate. ▪ Begin to understand the key processes involved in population and urbanisation 	<ul style="list-style-type: none"> ▪ Understand the global links between two locations. 	<ul style="list-style-type: none"> ▪ Plan journeys to other parts of the world taking time zones into consideration.

Year 6 Computing

E-safety	Programming	Handling Data
<ul style="list-style-type: none"> ▪ To know that everything posted can be seen, edited and manipulated. ▪ To understand age restrictions of social media and games. ▪ To understand the importance of being respectful online. ▪ To be aware of privacy settings. ▪ To protect my personal information and not leaving a digital footprint. ▪ To know that cyber bullying is against the law and has long term consequences. ▪ To inform an adult if there is evidence of cyber bullying. 	<ul style="list-style-type: none"> ▪ Use visual blocks, repeats and loops within programming ▪ Decompose and debug errors ▪ Use Scratch to create a catching game with variables such as scoring ▪ Use HTML is used to for website design ▪ Use basic HTML to create a page with headings, text and pictures 	<ul style="list-style-type: none"> ▪ Use a data logger to compare two variables, download and interpret the information on a graph. ▪ Use a data logger to investigate heart beats before and after exercise ▪ To download and present information in a graph and be able to interpret the data
Greater depth		
	<ul style="list-style-type: none"> ▪ To combine repeats, variable, conditionals to design their own game, focussing on debugging and decomposition to help in the design process. 	<ul style="list-style-type: none"> ▪ Generate own question, collect data, present and interpret relating findings back to the original question.
Multimedia	Technology in our lives	Computer skills
<ul style="list-style-type: none"> ▪ Combine music, text and images and sounds to create a presentation. ▪ To design a product using CAD being aware of audience and purpose ▪ Take a photograph, edit and save it ▪ Use different artistic tools to create a drawing related to a theme (Revelation art package) ▪ Use art tools within word (move, rotate and order within word to recreate the 'snail' by Matisse 	<ul style="list-style-type: none"> ▪ To use a CAD program to create an ideal bedroom using 2D representation of a 3D world. ▪ To create a 3D Lego using 2D art package ▪ To design a house using google sketchup ▪ Identify features of a good web page- web address and extension (ed...com) ▪ To know the difference between the Internet and www. ▪ To print screen and edit a picture on word (scaling, resizing and cropping) 	<ul style="list-style-type: none"> ▪ Print from the Internet ▪ Book mark favourite sites ▪ Touch type with speed and accuracy ▪ Use order, rotate, re-size within word ▪ Print screen and edit image ▪ Use word count
Greater depth		
<ul style="list-style-type: none"> ▪ Use links and hyperlinks and create an informative presentation 	<ul style="list-style-type: none"> ▪ Identify features on a webpage which contribute to the veracity of the page 	

Year 6 DT

Design	Make	Evaluate	Technical knowledge
<ul style="list-style-type: none"> ▪ Use a range of research methods to develop design criteria to inform design of an innovative product that is fit for purpose ▪ Generate, develop and refine ideas through discussion and questioning ▪ Model ideas using computer-aided design, prototypes and detailed sketches 	<ul style="list-style-type: none"> ▪ Select from a wide range of tools and equipment providing detailed justification for choices. ▪ Use a wide range of tools and equipment to perform practical tasks accurately. ▪ Identify potential hazards when using different tools ▪ Select from a wide range of materials and components: ingredients, electrical components and textiles ▪ Justify choices by referring to materials'/components' functional and aesthetic properties 	<ul style="list-style-type: none"> ▪ Investigate and analyse a range of existing products using technical vocabulary and different processes. ▪ Understand how inventions have changed over time due to changing user needs. ▪ Draw own conclusions about existing products based on functionality and aesthetic qualities. ▪ Analyse products considering different users. ▪ Use other people's views and self-evaluation to adapt design of product. 	<ul style="list-style-type: none"> ▪ Apply understanding of computing to program, monitor and control products. ▪ Complete and use market research ▪ Understand benefit of having a USP for product and select own product's USP ▪ Work within a budget ▪ Pitch product to a range of users
Greater depth			
<ul style="list-style-type: none"> ▪ Model ideas using scaled drawings/diagrams ▪ Predict potential design issues 	<ul style="list-style-type: none"> ▪ Adapt choices of tools and materials during making process in response to unforeseen issues 	<ul style="list-style-type: none"> ▪ Use other people's views and self-evaluation to adapt design and remake product. 	<ul style="list-style-type: none"> ▪ Investigate the new and emerging technology of artificial intelligence

Year 6 Art

Generating Ideas	Making	Evaluation	Knowledge and Understanding
<ul style="list-style-type: none"> ▪ Independently develop a range of ideas showing curiosity, imagination and originality. ▪ Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches ▪ Complete design studies for outcomes, including research, observed studies, and visualisations ▪ Explore a sequence of design steps to develop and improve ideas . 	<ul style="list-style-type: none"> ▪ Independently select and effectively use relevant processes in order to create successful outcomes. ▪ Draw and shade in three dimensions using variety of materials. ▪ Use viewfinders ▪ Use perspective to create depth ▪ Mix required colours using different types of paint. ▪ Use colour and texture to express mood and tone. ▪ Draw face and body in proportion ▪ Experiment with different paint techniques, link work to artists. ▪ Create a three colour lino print ▪ Use modrock, clay and other 3D materials with confidence and understanding. ▪ Animate drawings using ICT 	<ul style="list-style-type: none"> ▪ Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. ▪ Know the formal elements (colour, line, tone, shapes, form, texture and pattern) off by heart and refer to these using descriptive vocabulary when talking about their work or the work of others. 	<ul style="list-style-type: none"> ▪ Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. ▪ Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. ▪ Know about the codes and conventions that define different creative forms in art, craft and design and use this knowledge to inform their research, planning and ideas.

Greater depth

<ul style="list-style-type: none"> ▪ Use a camera, varied drawing approaches, collage and digital media to record from life and secondary sources to inform and develop imaginative ideas for their work. Ideas are annotated using technical vocabulary. 	<ul style="list-style-type: none"> ▪ Develop skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose; ▪ Carefully explore the characteristics of each of the artistic elements with control to express personal intentions when making painted, printed, constructed and virtual artworks. 	<ul style="list-style-type: none"> ▪ Evaluate and express an opinion about visual images, artists' and students' work being investigated using descriptive and critical language when speaking and writing; ▪ Provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps. 	<ul style="list-style-type: none"> ▪ Apply their experience of using different processes and techniques, selecting suitable tools to enable them to design and make art works; ▪ Know to look at the works of artists studied to help them resolve creative problem.
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Year 6 Music

Performing	Composing/Notation	Appraising
<ul style="list-style-type: none">▪ Sing a harmony part▪ Perform parts from memory▪ Perform using notations▪ Take the lead in a performance▪ Perform a solo part▪ Provide rhythmic support▪ Perform a piece of music which contains at least two distinct melodies or rhythmic parts▪ Perform own compositions	<ul style="list-style-type: none">▪ Use a variety of different musical devices in composition▪ Recognise that different forms of notation serve different purposes▪ Combine groups of beats▪ Combine melody with lyrics▪ Recognise staff notation	<ul style="list-style-type: none">▪ Refine and improve work▪ Evaluate how the venue, occasion and purpose affects the way a piece of music is created▪ Analyse features within different pieces of music using musical vocabulary▪ Compare and contrast the impact different composers from different times will have had on the people of the time▪ Consider the role of music in history (e.g. the use of protest songs)
Greater depth		
<ul style="list-style-type: none">▪ Perform a controlled composition as an ensemble	<ul style="list-style-type: none">▪ Use staff notation	<ul style="list-style-type: none">▪ Recognise and evaluate the style of several famous musicians

Year 6 PE

OAA

- Apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones (visits to local parks/venues or residential trips)
- Identify effective performances and solutions to the tasks set and suggest ways to improve
- Work cooperatively with others, making some contributions to the plans
- Plan activities cooperatively and accept the challenge they present
- Be clear about the nature of the task set and show some initiative in responding to it
- Plan and organise themselves quickly and communicate their plans to others

Greater depth

- Adapt and use more specific techniques and strategies successfully
- Recognise alternative approaches and respond quickly to challenges

Games

- Use different techniques for passing, controlling, dribbling and shooting the ball accurately and consistently
- Use marking, tackling and interception to improve defence
- Choose skills and tactics that meet the needs of the situation
- Play effectively as part of a team considering different roles/positions
- Communicate with team members effectively
- Apply principles of team play to keep possession of the ball
- Know what position they are playing in and how to contribute when attacking and defending
- Recognise own and others' strengths and weaknesses in games, suggesting ideas that will improve performance
- Plan practices and warm ups to prepare for playing safely and effectively

Greater depth

- Play in a number of different positions and be able to switch from attacking to defensive roles
- Evaluate own and others' performances in specific areas and suggest targets
- Make decisions quickly in games

Athletics

- Use refined techniques in a wide range of running, jumping and throwing events and activities
- Apply a good knowledge of basic principles to specific events
- Pace efforts to meet own targets
- Show a clear idea of personal targets and know how to practice to meet goals
- Identify and describe elements of performance and technique which are effective
- Explain what needs to be practiced and improved
- Have a good understanding of the way to perform in events
- Prepare a safe warm up, as part of a small group
- Understand the importance of warming up and cooling down
- Explain, using technical vocabulary, why activity is good for health, fitness and wellbeing.

Greater depth

- Show a clear understanding of the principles of effective athletic performance
- Model effective techniques to others
- Focus efforts on specific aspects of technique
- Help others to improve by giving effective focused and positive feedback
- Lead whole class warm-up activities

Gymnastics

- Perform a range of rolls with entrance, exits and poise during execution.
- Perform combinations of actions and agilities that show clear differences between levels, speeds and direction.
- Perform actions, shapes and balances clearly, with good body tension and extension
- Develop a longer and more varied movement sequence demonstrating smooth transitions between actions to combine actions to make a sequence.
- Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions
- Plan, perform and evaluate sequences with control, fluency and accuracy, ensuring I include a variety of dynamics such as speed and direction.
- Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction
- Adapt sequences to include a partner, small group or larger group.

Greater depth

- Perform actions and agilities that show creativity, fluency and accuracy between movement phrases.
- Repeat and improve a lengthy sequence with differing elements using extension, tension and secure body management.
- Change direction, shape and level as appropriate.

Dance

- Use compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phrase
- Interpret different stimuli with imagination and flair
- Perform to an accompaniment expressively and sensitively
- Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances with attention to dynamics
- Use appropriate criteria to evaluate and refine their own and others' work
- Talk about dance with understanding, using appropriate language and terminology and an awareness of artistic intention
- Warm up and cool down independently
- Understand how dance helps to keep them healthy.

Greater depth

- Communicate the artistic intention of a dance clearly, fluently, musically and with control
- Create, refine and structure movements and patterns with artistic understanding
- Take the lead when working in a group
- Help others to refine and structure movements and patterns

Year 6 MFL

Speaking and Listening	Grammar	Reading and Writing	Songs, Stories and Rhymes
<ul style="list-style-type: none"> ▪ Listen and show understanding of more complex familiar phrases and sentences. ▪ Follow the text of familiar rhymes and songs identifying the meaning of words. ▪ Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. ▪ Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. 	<ul style="list-style-type: none"> ▪ Name and identify nouns, adjectives, verbs, adverbs and conjunctions in the language being studied. ▪ Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. ▪ Use the correct form of the definite article in singular and plural sentences. ▪ Produce positive and negative sentences with high frequency verbs and pronouns. 	<ul style="list-style-type: none"> ▪ Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. ▪ Read and show understanding of a complex sentence using familiar language. ▪ Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. ▪ Write familiar complex sentences from memory with understandable accuracy. 	<ul style="list-style-type: none"> ▪ Follow the simple text of a familiar song or story and sing or read aloud.
Greater depth			
<ul style="list-style-type: none"> ▪ Use familiar vocabulary to independently say more complex sentences 	<ul style="list-style-type: none"> ▪ Apply knowledge of grammar to build complex sentences. 	<ul style="list-style-type: none"> ▪ Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs 	<ul style="list-style-type: none"> ▪ Understand and answer simple questions about a story in the language studied

Year 6 RE

What does it mean to belong to a religion? (Islam)
How do people express their beliefs, identify and experience?
How should we live and who can inspire us?

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"> ▪ Investigate and understand some Islamic practices and beliefs ▪ Ask appropriate questions about salah, and suggest answers that Muslims might give ▪ Describe salah and how it has a daily impact on a Muslim's life ▪ Consider how what Muslims believe may have a positive effect on how they may relate to others in everyday situations, or in being part of a larger Muslim community. ▪ Describe the main features of a Muslim place of worship and note its lack of images 	<ul style="list-style-type: none"> ▪ Interpret different religious stimuli (stories/art etc) and suggest alternative interpretations. Discuss why there may be multiple interpretations. ▪ Explain why Muslims do not use images in worship ▪ Make connections between beliefs and practice in Christianity and Islam in relation to the use of images in worship 	<ul style="list-style-type: none"> ▪ Say what religions teach about some of the big questions of life, using different sources & arguments to explain the reasons for diversity within & between them ▪ Describe why some people belong to religions & explain how similarities & differences within & between religions can make a difference to the lives of individuals & communities 	<ul style="list-style-type: none"> ▪ Ask questions about the meaning & purpose of life, & suggest a range of answers which might be personal or given by members of different religious groups or individuals ▪ Discuss the concept of 'right' and 'wrong' and consider why different people might hold different beliefs ▪ Reflect on what a 'good' life might look like and how different religious beliefs might affect opinions ▪ Consider why certain figures might be considered inspirational and reflect on who inspires them
Greater depth			
<ul style="list-style-type: none"> ▪ Consider the ways what Muslims believe may impact on their moral decisions and daily relationships 	<ul style="list-style-type: none"> ▪ Explain varieties of belief and practice within religious traditions, noting the variety within Christianity and Islam 	<ul style="list-style-type: none"> ▪ Ask questions about things that are important them and to other people and suggest in depth answers which relate to their own and others' lives. 	<ul style="list-style-type: none"> ▪ Debate a point of view against a contrasting opinion in a sensitive and respectful way

Year 6 SMSC

Social	Spiritual and Moral Values	Global Democracy
<ul style="list-style-type: none"> ▪ Manage emotions in different social situations to ensure appropriate behaviour ▪ Appreciate how people modify their behaviour depending on the social situation ▪ Discuss different strategies to help manage success/failure appropriately and productively ▪ Learn about change including: transition /loss and bereavement/divorce and separation 	<ul style="list-style-type: none"> ▪ Understand the consequences of their behaviour and actions ▪ Show an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues ▪ Discuss consequences of homophobic language or behaviour 	<ul style="list-style-type: none"> ▪ Know the importance of the UN's Convention on the Rights of the Child ▪ Understand that everyone has human rights ▪ Understands the need for laws and how people can make or change them democratically ▪ Discuss and participate in campaigning/petitioning/presenting/debating for change ▪ Recognise and discuss the different methods of protest and their efficacy ▪ Recognise the reasons why some people have their rights denied ▪ Understand British parliamentary system
Greater depth		
<ul style="list-style-type: none"> ▪ Show willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively 	<ul style="list-style-type: none"> ▪ Be able to argue sensitively both sides for a moral/ethical question or issue regardless of personal opinion 	<ul style="list-style-type: none"> ▪ Begin to identify bias in the media
Cultural Diversity	Health	Personal safety
<ul style="list-style-type: none"> ▪ Understand the concept of 'minority groups' ▪ Appreciate how global events and leaders' views can influence how different minority groups are perceived 	<ul style="list-style-type: none"> ▪ Know which drugs are legal and illegal, helpful and harmful ▪ Discuss reasons for taking drugs and possible consequences ▪ To recognise how images in the media do not always reflect reality ▪ Understand importance of personal hygiene 	<ul style="list-style-type: none"> ▪ Appreciate the importance of road safety (especially managing distractions when near roads) ▪ Discuss appropriate interactions with 'online strangers' ▪ Discuss and understand the potential consequences of sharing personal (own or others') details online ▪ Appreciate the different types of relationships and how some can be healthy and others unhealthy ▪ Discuss ways of managing peer pressure/difficult situations
Greater depth		
<ul style="list-style-type: none"> ▪ Discuss methods of promoting integration between different groups and the successes/problems 	<ul style="list-style-type: none"> ▪ Understand term 'mental health' and how mental health can be positively/negatively affected 	<ul style="list-style-type: none"> ▪ Transfer own understanding of personal safety to others (through posters/discussion/talks etc)

