Skills Overview

Year group	6
Staff	KO, SS

Use the skills progression document to populate this overview

Kates Hill

Topic		1	2	3	4
Theme		Who am I?	Explore the World	Who Inspires me?	Food?
Value		Honesty/ Responsibility	Self Belief/ Respect	Perseverance	Happiness
Primary Focus		History	Geography	Art	DT
Vehicle		Black Country/Victorians	Polar Explorers		Global street food /family recipes
Trips		Dudley Archives			Street market—London?
Assessment				SATS	
Skills					
Knowledge and understanding with the world	History	• Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Confidently use the library and internet for research • Recognise primary and secondary sources	• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past	• Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line • Know key dates, characters and events of time studied • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions	• Bring knowledge gathered from several sources together in a fluent account
	Geography	• use 4 and 6-figure grid references, a range of OS symbols. • select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs • draw maps with an accurate plan view, use symbols (inc. a range of OS symbols) and a key.	• observe, measure and record human and physical features by selecting from a range of methods including accurate sketch maps and plans, surveys, questionnaires and a range of data collection techniques • use the index/ contents page of an atlas. • communicate using line graphs, pie charts and scatter graphs	•	• select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs to locate countries and describe features studied.
	Science	• 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 offspring vary from and are not identical to their parents Identify how animals and plants area adapted to suit their environment and that this may lead to evolution • Identify how animals and plants area adapted to suit their environment and that this may lead to evolution	• Describe how living things are classified into groups according to observable characteristics based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics • Identify and name the main parts of the circulatory system and describe their functions • Recognise the impact of diet, exercise, drugs and lifestyle on body function • Describe how nutrients and water are transported within animals including humans	• Recognise that light travels in straight lines and that we see things when objects 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 our eyes • Use the idea that light travels in straight lines to explain the shapes of shadows • 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 • Use recognised symbols in simple circuit diagrams	**<u>Working scientifically to be taught across all topics</u>** **<u>Asking questions, predicting, planning and doing</u>** Make predictions based on scientific knowledge Plan different types of scientific enquiry to answer questions Explain why in a fair test, only one factor should be changed Decide independently what evidence should be collected Select measuring instruments independently **<u>Observing, measuring and recording</u>** Present observations and measurements clearly Use appropriate bar graphs, tables and charts to present results Use a range of equipment appropriately and with care and precision Begin to plot points to form simple graphs **<u>Interpreting, explaining and communicating</u>** Link the outcome of the investigation to the original question or idea Begin to use line graphs to point out and interpret patterns in data Begin to relate conclusions to patterns in the data and to their scientific knowledge and understanding Identify problems with their work; begin to suggest improvements

Expressive art and design	Art	• Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches • Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. • 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.	• Independently develop a range of ideas which show curiosity, imagination and originality • Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. • Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. • Independently select and effectively use relevant processes in order to create successful and finished work.	• Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. • 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. • Using technical vocabulary and techniques for modifying different materials and processes.	• 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.
	Design and Technology	•	• Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques	• Select appropriate tools, materials, components and techniques • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along	• Achieve a quality product • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved
Communication and language	Computing	• Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document).	• Multimedia work shows restrained use of effects that help to convey meaning rather than impress. • Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document). • Abide by school rules for e-safety. • Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. • Use appropriate methods to validate information and check for bias and accuracy. • Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.	•	• Children should be able to talk about issues relating to data protection and the need for data security in the world at large (eg health, police databases). • Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if …" questions and change variable in their model. • Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results. • Relate their use of spreadsheets to model situations to the wider world.
	PSHE	• Jigsaw	• Jigsaw	• Jigsaw	• Jigsaw
Physical development	PE	• Follow scheme	• Follow scheme	• Follow scheme	• Follow scheme
English	Texts	• Street Child	• Shackleton's Journey	• Selection of autobiographies/ biographies	• Cook books
	Writing	• Diary entries • Dialogue within narrative • Letters • Persuasion	• Non chronological report • Newspaper • Narratives	• SPAG booster/revision	• Instructions • Recipes
Maths	Maths	• Census information • Wages in workhouses	• communicate using line graphs, pie charts and scatter graphs (geography) • Negative numbers—temperatures/ reading scales • Coordinates/directions • Area/volume •	• Maths revision/boosters	• Recipes—ratio • Measurements • Reading scales • Conversions • Problem solving—time problems
	RE	• See NG's planning	• See NG's planning	• See NG's planning	• See NG's planning