

## Year 6 curriculum objectives

History	Geography	Art & Design	DT	Computing	MfL
Know key dates, characters and events of time studied.	Locate natural geographical features within South America (mountains, rainforests etc).	Plan and produce sculptures that are well proportioned.	Work from my own detailed plans, modifying them as appropriate.	Confidently design, write and debug complex programs that accomplish specific goals.	Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Suggest historical questions to investigate and independently research these.	Discuss the fair/ unfair distribution of resources (Fairtrade).	Select and apply collage techniques appropriately to satisfy artistic impression.	Apply the rules for basic food hygiene and other safe practices. e.g. hazards relating to the use of ovens.	Use a variety of software, including internet services, on a range of digital devices, to present information.	Describe people, places, things and actions.
Find information from a variety of sources and put them in a fluent account.	Begin to use atlases to find out about other features of places (e.g. find wettest part of the world, mountain regions, weather patterns etc.).	Make sensitive evaluations of their own work and that of others, using appropriate artistic language.	Work with a range of tools, materials, equipment and components with precision.	Understand and explain computer networks, including the internet, by exploring and explaining different hardware.	Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Make comparisons with different times in history		Create shades and tints using black and white.			
Compare accounts of events from different sources.	Linking with history, compare land use maps of UK from the past with the present.	Produce detailed observation and design drawings using tone, line and texture to create 3D effects.	Check my work as it develops, solve technical problems and show creativity as I modify my approach	Understand how data is transferred and stored.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
Link sources and work out how conclusions were arrived at.					
Identify reasons why some evidence may be deliberately not truthful (propaganda).	Use a scale to measure distances.	Select appropriate equipment to add detail and embellishment.	Test and evaluate my products showing that I understand the situations in which products will be used.	Use appropriate methods to validate information and check for bias and accuracy.	
	Draw a sketch map using symbols and a key.				
Identify omissions and the means of finding out the information needed.	Explain how people can improve and damage the environment.	Create an illusion of depth using layering techniques and colours/ textures.	Record their evaluations using drawings with labels.	Develop a growing awareness of how to stay safe when using the internet.	
Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanations.	Use the eight points of a compass confidently.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.		When using a spreadsheet, understand the need for accuracy when creating formulae and check regularly for mistakes by questioning results.	
	Analyse evidence and draw conclusions e.g. from field work data on land use or temperature records, look at patterns and explain reasons behind it.				

### Visitor assemblies/workshops & PHSE assemblies

NSPCC assembly 10 <sup>th</sup> September	NPCC workshops 17 <sup>th</sup> September	Black History Month 3 <sup>rd</sup> October	Diwali class assembly 5 <sup>th</sup> October	Bonfire Night assembly 5 <sup>th</sup> November
Anti-bullying Week 10 <sup>th</sup> November (class assembly)	Remembrance 11 <sup>th</sup> November	Children in Need 15 <sup>th</sup> November	Holocaust Memorial Day 27 <sup>th</sup> January	Safer Internet Day 11 <sup>th</sup> February
International Women's Day 6 <sup>th</sup> March	Purim assembly 9 <sup>th</sup> March	Sport Relief 18 <sup>th</sup> March	Easter Bonnet assembly 31 <sup>st</sup> March	Autism Awareness Day 2 <sup>nd</sup> April
St George's Day 23 <sup>rd</sup> April	RSPCA Week 1 <sup>st</sup> May	UNICEF Day for Change May tbc	Parkfield Literary Festival 19 <sup>th</sup> May	World Environment Day 5 <sup>th</sup> June

## Personal Development

PHSE lesson	Visitor assembly/workshop	No Outsiders for a Faith Community	RSE	My Happy Mind	Across the curriculum
PHSE assembly	NSPCC assembly			Rights Respecting	
Health & Wellbeing (Autumn)		Relationships (Spring)		Living in the Wider World (Summer)	
Recognise how their increasing independence brings increased responsibility to keep themselves and others safe		Support their friends		Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	
Develop strategies for keeping physically including road safety (including cycle safety- the Bikeability programme),		Recognise peer pressure		Challenge the causes of racism	
Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others		Listen and respond respectfully to a wide range of people and feel confident to raise their own concerns		Consider how the Equality Act affects me	
Understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others		Identify & respect the difference and similarities between people		Consider freedom of speech	
Consider how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable		Understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others		Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)	
Understand that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers		Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities and develop strategies to seek help for themselves or others who are at risk		Learn what is meant by enterprise and begin to develop enterprise skills	
Recognise when someone else needs help					
Explore what positively and negatively affects their physical, mental and emotional health					
To consider life changes					
Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals				Learn about human reproduction	
Explore change, including transitions (between key stages and schools), loss, separation, divorce and bereavement					
To know the school rules about health and safety, basic emergency aid procedures, where and how to get help					
British Values					
Democracy	The Rule of Law		Respecting others		Mutual Respect and Tolerance
The Separation of Power: The Executive and Judiciary	Human Rights		Freedom of Speech, Thought and Action		Challenging Prejudice
Who is in the Executive & the Judiciary? What are their powers & responsibilities? Why are they completely separate?	<a href="https://www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack">https://www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack</a>		Police assembly- social media responsibilities Dorothy.com knife crime workshop Also No Outsiders for a Faith Community		Covered by No Outsiders for a Faith Community