

Year 6 Cycle A	Autumn	Spring	Summer
	Belonging	Freedom & Captivity	Taking Courage
History	<ul style="list-style-type: none"> <li>➤ Can your child investigate how an aspect or theme has changed over time in the local area and offer their views about this change?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child trace the main events that define Britain's journey from a mono to a multi-cultural society?</li> <li>➤ Can your child describe what Britain may have learnt from other countries and civilisations through time gone by and more recently?</li> </ul>	
Geography	<ul style="list-style-type: none"> <li>➤ Can your child use fieldwork to answer questions about the local area using a range of methods?</li> <li>➤ With regard to the main ethnic groups in the UK and at St Kew Academy, is your child aware of reasons why people may have moved to the UK?</li> <li>➤ Does your child have an understanding of the British Isles (i.e. the physical geography, including its surrounding islands) and the United Kingdom (i.e. the political geography) and can your child explain the difference?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child compare a region in the UK with a region in North or South America?</li> <li>➤ Can your child name and locate UK, European and international locations using the atlas, map and digital mapping, with awareness of land-use patterns over time?</li> <li>➤ Can your child explain time zones (including day and night)?</li> <li>➤ Does your child show understanding of human geography (e.g. economic activity, trade links distribution of natural resources) and physical geography (e.g., climate zones, biomes, vegetation belts)?</li> <li>➤ Can your child define geographical questions to guide their research?</li> <li>➤ Does your child understand the term sustainable developments?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child explain how Britain has had a major influence on world history?</li> <li>➤ Can your child summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>➤ Can your child describe a key event from Britain's past using a range of evidence from different sources?</li> <li>➤ Can your child appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</li> </ul>
Art	<ul style="list-style-type: none"> <li>➤ Can your child explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles)?</li> <li>➤ Can your child adapt and improve their own work to realise their intentions?</li> <li>➤ Can your child combine and organise visual and tactile elements (e.g. when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tine) to suit their intentions?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Showing increasing knowledge, confidence and experiences, can your child investigate and use a variety of materials and processes (e.g. drawing, painting, 3D work, collage, printing e-art, textiles) to communicate ideas and make images/artefacts?</li> <li>➤ Using ideas from the points above, can your child design and make images/artefacts for different purposes?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does your child show increasing awareness of art and design in the world around them e.g. architecture, graphic design?</li> <li>➤ Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?</li> </ul>
DT	<ul style="list-style-type: none"> <li>➤ When making, can your child select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their functional properties and aesthetic qualities?</li> <li>➤ Can your child research and develop design criteria to inform the design of innovative, functional appealing products that are fir for purpose, aimed at particular individuals and groups?</li> </ul>	<ul style="list-style-type: none"> <li>➤ When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level; diet, food origins, food choice, food labelling, food safety?</li> <li>➤ When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age appropriate level?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child apply their understanding of computing to program, monitor and control their products?</li> <li>➤ Can your child understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages)?</li> </ul>
Music	<ul style="list-style-type: none"> <li>➤ While performing from memory and from simple notations, can your child show awareness of their own contribution (e.g. leading others, taking a solo part and/or providing rhythmic support)?</li> <li>➤ Can your child improvise melodic and rhythmic phrases as part of a group performance?</li> <li>➤ Does your child show increasing awareness of music in the world around them e.g. advertising dramas?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child review and evaluate different music, including music from different periods, cultures and from great composers, with reference to specific musical features e.g. pitch, tempo, structure?</li> <li>➤ Can your child compose by developing ideas, beginning to use musical devices (e.g. melody, rhythms, chords, structures)?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> </ul>
RE	Agreed syllabus (Cornwall)		
PE			
ICT			
PSHE			

Year 6 Cycle B	Autumn	Spring	Summer
	Exploration & Discovery	Lessons from History	Invention & Enterprise

<p><b>History</b></p>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child place features of events and people from past societies and periods in a chronological framework?</li> <li>➤ Can your child summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>➤ Can your child explain how Britain has had a major influence on world history?</li> <li>➤ Can your child describe what Britain may have learnt from other countries and civilisations through time gone by and more recently?</li> <li>➤ Can your child recognise and describe differences and similarities/changes and continually between different periods in history?</li> <li>➤ Can your child describe a key event from Britain's past using a range of evidence from different sources?</li> <li>➤ Can your child investigate how an aspect or theme has changed over time in the local area and offer their views about this change? Can your child investigate how an aspect or theme has changed over time in the local area?</li> <li>➤ Can your child comment on similarities and differences between pieces of art, from different periods and cultures?</li> <li>➤ Does your child show increasing awareness of art and design in the world around them e.g. architecture, graphic design?</li> <li>➤ Can your child appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</li> <li>➤ Can your child trace the main events that define Britain's journey from a mono to a multi-cultural society?</li> <li>➤ Can your child suggest why certain events, people and changes might be seen as more significant than others?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>➤ Does your child have an understanding of the British Isles (i.e. the physical geography, including its surrounding islands) and the UK (i.e. political geography) and can your child explain the differences?</li> <li>➤ Can your child locate UK, European and international locations using an atlas? Map and digital mapping, with awareness of land-use patterns over time?</li> <li>➤ Does your child know the position and significance of latitude and longitude?</li> <li>➤ Can your child explain time zones (including day and night)?</li> <li>➤ Can your child compare a region in the UK with a region in North or South America?</li> <li>➤ Can your child use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>➤ Does your child show understanding of human geography (e.g. economic activity, trade links, distribution of natural resources) and physical geography (eg climate zones, biomes, vegetation belts)?</li> <li>➤ Can your child use four and six figure grid references and OS maps to answer questions?</li> <li>➤ Can your child use fieldwork to answer questions about the local area using a range of methods?</li> <li>➤ With regards to the main ethnic groups in the UK and at St Kew Academy, is your child aware of reasons why people may have moved to the UK?</li> <li>➤ Can your child define geographical questions to guide their research?</li> <li>➤ Does your child understand the term sustainable development?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>➤ Art and Design</li> <li>➤ Can your child explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles)?</li> <li>➤ Showing increasing knowledge, confidence, and experiences, can your child investigate and use a variety of materials and processes e.g.</li> </ul>		

	<p>drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts</p> <ul style="list-style-type: none"> <li>➤ Can your child combine and organise visual and tactile elements when using shade, colour, pattern, line, texture, form, shape, composition, scale, proportion and tone to suit their intentions?</li> <li>➤ Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?</li> <li>➤ Using ideas from the points above, can your child design and make image/artefacts for different purposes?</li> <li>➤ Can your child adapt and improve their own work to realise their intentions?</li> </ul>		
<b>DT</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals and groups?</li> <li>➤ Can your child generate, develop and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design?</li> <li>➤ When making, can your child select from and use a wider range of tools and equipment to perform practical tasks? (e.g. cutting, shaping, joining, finishing)</li> <li>➤ When making, can your child select from and use a wider range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities?</li> <li>➤ Can your child investigate and analyse a range of existing products?</li> <li>➤ Can your child evaluate their ideas and products against their own design criteria and consider the views of others to improve their work?</li> <li>➤ Can your child understand how key events and individuals in design and technology have helped change the world?</li> <li>➤ Can your child apply their understanding of computing to program, monitor and control their products?</li> <li>➤ Can your child understand and use mechanical systems in their products (e.g. gears, pulleys, cans, levers and linkages)?</li> <li>➤ When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level, diet, food origins, food choice, food labelling, food safety?</li> <li>➤ When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level?</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>➤ While performing from memory and from simple notations, can your child show awareness of their own contribution e.g. leading others, taking part and/or providing rhythmic support?</li> <li>➤ Can your child improvise melodic and rhythmic phrases as part of a group performance?</li> <li>➤ Can your child recognise by developing ideas, beginning to use musical devices?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child review and evaluate different music, including music from different periods, cultures and from great composers, with reference to specific musical features, pitch, tempo and structure?</li> <li>➤ Does your child show increasing awareness of music in the world around them e.g. advertising, dramas?</li> <li>➤ Can your child evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>RE</b>	Agreed syllabus (Cornwall)		
<b>PE</b>			
<b>ICT</b>	<ul style="list-style-type: none"> <li>➤ Can your child use the internet and other technology safely and critically?</li> <li>➤ Can your child recognise what is personal information and keep it private?</li> <li>➤ Does your child know what to do if they are concerned when they use the internet and other technology?</li> <li>➤ Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child combine sequences of instructions and procedures to control a device eg turn it on and off?</li> <li>➤ Can your child design a solution by breaking a problem up?</li> <li>➤ Can your child design algorithms that use repetition and 2 way selection?</li> <li>➤ Can your child work with variables?</li> <li>➤ Can your child explore 'what if' questions by planning different scenarios for controlled devices?</li> </ul>

- Does your child use technology appropriately, effectively and efficiently?
- Can your child use the internet and other technology safely and critically?
- Can your child understand how search results are selected and ranked?
- Can your child competently use the internet as a search tool?
- Can your child recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion (e.g. wikis, blogs)?
- Can your child recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?
- Does your child understand that the outcome of internet searches at home may be different than at school?
- Does your child understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?
- Can your child recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
- Can your child use knowledge of the meaning of different domain names and common website extensions (.co.uk, .ac, .sch, .org, .gov, .net) to support validation of information?
- Does your child know the difference between online communication tools used in school and those used at home?
- Can your child use appropriate strategies for finding, critically evaluating, validating and verifying information? E.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?
- Does your child understand that if they make personal information available online it may be seen and used by others and is extremely difficult to remove?
- Does your child understand the benefits of developing a 'nickname' for online use? Does your child understand that some malicious adults may use various techniques to make contact and elicit personal information?
- Does your child understand they should not publish other people's pictures or tag them on the internet without permission?
- Does your child understand that online environments have security settings, which can be altered to protect the user?
- Can your child recognise what is personal information and keep it private?
- Can your child create strong passwords and manage them so that they remain strong?
- Does your child know how to report an incident of cyber-bullying?
- Can your child identify when emails should not be opened and when an attachment may not be safe?
- Does your child understand that some messages may be malicious and know how to deal with this?
- Does your child understand the need for caution when using the internet search for images and what to do if they find an unsuitable image?
- Does your child know what to do if they discover something suspicious, malicious or inappropriate?
- Does your child understand the need for rules to keep them safe when exchanging learning and ideas online?
- Does your child recognise that cyber-bullying is unacceptable? Can your child use technology in ways which minimise risk e.g. responsible use of online discussions?
- Does your child know how to respond if asked for personal information or feel unsafe about content in a message?
- Does your child know that it is unsafe to arrange to meet unknown people online?

- Using logical reasoning, can your child look at algorithm and make an accurate prediction, explaining why he/she believes something will happen?
- Can your child use logical reasoning to detect and correct errors in increasingly complex algorithms?
- Does your child have an increasing understanding of computer networks, including the internet and the opportunities they offer for communication and collaboration?
- Can your child select, use and combine software on a range of digital devices increasingly effectively?
- Can your child use a range of technology for a specific project e.g. create and use programs and content?
- Can your child analyse and evaluate information?

	<ul style="list-style-type: none"> <li>➤ Can your child reference information sources?</li> <li>➤ Can your child recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?</li> <li>➤ Does your child understand that copyright exists on most digital images, video and recorded music?</li> <li>➤ Does your child use technology appropriately, effectively and efficiently?</li> <li>➤ Can your child discuss the positive and negative impact of ICT use in theirs and their friends' and family's lives?</li> <li>➤ Can your child explain and demonstrate how to use email safely?</li> <li>➤ Does your child understand that some material on the internet is copyrighted and may not be copied or downloaded?</li> <li>➤ Can your child independently and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?</li> </ul>				
PSHE					

Year 6 Cycle C	Autumn	Spring	Summer
History	<ul style="list-style-type: none"> <li>➤ Can your child place features of events and people from past societies and periods in a chronological framework?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>➤ Can your child explain how Britain has had a major influence on world history? Can your child describe what Britain may have learnt from other countries and civilisations through time gone by and more recently?</li> <li>➤ Can your child recognise and describe differences and similarities/changes and continually between different periods in history?</li> <li>➤ Can your child describe a key event from Britain's past using a range of evidence from different sources?</li> <li>➤ Can your child investigate how an aspect or theme has changed over time in the local area and offer their views about this change? Can your child investigate how an aspect or theme has changed over time in the local area?</li> <li>➤ Can your child appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</li> <li>➤ Can your child trace the main events that define Britain's journey from a mono to a multi-cultural society?</li> <li>➤ Can your child suggest why certain events, people and changes might be seen as more significant than others?</li> </ul>
Geography	<ul style="list-style-type: none"> <li>➤ Does your child have an understanding of the British Isles (i.e. the physical geography, including its surrounding islands) and the United Kingdom (i.e. the political geography) and can your child explain the difference?</li> <li>➤ Can your child name and locate UK, European and international locations using the atlas, map and digital mapping, with awareness of land-use patterns over time?</li> <li>➤ Does your child know the position and significance of latitude and longitude?</li> <li>➤ Can your child explain time zones?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child compare a region in the UK with a region in North or South America?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does your child show understanding of human geography (e.g. economic activity, trade links, distribution of natural resources) and physical geography (eg climate zones, biomes, vegetation belts)?</li> <li>➤ Can your child use four and six figure grid references and OS maps to answer questions? Can your child use fieldwork to answer questions about the local area using a range of methods?</li> <li>➤ With regards to the main ethnic groups in the UK and at St Kew Academy, is your child aware of reasons why people may have moved to the UK?</li> <li>➤ Can your child define geographical questions to guide their resources?</li> <li>➤ Does your child understand the term sustainable development?</li> </ul>

<b>Art</b>	<ul style="list-style-type: none"> <li>➤ Art and Design</li> <li>➤ Can your child explore ideas and collect visual and other information to help them develop their work (including experimenting with different artistic styles?)</li> <li>➤ Showing increasing knowledge, confidence, and experiences, can your child investigate and use a variety of materials and processes e.g. drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts</li> <li>➤ Can your child combine and organise visual and tactile elements when using shade, colour, pattern, line, texture, form, shape, composition, scale, proportion and tone to suit their intentions?</li> <li>➤ Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using ideas from the points above, can your child design and make image/artefacts for different purposes?</li> <li>➤ Can your child adapt and improve their own work to realise their intentions?</li> <li>➤ Does your child show increasing awareness of art and design in the world around them e.g. architecture, graphic design?</li> <li>➤ Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?</li> </ul>
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<b>Music</b>	<ul style="list-style-type: none"> <li>➤ While performing from memory and from simple notations, can your child show awareness of their own contribution e.g. leading others, taking part and/or providing rhythmic support?</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does your child show increasing awareness of music in the world around them e.g. advertising, dramas?</li> <li>➤ Can your child evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>➤ Can your child improvise melodic and rhythmic phrases as part of a group performance?</li> <li>➤ Can your child compose by developing ideas, beginning to use musical devices (e.g. melody, rhythms, chords, structures)?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child review and evaluate different music, including music from different periods, cultures and from great composers, with reference to specific musical features, pitch, tempo and structure?</li> <li>➤</li> </ul>
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