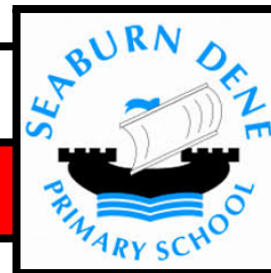


# Curriculum Key Knowledge

Year 6



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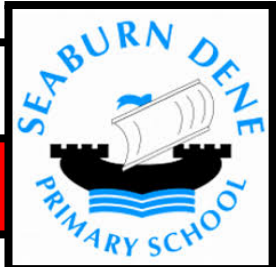
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Art	Photo Opportunity	<ul style="list-style-type: none"> <li>• Develop ideas for artwork by researching and exploring different starting points.</li> <li>• Use sketchbooks to plan, test and refine creative ideas.</li> <li>• Create artwork in a personal style, responding to chosen themes or stimuli.</li> <li>• Learn about artists' work, ideas and techniques, and how history and culture influence them.</li> <li>• Evaluate their own and others' art, considering purpose, context and impact.</li> </ul>
Computing	Coding	<ul style="list-style-type: none"> <li>• Children can plan a program which includes a timer and a score.</li> <li>• Children can debug when things do not run as expected.</li> <li>• Children can code programs that take text input from the user and use this in the program.</li> <li>• Children can design their own text-based adventure game based on one they have played.</li> </ul>
DT	Textiles: Waistcoats	<ul style="list-style-type: none"> <li>• Design waistcoats to meet a specific theme, annotating ideas clearly.</li> <li>• Use templates to pin, mark and cut fabric accurately.</li> <li>• Sew with strong, neat stitches, tying secure knots and following edges carefully.</li> <li>• Decorate waistcoats using a variety of stitches and attach fastenings securely.</li> <li>• Evaluate and improve work continually throughout the creation process.</li> </ul>
French	French Sport and The Olympics	<ul style="list-style-type: none"> <li>• Listen to and read a range of authentic French texts, using context and clues to understand meaning.</li> <li>• Use a bilingual dictionary to check spelling, find meanings, and select vocabulary for sentence building.</li> <li>• Speak confidently in full sentences, ask and answer questions, and give short oral presentations.</li> <li>• Write short texts using known vocabulary, phrases,</li> </ul>

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		<p>and grammar rules, adapting sentences creatively.</p> <ul style="list-style-type: none"> <li>• Explore French culture through traditional games, sports, and comparisons with the UK.</li> </ul>
Geography	Why Does Population Change?	<ul style="list-style-type: none"> <li>• Identify densely and sparsely populated areas and describe global population growth over time.</li> <li>• Explain factors that influence where people live, including birth and death rates, migration, and push-pull factors.</li> <li>• Understand causes and impacts of climate change and suggest actions to help the environment.</li> <li>• Use maps to measure routes, follow paths, and collect and compare data digitally.</li> <li>• Gather information from different sources and suggest ideas to improve local environments.</li> </ul>
History	What Does the Census Tell Us About Our Local Area?	<ul style="list-style-type: none"> <li>• Identify the type of information the census gives about people and know how to use the census to make inferences about people from the past, providing supporting evidence for their statements.</li> <li>• Know how to make observations from the census and identify changes between periods of time.</li> <li>• Know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.</li> <li>• Know that the most reliable sources are primary sources which were created for official purposes.</li> <li>• Compare development and role of education in societies and understand the changing role of women and men in Britain.</li> </ul>
Music		<ul style="list-style-type: none"> <li>• Recognise how different musical styles, instruments, pitch, tempo, and dynamics create mood in films.</li> <li>• Discuss music thoughtfully, explaining and justifying opinions.</li> <li>• Interpret and suggest meanings for graphic scores.</li> <li>• Use voice, body, and instruments to create sounds</li> </ul>

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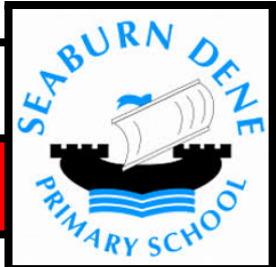
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		<p>representing themes or film scenes.</p> <ul style="list-style-type: none"> <li>• Compose, perform, and interpret musical scores individually and in groups.</li> </ul>
PE	Netball	<ul style="list-style-type: none"> <li>• Pass, catch, and shoot accurately using a range of techniques.</li> <li>• Apply attacking and defending skills effectively during games.</li> <li>• Work collaboratively, understanding positions and tactics.</li> <li>• Follow the rules and demonstrate good sportsmanship in competitive play.</li> </ul>
	Swimming	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a range of distances.</li> <li>• Use a variety of strokes effectively, including front crawl and backstroke..</li> <li>• Explore water confidently, including entering, exiting, and controlling movement in water.</li> <li>• Develop stamina, coordination, and breathing control while swimming.</li> </ul>
PSHE	Family & Relationships	<ul style="list-style-type: none"> <li>• Understand the importance of respect and how it can be given or lost.</li> <li>• Recognise how stereotypes can influence thoughts and behaviour.</li> <li>• Explore different stereotypes and explain their impact.</li> <li>• Develop strategies to manage conflicts and resolve disagreements.</li> <li>• Understand grief and describe related emotions.</li> </ul>
RE	Why does religion look different around the world?	<ul style="list-style-type: none"> <li>• Understand key religious terms and concepts, including the meaning of 'omni'.</li> <li>• Compare similarities and differences between religions, including Abrahamic faiths, Hinduism, Sikhism, and Buddhism.</li> <li>• Explore how geography, culture, and history influence</li> </ul>

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		<p>religious practices and traditions.</p> <ul style="list-style-type: none"> <li>● Recognise different ways people express beliefs, such as dress, rituals, and daily practices.</li> <li>● Reflect on symbolism, community, and how people identify with and practise their religion.</li> </ul>
Science	Living Things & Habitats	<ul style="list-style-type: none"> <li>● Classify living things, including plants, animals, and microorganisms, based on observable characteristics and similarities.</li> <li>● Use keys and records to identify, classify, and describe living things, noticing patterns in nature.</li> <li>● Identify and evaluate scientific evidence that supports or challenges ideas.</li> <li>● Present findings clearly, using scientific language, illustrations, and explanations, and discuss how scientific understanding has developed over time.</li> </ul>
	Electricity/ Renewable Energy	<ul style="list-style-type: none"> <li>● Represent simple circuits using recognised symbols in diagrams.</li> <li>● Investigate how components such as bulbs and buzzers behave and compare variations in brightness, volume, and switch positions.</li> <li>● Explore how the number and voltage of cells affect circuit performance.</li> <li>● Plan and conduct scientific enquiries, taking accurate measurements and controlling variables.</li> <li>● Record, present, and use results to make predictions, explain findings, and evaluate evidence.</li> </ul>