



## Whitegate End Primary School - Curriculum Coverage Map Year 6

Subject			Autumn 1 Topic <i>War of the worlds</i>	Autumn 2 Topic <i>The Lost World</i>	Spring 1 Topic <i>007 I Spy</i>	Spring 2 Topic <i>Invasion</i>	Summer 1 Topic <i>You can do it</i>	Summer 2 Topic <i>Dare to dream</i>
<b>Science - colour coded lined to target tracker</b>	<b>Working Scientifically</b>	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus)						
		Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus)						
		Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus)						
		Use test results to make predictions to set up further comparative and fair tests (Year 6 focus)						
		Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 6 focus)						
		Identify scientific evidence that has been used to support or refute ideas or arguments (Year 6 focus)						
		Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources						
		Group and classify things and recognise patterns						
		Find things out using a wide range of secondary sources of information						
		Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings						



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	<b>Evolution and inheritance</b>	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 living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents						
		Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution						
	<b>Living things and their habitats</b>	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals						
		Give reasons for classifying plants and animals based on specific characteristics.						
	<b>Electricity</b>	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, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches						
		Use recognised symbols when representing a simple circuit in a diagram.						
	<b>Light</b>	Recognise that light appears to travel in straight lines						
		Use the idea that light travels in straight lines to explain that objects are seen because they 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 to our eyes						



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		Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them						
Art and Design	Learning	Select ideas based on first hand observations, experience or imagination and develop these through open ended research	Use the fill tool and hi-light the same colour as the subject					
		Refine his/her use of learnt techniques						
		Adapt his/her own final work following feedback or discussion based on their preparatory ideas						
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		Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts						
		Explain and justify preferences towards different styles and artists.						
	Techniques	Begin to develop an awareness of composition, scale and proportion in their work						
		Use simple perspective in their work using a single focal point and horizon						
		Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds						
		Produce intricate patterns and textures in a malleable media						
		Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices						



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Computing		Create intricate printing patterns by simplifying and modifying sketchbook designs						
		Follow a design brief to achieve an effect for a particular function						
	<b>E – Safety</b>	Use technology respectfully and responsibly						
		Identify a range of ways to report concerns about content and contact in and out of school						
	<b>Networks</b>	Understand how computer networks enable computers to communicate and collaborate						
		Begin to use internet services within his/her own creations to share and transfer data to a third party						
	<b>Using Computer</b>	Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information						
		Design and create a range of programs, systems and content for a given audience						
		Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information						
	<b>Net Searching</b>	Be discerning when evaluating digital content						
		Use filters in search technologies effectively and is discerning when evaluating digital content						
	<b>Coding</b>	Include use of sequences, selection and repetition with the hardware used to explore real world systems						
		Solves problems by decomposing them into smaller parts						
		Create programs which use variables						
		Use variables, sequence, selection, and repetition in programs						



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		Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently						
<b>Design and Technology</b>	<b>Cooking and Nutrition</b>	Confidently plan a series of healthy meals based on the principles of a healthy and varied diet						
		Use information on food labels to inform choices						
		Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills						
	<b>Processes</b>	Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products						
		Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design						
		Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities						
		Use technical knowledge accurate skills to problem solve during the making process						
		Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made						
		Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately						
		Apply his/her understanding of computing to program, monitor and control his/her product						
<b>Geography</b>	<b>Geographical skills and</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features						



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	<b>fieldwork</b>	studied						
		Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world						
		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies						
		Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.						
		Use maps, charts etc. to support decision making about the location of places e.g. new bypass						
	<b>Locational Knowledge</b>	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities						
		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time						
		Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)						
	<b>Human and</b>	Describe and understand key aspects of physical						



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	<b>Physical Geography</b>	geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
		Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water						
<b>History</b>	<b>Historical Enquiry</b>	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance						
		Construct informed responses that involve thoughtful selection and organisation of relevant historical information						
		Understand how our knowledge of the past is constructed from a range of sources						
		Make confident use of a variety of sources for independent research						
	<b>Understanding of Events, People and changes</b>	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies						
		Note connections, contrasts and trends over time and show developing appropriate use of historical terms						
		Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066						
		Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c.						



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		AD 900-1300						
		Use evidence to support arguments						
<b>Languages</b>	<b>Listening</b>	Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard						
		Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words						
	<b>Speaking</b>	Engage in longer conversations, asking for clarification when necessary						
		Create his/her own sentences using knowledge of basic sentence structure						
		Use pronunciation and intonation effectively to accurately express meaning and engage an audience						
	<b>Reading</b>	Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation						
		Attempt to read a range of texts independently, using different strategies to make meaning						
		Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words						
	<b>Writing</b>	Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic						
		Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions						
		Begin to use some adverbs						
	<b>Grammar</b>	Know how to conjugate a range of high frequency verbs						
		Understand how to use some adverbs in sentences						
		Have an awareness of similarities and differences in grammar between different languages						





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