



## Paganel Primary School Curriculum Planning

### Year 6

#### Topics:

Autumn Term – AD900

Spring Term – Going Global

Summer Term – Let's Celebrate

#### National Curriculum Knowledge and Skills:

Subject	Skills	Knowledge and Understanding
Art and Design	Make own papers to use in a sketch book or journal.	Describe and explain the ideas, methods and techniques used to create artwork from a particular theme or genre.
	Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.	
	Describe how the techniques and themes used by other artists and genres have been developed in their own work.	
	Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.	
	Use paint techniques characteristic of a specific genre.	
	Create abstracts form choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.	
	Using digital software, create abstract prints which involve experimentation with colour, size, shape and repetition.	
	Embellish a 3D form using collage techniques (decoupage).	
	Combine images using digital technology, colour size and rotation.	
	Mix and use colour to reflect mood and atmosphere.	
	Use pattern to add detail, movement and interest to a piece of work.	
	Use pen and ink to add line, tone, and perspective using a tonal ink wash.	
	Use 3D shapes to create an abstract form or sculpture, juxtaposing individual components.	
Explain how studying other artists work has influenced and developed their own. Adapt and refine own work in light of evaluations.		

Subject	Skills
Computing	Produce algorithms independently using logical appropriate structures to organise and record data.
	Create flow charts and other diagrams to explain how a process or model works.
	Independently problem solve and model situations and processes, by understanding and explaining the impact of changing variables and rules with in a model.
	Demonstrate knowledge and understanding of how networks work by describing the type of service offered.
	Design and create/use a range of programs to accomplish given goals.
	Take account of accuracy and potential bias when searching for and selecting information.
	Evaluate and improve presentations in the light of discussion, marking and audience response.
	Find, report and flag buttons in commonly used sites and name sources of help.
	Discuss scenarios involving online risk. State the source of the information found online. Act as a role model for other children.
	Explain that changing the numerical data affects a calculation.
	Create data collection forms and enter data from these accurately. Make graphs from the calculations on their spread sheet. Sort and filter information.

Subject	Skills	Knowledge and Understanding	
Design and Technology	Planning	Knowledge	Describe how an individual in the field of design and technology helped shape the world.
			Explain how ingredient were grown, reared, caught and processed.
		Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross sectional and exploded diagrams, prototypes and pattern pieces.	
		Use CAD/CAM packages to design moving parts of a design.	
	Check work as it develops and modify design/approach in the light of progress.		
	Research cultural traditions and evidence their influence in their own work.		
	Explain the form and function of familiar existing products.		
	Making	Use more complex tools with increasing accuracy.	
		Choose best materials for a task, showing an understanding of their working characteristics.	
Demonstrate how their products take into account the safety of the user.			
Paint, glue, nail and sand to rejuvenate a damaged faulty or old object.			

		Combine fabrics to create more useful properties and make a product of high quality, checking for snags and glitches.
		Combine materials with moving parts.
		Use a craft knife, cutting mat and safety ruler with one to one supervision if needed.
		Join materials, using the most appropriate method for the materials or purpose.
		Select the most appropriate materials and frameworks for different structures explaining what makes them strong.
		Select the most appropriate mechanical system for a particular purpose.
		Design products incorporating the most appropriate electrical system.
		Develop, try out and refine sequences of instructions to effectively monitor, measure and control events.
		Use appropriate tools and equipment, weighing and measuring with scales.
		Plan how they can have a healthy and affordable diet.
		Explain how ingredient were grown, reared, caught and processed.
	Evaluation	Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others.
<b>Subject</b>	<b>Skills</b>	<b>Knowledge and Understanding</b>
Geography	Produce accurate scaled maps.	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.
	Compare and contrast the areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping.	Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.
	Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.	Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.
	Present findings both graphically and in writing using appropriate vocabulary.	Evaluate the effectiveness and impact of environmental schemes in place to sustain and improve the environment.
	Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information and suggest ways of finding it.	Describe how climate, ecology and people are affected by cold, and describe the freezing and thawing processes.
	Plot a route on a map, glob or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.	Identify geographical patterns on a range of scales.
	Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.	Explain how extreme climates affect the lives of people living there and the human and physical geography.

	Analyse and present more complex data, from different sources, suggesting reasons why it may vary.	Describe how human and physical processes can lead to similarities and differences in the environments of places and in the lives of people who live there.
	Use the web and satellite mapping tools to find out and present geographical information about a place.	Explain how physical and human processes lead to diversity and change in places.
		Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.
<b>Subject</b>	<b>Skills</b>	<b>Knowledge and Understanding</b>
History	Make connections, draw contrasts and identify trends in two or more period of history, to improve historical perspective.	Create, from memory, a timeline from dates/details/eras, showing knowledge of how to check for accuracy.
		Describe how their own lives have been influenced by a significant individual or movement.
	Use context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social).	Provide reasons for, and outcomes of the main events and changes in historical periods, showing factual knowledge of aspect of Britain and the wider world.
	Suggest and research information sources required to present an in-depth study of a local town or city.	Describe negative and/or positive impact of a period of history on contemporary society.
	Independently investigate a complex historical research question.	
	Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.	
	Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.	
<b>Subject</b>	<b>Skills</b>	<b>Knowledge and Understanding</b>
Music	Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.	Listen to and comment on the work of musicians and composers, indicating own preferences.
	Compose a piece of music based on a theme (e.g. a special event, a film, a TV programme).	Explain the influence of historical events on music.
	Describe how music can be used to create expressive effects and convey emotion.	
	Take the lead in performances and provide suggestions to others.	
	Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.	
	Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (lengths of notes and intervals).	