



All Saints' Catholic Primary School

Year Six

Curriculum Progression



OUR CURRICULUM INTENT

- ❖ We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills-base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources.
- ❖ Our school life holds Gospel Values at its centre – this is evident within our curriculum delivery; we prioritise themes of fairness, integrity, compassion and responsibility and have high standards of all pupils in all subjects.
- ❖ Our curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hard working ethos.
- ❖ Prior learning is built upon with links made between old and new concepts. Meaningful learning is embedded throughout educational visits and creative activity and opportunity.
- ❖ When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues.
- ❖ Our intention is for our pupils to be inspired to pursue knowledge and celebrate diversity in all areas.

For each individual subject document which shows progression throughout and across each year group, please access the One Drive or see each subject coordinator.



Science		
Autumn Term	Spring Term	Summer Term
<p>Living Things and Their Habitats (Classification and Food Webs)</p> <ul style="list-style-type: none"> To understand how living things are classified To group living things according to common observable characteristics To give reasons for classifying plants and animals based on scientific characteristics To explain why classification is important To group animals into reptiles, fish, amphibians, mammals and birds To group animals into vertebrates and invertebrates To learn about the work of Carl Linnaeus <p>Evolution and Inheritance (Adaptation)</p> <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about animals that inhabited the earth millions of years ago To understand that animals usually produce offspring of the same kind but normally offspring are not identical and vary slightly from their parents To give reasons why offspring are not identical to their parents To research the work of Charles Darwin 	<p>Animals, Including Humans (The Circulatory System)</p> <ul style="list-style-type: none"> To draw a diagram of the main parts and organs of the human body To draw initial ideas of the circulatory system without any teaching To identify and label the main parts of the human circulatory system To design an investigation that can see what impact exercise has on heart rate. To investigate the impact of exercise on heart rate and record and present results in an appropriate manner To interpret the results of the investigation and identify patterns and trends in the data To describe the way that humans transport nutrients around the body To compare the organ systems of other animals with human To explore the work of medical pioneers e.g. Galen and William Hardy <p>Animals, Including Humans (Keeping Healthy)</p> <ul style="list-style-type: none"> To recognise the impact of diet, exercise, drugs and lifestyle on the way that bodies function 	<p>Electricity</p> <ul style="list-style-type: none"> To make simple eclectic circuits and draw these using recognised scientific symbols To compare and give scientific explanations for variations in how components function To understand and explain the dangers of short circuits To explain how to make changes to and adapt circuits To explain the effect of changing the voltage of a battery and show findings in a way that is easy to interpret <p>Light</p> <ul style="list-style-type: none"> To recognise that light travels in straight lines To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light. To explain that we see things because light travels from light sources and is reflected into our eyes To know the basic parts of the human eye To explain a range of phenomena including, rainbows, colour on soap bubbles and objects looking bent in water



<p>and present finding to the class</p> <ul style="list-style-type: none">• To begin to understand what is meant by DNA• To analyse the advantages and disadvantages of adaptations e.g. being on two rather than four feet	<ul style="list-style-type: none">• To make a meal and exercise plan for a healthy 10-year-old	<ul style="list-style-type: none">• To understand how shadows are created• To investigate how the shape and size of shadow can be changed• To compare the eye position of a range of animals and discuss why the eyes are in this position (predator v. prey)
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Working Scientifically



Computing		
Online Safety	Information Technology	Computer Science
<ul style="list-style-type: none"> • Know how to reduce the risks posed by using social media by managing their friends lists and privacy settings • Be able to maintain a healthy balance of online and offline activities and know that some activities may affect their emotional wellbeing • Know that it is illegal to post or view 'rude' images of children • Know that hacking or misusing someone else's account is illegal • Know that search results can be manipulated by sponsorship and advertising • Know how to validate information found through searches by checking more than one source • Know that some news is 'fake' 	<ul style="list-style-type: none"> • Know how to use the main features of office software to produce suitable documents and presentations for an audience. Microsoft Office or Apple suite or equivalent. • Know how to edit a picture. For instance in Paint.net • Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers. • To create and sequence a video, add sound effects, transitions and title/subtitles e.g. iMovie • To be able to use two or more programmes to create a final piece of work. e.g. edit a picture before inserting into a document. 	<ul style="list-style-type: none"> • Use conditional sentences (when/then) to program objects (Kodu, Scratch) • As above but use mathematical expressions when constructing conditionals e.g. trigger winning when (If loops >5 then...) • Be able to explain what a program will do and accurately predict the effect of changes • Be able to reliably modify existing algorithms and code to change the effect of the program • Be able to make an efficient program by using an effective algorithm and techniques such as loops and procedures



History		
Autumn Term	Spring Term	Summer Term
<p>What's in a name? NC Ref: Local history unit- WW1 memorials. Skills Focus: Chronological security; key features of an era; use of primary sources, similarity and difference of experience at a point in the past</p> <ul style="list-style-type: none"> • Develop chronological security of key eras and some events from Britain's past by rapid overview of times in the past when Britain was in danger from invasion or war • Investigate a name on All Saints' Calvary War Memorial and use primary sources to find out about their war • Research and write a biography of a holder of the Victoria Cross e.g. Private Michael Heaviside from Craghead • Have the opportunity to consider the way events are represented and portrayed as well as select the key aspects of activity they feel have 	<p>Was the Battle of Britain a turning point in WW2? NC Ref: Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this]. Skills Focus: Chronological security – sequence and duration; key periods and their features; causation and consequences; use of primary sources to evaluate utility; producing own representations of the past</p> <ul style="list-style-type: none"> • Place key events of WW2 of historical in a chronological framework. • Summarise the main events of WW2, explaining the order in which key events happened • Compare two different versions of the Battle of Britain and say how the author may be attempting to persuade or give a specific viewpoint? • Identify examples of and explain their understanding of propaganda 	<p>How has Britain changed since 1948 (Planbee -Twinkl-Leisure and Entertainment) NC ref: Aspect or theme since 1066 Skills Focus: Chronological security – sequence and duration; key periods and their features; causation and consequences; use of primary sources to evaluate utility; producing own representations of the past</p> <ul style="list-style-type: none"> • Place a specific event on a timeline by decade • Trace the main events that define Britain's journey from a mono to a multi-cultural society? • Suggest why certain events, people and changes might be seen as more significant than others by exploring how life changed over the decades e.g. technology • Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how some young people spent their leisure time in the



significance	<ul style="list-style-type: none">• Explore sensitively prejudice and the Holocaust• Research how the events of WW2 changed society e.g. the role of women• How did WW2 impact on life in County Durham?	1960s and compare to present day
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Geography		
Autumn Term	Spring Term	Summer Term
<p>Locational and Place Knowledge (Geographical Knowledge)</p> <ul style="list-style-type: none"> • To locate the deserts of the world on maps and name them • To identify the Tropics of Cancer and Capricorn, the Arctic and Antarctic circles • To understand the Greenwich Meridian and how time zones work • To accurately use 4 and 6 figure grid references to locate places on maps 	<p>What if I live in...? (Physical and Human Geography)</p> <ul style="list-style-type: none"> • To describe physical features of different places (Durham and Swaledale) • To identify the human features of different places (D & S) • To accurately use 4 and 6 figure grid references • To widen knowledge of symbols on OS maps 	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • To explain scale and use a range of maps with different scales • To explain how a human activity has caused an environment to change • To use maps, aerial photos and web resources to explain what a place is like



Design Technology		
Autumn Term	Spring Term	Summer Term
<p>Cooking & Nutrition Link to Science Design:</p> <ul style="list-style-type: none"> To set out to grow their own product with a view to making a salad, taking account of the time required to grow different foods. To research and develop design criteria to inform the design of an innovative, functional and appealing product that is fit for purpose, aimed at particular individuals or groups. To explain how their product should be stored with reasons. <p>Make:</p> <ul style="list-style-type: none"> To select from and use a wider range of tools and equipment to perform practical tasks. <p>Evaluate:</p> <ul style="list-style-type: none"> To evaluate their ideas and product against their own design criteria and consider ways in which the design can be improved. 	<p>Electrical Circuits Link to Science Design:</p> <ul style="list-style-type: none"> To research and develop design criteria to inform the design of an innovative, functional and appealing product that is fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their design through discussion, exploded diagrams and prototypes. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> To understand and use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers and motors). <p>Make:</p> <ul style="list-style-type: none"> To select from a wide range of materials and components according to their functional qualities. <p>Evaluate:</p> <ul style="list-style-type: none"> To evaluate their ideas and products against their own design criteria and consider the views of others to improve 	<p>Funky Furnishings Link to History Britain 1948 to now Design:</p> <ul style="list-style-type: none"> To research and develop design criteria to inform the design of an innovative, functional and appealing product that is fit for purpose, aimed at particular individuals or groups, with consideration to culture and society. To generate, develop, model and communicate their design through discussion and computer aided design. <p>Make:</p> <ul style="list-style-type: none"> To select from and use a wider range of materials according to their functional properties and aesthetic qualities. To select from a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately. <p>Evaluate:</p> <ul style="list-style-type: none"> To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.



	<p>their work.</p> <ul style="list-style-type: none">• To understand how key events and individuals in design and technology have helped shape the world – Steve Jobs – Ipad.	
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Art		
Autumn Term	Spring Term	Summer Term
<p>Collage</p> <ul style="list-style-type: none"> • To plan and design a collage • To add collage to a painted or printed background • To create and arrange accurate patterns • To use a range of mixed media • To use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange and fix 	<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> • To learn about great architects through time: Sir Christopher Wren, Antonia Gaudi, Zaha Hadid, Frank Gehry also Renaissance and Art Deco architecture • Review and revisit ideas in their sketchbooks • To use key vocabulary to demonstrate knowledge and understanding in this strand; sketchbook, develop, refine, texture, shape, form, pattern and structure • To offer feedback using technical vocabulary • To think critically about their art and design work • To use digital technology as a source for developing ideas – Link Mike Barrett 	<p>Textiles</p> <ul style="list-style-type: none"> • To experiment with a range of media by overlapping and layering in order to create texture, effect and colour • To add decoration to create effect • To use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave and pattern
<p>Throughout Key Stage Two children can:</p>		



- use sketchbooks to record ideas;
- explore ideas from first-hand observations;
- question and make observations about starting points, and respond positively to suggestions;
- adapt and refine ideas;

use key vocabulary to demonstrate knowledge & understanding of line, pattern, texture, form, record, detail, question, observe, refine.



Music		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Sing a harmony part confidently and accurately• Perform parts from memory• Use a variety of different musical devices in composition e.g. melody, rhythm etc.• Compose music for a range of purposes	<ul style="list-style-type: none">• Use and understand staff and other musical notations• Use different forms of notation and recognise that these serve different purposes• Improvise within a group using melodic and rhythmic phrases• Play musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none">• Continue to become familiar with work of classical composers• Analyse features within different pieces of music• Compare and contrast the impact of different composers on different periods of time and the people who lived then



French		
Autumn Term	Spring Term	Summer Term
<p>Revision: Days of the Week, Hobbies, Months, Fruits, Food, Numbers 0 – 50</p> <ul style="list-style-type: none"> • Listen, show understanding, join in and respond • Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words • Engage in conversation, ask and answer questions; express opinions • Speak in sentences using familiar vocabulary, phrases and basic language and grammar structures; describe places • Develop accurate pronunciation and intonation to be understood • Read carefully and show understanding of words, phrases and simple writing • broaden vocabulary and understanding of new words using a dictionary • Appreciate stories, songs, poems, and rhymes in French • Write phrases from memory and adapt these to create new sentences, to express ideas clearly 	<p>Breakfast, Ingredients, Where you live, Revision of previous topics</p> <ul style="list-style-type: none"> • Listen, show understanding, join in and respond • Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words • Engage in conversation, ask and answer questions; express opinions • Speak in sentences using familiar vocabulary, phrases and basic language and grammar structures; describe places • Develop accurate pronunciation and intonation to be understood • Read carefully and show understanding of words, phrases and simple writing • broaden vocabulary and understanding of new words using a dictionary • Appreciate stories, songs, poems, and rhymes in French • Write phrases from memory and adapt these to create new sentences, to express ideas clearly 	<p>Revision, Holidays</p> <ul style="list-style-type: none"> • Listen, show understanding, join in and respond • Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words • Engage in conversation, ask and answer questions; express opinions • Speak in sentences using familiar vocabulary, phrases and basic language and grammar structures; describe places • Develop accurate pronunciation and intonation to be understood • Read carefully and show understanding of words, phrases and simple writing • broaden vocabulary and understanding of new words using a dictionary • Appreciate stories, songs, poems, and rhymes in French • Write phrases from memory and adapt these to create new sentences, to express ideas clearly



Here at All Saints' Primary School, we aim to develop the whole child. These six qualities are developed specifically through a range of Physical Education topics throughout each year and are also woven into all other subjects as well as general school life.

Personal

Children work hard and challenge themselves to improve

Social

Children work well with others, supporting and encouraging their friends

Physical

Children perform physical elements well, consistently demonstrating good technique, control and accuracy

Creative

Children explore different movements and ideas, showing flair and individuality where possible

Cognitive

Children understand and follow rules and can also evaluate a performance

Health and Fitness

Children know how to be fit and healthy and understand why this is important



Physical Education		
Games / Striking and Fielding	Gymnastics	Dance
<ul style="list-style-type: none"> Understands the rules of golf Holds a golf club correctly Understands the difference in use of a putter and chipper (iron/wedge) Shows control the direction and distance of a ball using a putter and chipper (wedge/iron) Understands where to stand safely when playing golf Controls the distance of the ball in the air using the chipper (wedge/iron) Identifies how they can show respect to their teacher and peers Shows good perseverance if they struggle 	<ul style="list-style-type: none"> Uses a variety of actions, shapes and balances Creates a gymnastic sequence with 8 challenging elements and performs with fluency, accuracy and consistency, demonstrating good tension and extension Uses counter balance and counter tension when working with a partner or group Varies the direction, timing, levels and pathways in their sequence Works well with others on a variety of apparatus Makes clear judgements and comments on the quality of gymnastic performances, composition and technique Evaluates own and others performance, using key vocabulary correctly 	<ul style="list-style-type: none"> Can plan and perform dances confidently with minimal support Uses their understanding of composition to create dance phases Uses their knowledge of dance to adapt their skills to meet the demands of a range of dance styles Shows clear expression in their dances and sensitivity adapting to varying music Demonstrates imaginative flare within dances Shows an understanding of the form and structure of the dance Works collaboratively and cooperatively in pairs, small groups and as a class Evaluates and makes imaginative suggestions about how to improve their own and others work using appropriate vocabulary listed in the core task sheet
Games	Athletics	Swimming
<ul style="list-style-type: none"> Defends effectively Passes, catches and evades effectively Demonstrates good agility when moving to avoid opponents Demonstrates good hand-eye-co-ordination to retrieve opponents' tags Can agree on their own rules and remember and follow these rules Attempts to outwit their opponents by using agreed tactics Can create a scoring system Can apply principles of team play to keep possession 	<ul style="list-style-type: none"> Recognises that there are different styles of running, jumping and throwing and can explain when different types should be used Can run consistently and smoothly at different speeds Sustain their pace over longer distances Can consistently throw overarm with greater accuracy and efficiency, challenging themselves to improve with each throw Can throw a range of implements into a target with accuracy and consistency Recognises that different styles of throwing should be used for different implements and can explain why Demonstrates different jumps showing accurate technique consistency in take-off and landing Practises different styles of jumping and improves distance and height with practise and concentration 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations



Assessment tasks highlighted in yellow.