

**Bankfields Primary School:** Year 6 \*M – Main Programme of Study \*L – Linked Programme of Study \*A – Additional Programme of Study

**Statutory Yearly Long Term Objectives**

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|  | **A CHILD’S WAR** | **FROZEN KINGDOM** | **BLOOD HEART** | **TOMORROW’S WORLD** | **HOLA MEXICO!** | **ID** |  | **A CHILD’S WAR** | **FROZEN KINGDOM** | **BLOOD HEART** | **TOMORROW’S WORLD** | **HOLA MEXICO!** | **ID** |
| **SCIENCE (Sc Y6/UKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** | **GEOGRAPHY (Ge UKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| Sc A1: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  |  |  | M | L |  |  | Ge HP1: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes, and the water cycle.  | L |  |  |  | L | L |
| Sc A2: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  |  |  | M |  |  |  |
| Ge HP2: Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.  | M | M |  |  | L | L |
| Sc A3: Describe the ways in which nutrients and water are transported within animals, including humans.  |  |  | M |  |  |  |
| Sc E1: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  |  |  |  | M |  |  |
| Sc E2: 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.  |  |  |  | M |  |  | Ge LK1: Locate the world’s countries using maps to focus on Europe (including Russia) and the Americas, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | L |  |  |  | M |  |
| Sc E3: Use recognised symbols when representing a simple circuit in a diagram.  |  |  |  | M |  |  |
| Ge LK2: Name and locate countries and cities of the UK, 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. | M |  |  |  |  |  |
| Sc EI 1: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  |  | A |  |  |  |  |
| Sc EI2: Recognises that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  |  |  |  |  |  | L | Ge LK3: 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). |  | M |  |  | L |  |
| Sc EI3: Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.  |  | M |  |  |  |  |
| Sc L1: Recognise that light appears to travel in straight lines.  |  |  |  | M |  |  | Ge PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in Europe and a region with North or South America. |  | M |  |  | M |  |
| Sc L2: 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.  |  |  |  | M |  |  |
| Sc L3: 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.  |  |  |  | M |  |  | Ge SF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  |  | M |  |  | M | M |
| Ge SF2: Use eight points of the compass, four-/six-figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world. |  | M |  |  |  |
| Sc L4: Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  |  |  |  |  | M |  |
| Sc LT1: 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.  |  | M |  |  |  |  | Ge SF3: 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.  |  |  |  |  |  | M |
| Sc LT2: Give reasons for classifying plants and animals based on specific characteristics. |  |  |  |  |  | M | **HISTORY (Hi UKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| Hi1: Learn about changes in Britain from Stone Age to Bronze Age. | Year 3 |  |
| Sc WS1: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | L |  |  | L | L | M |
| Hi2: Learn about the Roman Empire and its impact on Britain. | YEAR 3 |  |
| Sc WS2: Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. | L |  | M | L | L | M | Hi3: Learn about Britain’s settlement by Anglo-Saxons and Scots. | YEAR 3 |  |
| Hi4: Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | YEAR 3 |  |
| Sc WS3: Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. |  | M | M | L | L | M | Hi5: Conduct a local history study. | YEAR 3 |  |
| Sc WS4: Use test results to make predictions to set up further comparative and fair tests. |  |  |  | L | L |  | Hi6: Study an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | M | M | L | M |  | M |
| Sc WS5: 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. |  |  | M | L | L | M | Hi7: Learn about the achievements of the earliest civilizations - an overview of where and when the earliest civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. | YEAR 5 |  |
| Sc WS6: Identify scientific evidence that has been used to support or refute ideas and arguments. |  |  | M | L |  | L |
| Hi8: Learn about Ancient Greece: a study of Greek life and achievements and their influence on the western world. | YEAR 3 |  |
| **COMPUTING (Co UKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** | Hi9: Learn about 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 AD 900-1300. |  |  |  |  | M |  |
| Co1: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. |  |  | **L** | **M** |  | **L** |
| Co2: Use sequences, selection and repetition in programs; work with variables and various forms of input and output. |  |  | M | M |  | L | **DESIGN & TECHNOLOGY (DT UKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| DT CN1: Understand and apply principles of a healthy and varied diet. | L |  | L |  | M |  |
| Co3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |  |  | L | M |  |  | DT CN2: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. | M |  | M |  | M |  |
| Co4: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. |  | M |  | M | L |  | DT CN3: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | L |  | L |  |  |  |
| DT D1: Use research and develop design criteria to inform the design of innovative, functional, appealing products. |  |  |  | M | M | M |
| Co5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | M | M | M | M | M | L | DT D2: Communicate design ideas in various ways. |  |  | M | M | L | L |
| DT E1: Investigate and analyse a range of existing products. | L |  | M | M | M | L |
| DT E2: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |  |  | L | M | M |  |
| DT E3: Understand how key events and individuals in design and technology have helped shape the world. |  |  |  | M |  |  |
| Co6: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | M | M | M | M | M | M |
| DT M1: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. | L | M | M | L | M | M |
| Co 7: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | L | L | L | M | L | M |
| DT M2: 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. | M |  | L | L | M | L |
|  |
| DT TK1: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. | M | L | M |  |  |  |
|  | DT TK2: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. |  |  | L |  |  |  |
| DT TK3: Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. |  |  |  | L |  |  |
| DT TK4: Apply their understanding of computing to program, monitor and control their products. |  |  |  |  | M |  |
|  | **ART & DESIGN (AD UKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| AD1: Create sketch books to record their observations and use them to review and revisit ideas.  |  | **M** |  |  |  |  |
| AD2: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)  |  | M | M | M | M | M |
| AD3: Find out about great artists, architects and designers in history.  |  | L | L |  | M | L |