

## YEAR SIX CORE CURRICULUM SKILLS

### IN HISTORY I CAN:

summarise the main events from a specific period in history.	
describe features of historical events & people from past societies & periods I have studied	
describe a key event from Britain's past using a range of evidence from different sources	
summarise how Britain had a major influence on world history and what it may have learnt from other countries and civilizations	
recognise and describe differences and similarities/changes and continuity between different periods of history	
compare and contrast the effects of the British Empire on world history	

### IN GEOGRAPHY I CAN:

confidently explain scale and use maps with a range of scale.	
describe how some places are similar and others are different in relation to their physical features.	
recognise key symbols used on ordnance survey maps.	
choose the best way to collect information and the most appropriate units of measure.	
create a sketch map when carrying out a field study.	
accurately use a 4 figure grid reference.	

### IN COMPUTING I CAN:

write programs that accomplish various goals	
use logical reasoning to explain how algorithms work and detect and correct errors	
understand the difference between the internet and world wide web	
collect, analyse and present data accurately within a spreadsheet	
use complex searches to refine results & understand how results are selected & ranked	
be discerning in evaluating digital content (eg. recognising fake news)	

### IN ART I CAN:

combine pattern / tone and shape in collage or pencil drawing	
justify materials I have chosen in my drawing (charcoal, pastels, pencil)	
include visual and tactile elements in 3D textile work	
create models in a range of scales	
include technical aspects in my design - eg. Architectural design	
record detailed notes in my sketch book	

### IN MUSIC I CAN:

play and perform in solo and ensemble contexts.	
improvise and compose music for a range of purposes.	
use a variety of different musical devices in compositions.	
use and understand staff and other musical notations.	
show an appreciation and understanding of a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
show an understanding of the history of music.	

### IN DESIGN I CAN:

generate a computer - aided design.	
use construction materials to make a functional moving product.	
understand and use gears in a product.	
use computing to programme, monitor and control a product.	
understand how events & individuals in design and technology have helped shape the World.	
know how different ingredients are reared, caught and processed.	

### IN PHYSICAL EDUCATION I CAN:

compose my own dances or gymnastics sequences to fit a given criteria, combining action, balance and shape and can perform these to an audience.	
take off and land with control when jumping in different ways and can pace myself appropriately when running over an increasingly long distance.	
use a variety of techniques as appropriate to pass and receive a ball and can analyse skills and technique to suggest ways to improve.	
make a team plan and communicate with others during a team game involving more complex rules.	
explain how my body reacts to different exercise and can explain why we need exercise.	
safely work with groups of different sizes to plan a way to solve problems in a more demanding context (eg. orienteering, teamwork games) following specific rules in a given amount of time.	

