


Year 6 Curriculum Progression Statements - All subjects

|  | | Y6 Progression Statements – Art | | | | | |
|---|---|---|---|---|----------|---|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Disciplinary Knowledge | <p>What pupils learn about how art is studied, discussed and judged: <i>Providing opportunities to discuss and review their own and others' work; Enabling pupils to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers.</i></p> | <p>Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</p> | | | | | |
| | | <ul style="list-style-type: none"> • Make judgements about works of art, craft and design, showing understanding, appreciation, respect and enjoyment as appropriate, using appropriate art vocabulary. • Understand that the work of artists (illustrators, sculptors and painters) is influenced by and effects their environment. • Extend and improve their own and others' work | <ul style="list-style-type: none"> • Make judgements about works of art, craft and design, showing understanding, appreciation, respect and enjoyment as appropriate, using appropriate art vocabulary. • Understand that the work of artists (illustrators, sculptors and painters) is influenced by and effects their environment. • Extend and improve their own and others' work | <ul style="list-style-type: none"> • Make judgements about works of art, craft and design, showing understanding, appreciation, respect and enjoyment as appropriate, using appropriate art vocabulary. • Understand that the work of artists (illustrators, sculptors and painters) is influenced by and effects their environment. • Extend and improve their own and others' work | | <ul style="list-style-type: none"> • Make judgements about works of art, craft and design, showing understanding, appreciation, respect and enjoyment as appropriate, using appropriate art vocabulary. • Understand that the work of artists (illustrators, sculptors and painters) is influenced by and effects their environment. • Extend and improve their own and others' work | |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | | <p>with imaginative ideas, looking for alternative outcomes.</p> <ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in key movements or historical events. | <p>with imaginative ideas, looking for alternative outcomes.</p> <ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in key movements or historical events. | <p>with imaginative ideas, looking for alternative outcomes.</p> <ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in key movements or historical events. | | <p>with imaginative ideas, looking for alternative outcomes.</p> <ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in key movements or historical events. | |
| Substantive Knowledge | Sketchbook | <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and collecting source material. Use sketchbooks to adapt their work according to their views and describe | <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and collecting source material. Use sketchbooks to adapt their work according to their views and describe | <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and collecting source material. Use sketchbooks to adapt their work according to their views and describe | | <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and collecting source material. Use sketchbooks to adapt their work according to their views and describe | |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

| | | how they might develop it further. | how they might develop it further. | how they might develop it further. | | how they might develop it further. | |
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| | | <p>how they might develop it further.</p> <ul style="list-style-type: none"> Annotate work in sketchbook. | <p>how they might develop it further.</p> <ul style="list-style-type: none"> Annotate work in sketchbook. | <p>how they might develop it further.</p> <ul style="list-style-type: none"> Annotate work in sketchbook. | | <p>how they might develop it further.</p> <ul style="list-style-type: none"> Annotate work in sketchbook. | |
| | Drawing, Painting, Sculpture, Printing, Textiles | <p>Drawing:</p> <ul style="list-style-type: none"> Draw for a sustained period over several sessions working on one piece. Independently select, plan and use different techniques for different purposes i.e., shading, hatching within their own work, understanding which works well in their work and why. Use close observation skills using a variety of view finders and drawing techniques to work from a variety of sources including observation, | <p>Painting:</p> <ul style="list-style-type: none"> Confidently and purposefully control the types of marks made. Confidently and purposefully use different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work in a sustained and independent way to develop their own style of painting. This style may be through the development of mixed media, colour, tonal contrast and shade. Mix and match colours to create chosen effects. | <p>Printing:</p> <ul style="list-style-type: none"> Develop ideas from a range of sources. Use a variety of printmaking techniques, including those learnt in previous years, plus: <ul style="list-style-type: none"> overlying prints with other media Identify and use positive and negative shapes in printworks (positive shapes represent solid objects and negative shapes show the surrounding space). Develop their own printing style using tonal contrast and mixed media. Describe and evaluate | | <p>Textiles:</p> <ul style="list-style-type: none"> Design, plan and decorate a fabric piece. Use a variety of techniques, e.g., printing, dyeing, weaving and stitching to create different textural effects. Use a number of different stitches creatively to produce different patterns and textures. Combine techniques to produce an end piece, such as embroidery over printing. | |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | | <ul style="list-style-type: none"> photographs and digital images. Develop their own style of drawing through line, tone, pattern, texture and by using tonal contrast and mixed media. Develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their artworks. | <ul style="list-style-type: none"> Mix colour, shades and tones with confidence building on previous knowledge, understanding which works well in their work and why. | techniques and processes. | | | |
| Key Vocabulary | In addition to vocabulary from previous year groups: View finders; composition; scale and proportion. | | | | | | |

RESPECT


CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

Y6 Progression Statements – Design and Technology

|  | | Y6 Progression Statements – Design and Technology | | | | | |
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| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Disciplinary Knowledge | Design: <i>Planning what to make, Investigate, criteria, materials, user, audience, label, model.</i> | Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: | | | | | |
| | | | | | <ul style="list-style-type: none"> • Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys, interviews etc. • Identify who made an existing product, when it was made and what its purpose is. • Evaluate existing products in detail, on: <ul style="list-style-type: none"> ○ design ○ appearance ○ use ○ famous inventors/chefs/ designers etc. linked to the relevant product ○ what the existing product has been made from ○ how environmentally | | <ul style="list-style-type: none"> • Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys, interviews etc. • Identify who made an existing product, when it was made and what its purpose is. • Evaluate existing products in detail, on: <ul style="list-style-type: none"> ○ design ○ appearance ○ use ○ famous inventors/chefs/ designers etc. linked to the relevant product ○ what the existing product has been made from ○ how environmentally |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | | | | | <p>friendly the products are</p> <ul style="list-style-type: none"> ○ design features that will appeal to the intended users ○ choose materials based on suitability of their properties and aesthetic qualities. ● Develop a detailed design specification to guide their thinking: <ul style="list-style-type: none"> ○ Generate innovative ideas based on their research. ○ Highlight the impact of time, resources and cost within their design ideas. ● Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate). ● Record a step-by-step plan of the making process, including the | | <p>friendly the products are</p> <ul style="list-style-type: none"> ○ design features that will appeal to the intended users ○ choose materials based on suitability of their properties and aesthetic qualities ● Develop a detailed design specification to guide their thinking: <ul style="list-style-type: none"> ○ Generate innovative ideas based on their research. ○ Highlight the impact of time, resources and cost within their design ideas. ● Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate). ● Record a step-by-step plan of the making process, including the tools, equipment |
| <p>RESPECT</p> | | <p>CONFIDENCE</p> | | <p>COLLABORATION</p> | <p>INNOVATION</p> | | |

Year 6 Curriculum Progression Statements - All subjects

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| | | | | | tools, equipment and materials they will be using. | | and materials they will be using. |
| | Make: <i>Tools, safety, measuring, joining, problem solving, finishing.</i> | | | | <ul style="list-style-type: none"> • Use materials appropriate to their DT project. • Choose a range of suitable tools for making, explaining why they should be used. • Follow outlined safety and hygiene procedures, independently and without prompting. • Independently and without prompting, use their design criteria whilst making. • Independently measure, mark, cut and shape materials and | | <ul style="list-style-type: none"> • Use materials appropriate to their DT project. • Choose a range of suitable tools for making, explaining why they should be used. • Follow outlined safety and hygiene procedures, independently and without prompting. • Independently and without prompting, use their design criteria whilst making. • Independently measure, mark, cut and shape materials and |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | | | | | <p>components with accuracy.</p> <ul style="list-style-type: none"> Independently join, assemble and combine materials and components with accuracy. Demonstrate independent problem-solving skills when encountering a mistake or practical problem. Use finishing techniques that involve a number of steps, including skills learnt in Art, accurately. Use the correct technical vocabulary for the projects they are undertaking. | | <p>components with accuracy.</p> <ul style="list-style-type: none"> Independently join, assemble and combine materials and components with accuracy. Demonstrate independent problem-solving skills when encountering a mistake or practical problem. Use finishing techniques that involve a number of steps, including skills learnt in Art, accurately. Use the correct technical vocabulary for the projects they are undertaking. |
| | Evaluate | | | | <ul style="list-style-type: none"> Use their detailed design specification to critically evaluate products, looking at the quality of the end product and design and whether it is fit for its intended purpose. | | <ul style="list-style-type: none"> Use their detailed design specification to critically evaluate products, looking at the quality of the end product and design and whether it is fit for its intended purpose. |
| RESPECT | | CONFIDENCE | | | COLLABORATION | INNOVATION | |

Year 6 Curriculum Progression Statements - All subjects

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| | | | | | <ul style="list-style-type: none"> • Gather and consider the views of others, including intended user, whilst evaluating product. | | <ul style="list-style-type: none"> • Gather and consider the views of others, including intended user, whilst evaluating product. |
| Substantive Knowledge | <p>Technical Knowledge: <i>Food, Construction (tools and techniques), Textiles, Mechanisms.</i></p> | | | | <p>Mechanisms</p> <ul style="list-style-type: none"> • Cams: <ul style="list-style-type: none"> ○ Recognise that some mechanisms, including cams, pulleys and gears, allow a smaller force to have a greater effect. ○ Apply their knowledge of how mechanical systems, such as cams, convert movement. • Pulleys and Gears: <ul style="list-style-type: none"> ○ Recognise that some mechanisms, such as pulleys and gears, allow a smaller force to have a greater effect. ○ Apply their knowledge of how mechanical systems, such as | | <p>Textiles:</p> <ul style="list-style-type: none"> • Create a 3D textile product combining a range of fabric shapes. • Create and decorate a product by: <ul style="list-style-type: none"> ○ accurately measuring, pinning, sewing and stitching materials together ○ using a range of stitches, including but not limited to: running stitch, back stitch, whip/overcast stitch and cross stitch. |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION


Year 6 Curriculum Progression Statements - All subjects

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| | | | | | pulleys and gears, allow a smaller force to have a greater effect. | | |
| Key Vocabulary | In addition to vocabulary from previous year groups: Wadding, reinforce, hem, fastenings (poppers, Velcro, hook and eyes, zip), pinking shears, mock-up, prototype, wadding, reinforce, running stitch, back stitch, whip/overcast stitch, cross stitch, hem, fastenings (poppers, Velcro, hook and eyes, zip), pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, motor, exploded diagrams, cam, crank, housing, motion, oscillating | | | | | | |

Year 6 Curriculum Progression Statements - All subjects

Y6 Progression Statements – Geography

Assessment statements in bold

|  | | Assessment statements in bold | | | | | |
|---|---|--|----------|---|---|----------|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Disciplinary Knowledge | Conceptual Understanding: <i>Place/environment, Space/location/scale, Change including historical impacts /sustainability, interconnectedness/interactivity and culture</i> | Conceptual understanding is addressed through the teaching and learning of Substantive Knowledge: | | | | | |
| | | <ul style="list-style-type: none"> Develop understanding of the cause and effect of an event in one region or area that affects another area. | | <ul style="list-style-type: none"> Show understanding of the cause and effect of an event in one region or area that affects another area and the connectivity and relationships of features. | <ul style="list-style-type: none"> Demonstrate in their geographical enquiries their understanding of the cause and effect of an event in one region or area that affects another area and the connectivity and relationships of features. | | |
| Enquiry | Enquiry Skills: <i>asking, selecting tools and processes, fieldwork, mapping skills, direction/compasses, collecting and recording data/information /research, observing/investigating, analysing and interpreting</i> | Enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: | | | | | |
| | | <ul style="list-style-type: none"> Develop their own substantial questions with measurable outcomes. Choose and use appropriate tools and processes to answer their geographical enquiry question: <ul style="list-style-type: none"> Maps, including Ordnance Survey maps, on a | | <ul style="list-style-type: none"> Develop their own substantial questions with measurable outcomes. Choose and use appropriate tools and processes to answer their geographical enquiry question: <ul style="list-style-type: none"> Atlases, globes and world maps, including | <ul style="list-style-type: none"> Develop their own substantial questions with measurable outcomes. Choose and use appropriate tools and processes to answer their geographical enquiry question: <ul style="list-style-type: none"> Atlases, globes and world maps, including digital | | |

Year 6 Curriculum Progression Statements - All subjects

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| | | | <p>variety of scales using a greater range of symbols and keys (including contours).</p> <ul style="list-style-type: none"> ○ Confidently use the 8 points of the compass and 6-figure grid references. ● Confidently analyse maps and charts to support arguments and justify their conclusions. | | <p>digital mapping, on a variety of scales using a greater range of symbols and keys.</p> <ul style="list-style-type: none"> ● Begin to interpret sources/ findings critically by identifying bias and accuracy to help reach conclusions. | <p>mapping, on a variety of scales using a greater range of symbols and keys (including contours).</p> <ul style="list-style-type: none"> ● Make appropriate choices when recording to represent the features studied. ● Be able to share an opinion, explain reasoning, identify the counter opinion and critically analyse reliability. | |
| S u b s t a n t i v e K n | <p>Location and Place: <i>Local, UK, World, Similarity and Difference</i></p> | | <p>Local - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> ● identify significant local landmarks on a map. <p>UK - use their conceptual understanding and enquiry skills to:</p> | | <p>World - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> ● Identify the position and significance of latitude and longitude. (Hook back: Y3 Spr 1) ● Identify the position and significance of | <p>Similarities and differences between the South West peninsula and the Yucatan Peninsula- use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> ● Understand the similarities and differences (both human and physical). | |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| <p>o w l e d g e</p> | | | <ul style="list-style-type: none"> Understand how geographical regions of the UK have changed over time (human and physical features, topographical features and land-use patterns). | | <p>the Prime/Greenwich Meridian and times zones and consider time differences around the world, including day and night.</p> | <ul style="list-style-type: none"> Locate both regions on a map and use the scale to calculate approximate distance. Locate key human and physical features of the Yucatan Peninsula and relate these features to the locality. Locate man-made features and reflect on the importance of the tourism industry in these areas. | |
| | <p>Physical and Human Features and Processes: <i>Weather/Climate, Water Cycle/Rivers, Earth Formation, Coasts, Topographical Features, Change, Population, Settlements and Land Use, Migration, Trade,</i></p> | | <ul style="list-style-type: none"> Describe what a hill might look like based on its contours. Understand the movement of people in relation to human and physical geographical constraints. <i>(Hook back: Y1 Spr 2, Y4 Aut 1 and Y5 Spr 2)</i> To understand the interaction of human land use | | <ul style="list-style-type: none"> Understand the difference between weather and climate. Explain how latitude affects the climate of a region. Compare and contrast climate of a given location and where they live. Describe the significance of the equator, tropics and poles | <ul style="list-style-type: none"> Identify how fault lines in the Earth's crust move to create mountains, such as the Sierra Madre. <i>(Hook back: Y3 Aut 2)</i> Identify the key features of a mountain/mountain range: outcrop; the ridge; the tree line and the snow line. | |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION


Year 6 Curriculum Progression Statements - All subjects

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| | <p><i>Interconnectedness</i></p> | | <p>on physical geography, e.g., identify the advantages and disadvantages of building a dam.</p> | | <p>on climate. (<i>Hook back: Y1 Aut 2, Y2 Spr 2 and Y4 Spr 2</i>)</p> <ul style="list-style-type: none"> • Understand the different transport routes and impacts of world trade and the movement of goods in relation to geography constraints. (<i>Hook back: Y2 Sum 1 and Y3 Spr 1</i>) • Understand the cause and effect of an event in one region or area that affects another area and the connectivity and relationships of features. | <ul style="list-style-type: none"> • Describe how pressure from magma under the Earth’s surface creates dome mountains, such as Ajusco. • Identify plateaus. • Describe the positive and negative effects of tourism mountains have on an area. | |
| <p>Key Vocabulary</p> | | <p>Latitude, longitude, Greenwich/Prime Meridian, contour, plateau, outcrop, ridge, summit, base, slope/face, peak, tectonic plates, plate boundaries, fault line, crust, weathering, dam, hydroelectricity, renewable, migration, natural disaster</p> | | | | | |

Year 6 Curriculum Progression Statements - All subjects

Year 6 Progression Statements – Global Learning

To be addressed throughout the curriculum.

|  | Year 6 Progression Statements – Global Learning To be addressed throughout the curriculum. | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Skills and Capabilities: <i>Critical and creative thinking, Empathy, Self-awareness and reflection, Communication, Cooperation and conflict resolution, Ability to manage complexity and uncertainty, Informed and reflective action.</i> | <ul style="list-style-type: none"> Work co-operatively to solve problems or achieve goals, including in larger groups where opinions differ. Independently use strategies to manage anger, frustration and aggressive feelings. Use knowledge of others' viewpoints to resolve problems and compromise, including in larger groups where opinions differ. | <ul style="list-style-type: none"> Explore reasons for negative feelings towards others and in new or difficult situations. Independently use strategies to cope with challenging times in a range of situations. | <ul style="list-style-type: none"> Detect bias, opinion and stereotypes. Listen attentively to, question and respond to others on a range of subjects and in a range of situations. | <ul style="list-style-type: none"> Give evidence for an argument, assess different viewpoints and present counter arguments. Recognise situations when there may not be no single right or wrong answer. | <ul style="list-style-type: none"> Demonstrate empathy towards others locally and globally. Understand the main impacts of prejudice and discrimination. | <ul style="list-style-type: none"> Express their own views and ideas on issues clearly, using a range of appropriate methods and in a range of situations, giving reasons, evidence and examples. Share opinions and evidence on issues with others, including decision-makers and elected representatives. |
| Values and Attitudes: <i>Sense of identity and self-esteem, Commitment to social justice and equity, Respect for people and human</i> | Openly demonstrate as role models and examples for others: <ul style="list-style-type: none"> positivity about the ways in | Openly demonstrate as role models and examples for others: <ul style="list-style-type: none"> concern for injustice and inequality. | Openly demonstrate as role models and examples for others: <ul style="list-style-type: none"> belief that it is everyone's responsibility to challenge | Openly demonstrate as role models and examples for others: <ul style="list-style-type: none"> a personal sense of responsibility for the environment | Openly demonstrate as role models and examples for others: <ul style="list-style-type: none"> recognising the benefits of listening to a range of different | Openly demonstrate as role models and examples for others: <ul style="list-style-type: none"> proactive inclusion of other people, recognising the |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| <p><i>rights, Valuing diversity, Concern for the environment and commitment to sustainable development, Commitment to participation and inclusion, Belief that people can bring about change.</i></p> | <p>which they are both similar to others and uniquely different.</p> <ul style="list-style-type: none"> valuing what contributes to their own identity. | <ul style="list-style-type: none"> willingness to cooperate with others to change things for the better. compassion to the needs and rights of others. | <p>prejudice and discrimination</p> <ul style="list-style-type: none"> willingness to learn about diversity from the experiences of people they have learnt about or know. appreciating and valuing difference. | <p>and the use of resources.</p> <ul style="list-style-type: none"> commitment to taking action to protect and improve the environment and quality of life for people locally and globally. | <p>perspectives and viewpoints.</p> <ul style="list-style-type: none"> sense of wonder and curiosity about the world. active participation in school-based decision making. | <p>removable barriers that prevent some people from participating fully.</p> <ul style="list-style-type: none"> belief that individuals, including themselves, and groups can improve situations. knowledge and understanding of the school ethos and learning values at an age-appropriate level. |
| <p>Knowledge and Understanding: <i>Social justice and equity, Identity and diversity, Globalisation and interdependence, Sustainable development, Peace and conflict, Human rights, Power and governance.</i></p> | <ul style="list-style-type: none"> Know about some examples of conflicts past and present in their own society and others. Know about some causes and effects of conflict at all levels from | <ul style="list-style-type: none"> Increase their knowledge of the main causes and effects of poverty and inequality at local, national and global levels. Be proactive in carrying out their role as a local and global citizen | <ul style="list-style-type: none"> Understand how the UN Convention of the Rights of the Child affects their own lives and the lives of others in the world. Know and understand some reasons why some people have their | <ul style="list-style-type: none"> Increase their knowledge of ways in which local actions can affect the wider world. Understand the concepts of environmentally responsible living and global inequalities in ecological footprints. | <ul style="list-style-type: none"> Know and understand the basics of how their own country and region is governed. | <ul style="list-style-type: none"> Understand the nature of prejudice, racism and sexism and know some ways to combat these. Know about the nine protected characteristics in the Equality Act 2010 and explain why the Act exists. |

RESPECT

CONFIDENCE

COLLABORATION


INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | <p>personal to global.</p> <ul style="list-style-type: none"> • Know and use effective strategies for managing, resolving and preventing conflict, including 'win-win' solutions. | | <p>rights denied.</p> | | | |
| <p>Key Vocabulary</p> | <p>In addition to vocabulary from previous year group:</p> <ul style="list-style-type: none"> • racism, sexism, global inequalities, ecological footprints, conflict, government, politics, empathy, compassion, sensitivity, responsibility, equality, necessity, essential, entitlement, equality | | | | | |

Year 6 Curriculum Progression Statements - All subjects

Y6 Progression Statements – History

|  | | Y6 Progression Statements – History | | | | | |
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| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Disciplinary Knowledge | Conceptual Understanding: <i>Chronology, Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Interpretation and Perspective, Reliability</i> | Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> • Make connections between periods of history studied, including their chronological relationships. • Make and explain connections between main events, situations and changes within and across different periods/societies. • Analyse and make connections between a range of reasons for historical events and changes, prioritising the most important causes. • Describe and compare the social, cultural, religious and ethnic diversity in Britain and the wider world at different time periods studied. • Assessment: Understand and explain what makes historical figures and events studied significant. • Assessment: Explain how and why different historical viewpoints and interpretations have been constructed. • Assessment: Understand that bias is not always negative. • Assessment: Select and evaluate primary and secondary sources and come up with reasons why one might be more reliable than another. | | | | | |
| | Historical Enquiry: <i>Ability to ask questions, Prediction, Exploring how to find answers, Research and gathering of evidence, Evaluating and justifying, Communicating about their enquiry</i> | Historical enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> • Devise historically valid open-ended questions within and across different historical periods. • Plan how to answer their enquiry and make predictions based on their previous historical enquiries and knowledge of relevant/reliable sources. • Draw on a range of relevant, different primary and secondary sources, including sources that might provide different perspectives/balanced arguments. • Assessment: Justify, challenge and/or change their prediction based on the evidence they've found. • Assessment: Reach their own conclusions and justify with the evidence they've found. • Assessment: Reflect on the process they've been through. • Assessment: Present information in an organised, clearly structured and most appropriate way (e.g. written explanation/tables and charts/labelled diagram). • Assessment: Make accurate use of specific dates and terms. | | | | | |

Year 6 Curriculum Progression Statements - All subjects

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| Substantive Knowledge | Historical Knowledge and Understanding | <p><u>World War II – The World At War</u></p> <ul style="list-style-type: none"> Place the period on a timeline in relation to prior learning. Know some of what was happening in different parts of the world, including Britain, at this time. Assessment: Understand how we know about WWII. Place key events within WWII on a timeline. Know the main reasons for the start of WWII. Assessment: Know what life was like in Britain and Germany during WWII. Understand that certain groups of people were persecuted during WWII (<i>note - the teaching of the Holocaust is a statutory</i> | | | | |
| | | <p><u>How have changes in civil rights impacted the lives of people in Britain? (<i>hook back to Y2 Summer 2</i>)</u></p> <ul style="list-style-type: none"> Place the period on a timeline in relation to prior learning. Know some of what was happening in different parts of the world, including Britain, at this time. Assessment: Understand how we know about changes in civil rights and how they have impacted the lives of people in Britain. Assessment: Know some of the ways in which civil rights changed over time for British people of different social classes. Know some of the ways in which civil | | | | |
| | | | | | | |
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| | | | | | | <p><u>Mayan civilisation c. AD 900</u></p> <ul style="list-style-type: none"> Place the period on a timeline in relation to prior learning. Know some of what was happening in different parts of the world, including Britain, at this time. Assessment: Understand how we know about the Ancient Maya. Know what life was like for the Ancient Maya. Know about the impact that the Mayan civilisation has had on the world e.g calendars, invention of 0, astronomy, sport (e.g. pok-ta-pok) Assessment: Know why the Maya were considered an advanced society |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | <p><i>component of KS3 history and can be mentioned, but not explored in depth).</i></p> <ul style="list-style-type: none"> • Understand some of the long-term impacts of WWII on the people of Britain. • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Allies ○ Anti-Semitism ○ Appeasement ○ Armistice day ○ Aryan ○ Axis ○ Blitz ○ Conscription ○ Evacuation ○ Front Line ○ Hitler Youth ○ Holocaust ○ Home Front ○ Jews ○ Nazi ○ No-man's Land ○ Persecution ○ Propaganda ○ Rationing | | <p>rights changed over time for British people of different sexes.</p> <ul style="list-style-type: none"> • Know some of the ways in which civil rights changed over time for British people of different races. • Place key events in the development of civil rights in Britain on a timeline from the Magna Carta to the present day. • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ activists/activism ○ Boycott ○ Civil liberties ○ Democracy ○ Discrimination ○ Empire ○ Employees ○ Equality ○ Immigration/immigrants ○ Independence ○ Legislation ○ Magna Carta ○ Peaceful protest ○ Power ○ Protest | | | <p>in relation to that period in Europe.</p> <ul style="list-style-type: none"> • Assessment: Understand some of the power structures within the civilisation. • Understand why the Mayans civilisation died out. • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Advanced civilisation ○ Ahau/ahaw ○ Archaeologist ○ Artefact ○ Batab ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) ○ Demise ○ Hierarchy ○ Hieroglyphics ○ Indigenous |
| RESPECT | | CONFIDENCE | | COLLABORATION | | INNOVATION |

Year 6 Curriculum Progression Statements - All subjects

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| | | | <ul style="list-style-type: none"> ○ Race relations ○ Racism ○ Reform ○ Rights/human rights/ civil rights ○ Sexism ○ Slavery ○ Strike ○ Suffrage ○ /Suffragettes ○ /Suffragists ○ Trade Unions ○ UNCRC ○ Uprising | | | <ul style="list-style-type: none"> ○ Mesoamerica ○ Polytheists ○ Pyramids ○ Rituals ○ Sacrifice |
| <p>Key Vocabulary</p> | | <p>ancient civilisation, annual, BC, BCE, CE, century, dark ages, decade, era, evidence, prehistory, period, pre, agriculture, aristocracy, castle, church, colony, conquest, court, crusades, democracy, diversity, emigrant, Emperor, empire, immigrant, migration, monarch, monastery, nation, nomad, Pope, prediction, reign, settlement, settler, slave, causation, chronology, continuity, consequence, primary evidence, secondary evidence</p> | | | | |

Year 6 Curriculum Progression Statements - All subjects



Year 6 Progression Statements – IT and Computing

<https://teachcomputing.org/curriculum>

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|--|---|---|--|
| Year 6 | <p>E-safety</p> <p>Internet communication:</p> <ul style="list-style-type: none"> • Networks • Effective use of tools | <p>Webpage creation:</p> <ul style="list-style-type: none"> • Creating media • Design and development | <p>E-safety</p> <p>Variables in games:</p> <ul style="list-style-type: none"> • Programming • Design and development | <p>Introduction to spreadsheets:</p> <ul style="list-style-type: none"> • Effective use of tools • Data and information | <p>E-safety</p> <p>3D modelling:</p> <ul style="list-style-type: none"> • Effective use of tools • Creating media | <p>Sensing:</p> <ul style="list-style-type: none"> • Programming • Computing systems |


Year 6 Curriculum Progression Statements - All subjects



Year 6 Progression Statements – Maths

<https://whiterosemaths.com/resources?year=year-6-new&term=autumn&term=spring&term=summer>

Year 6 Curriculum Progression Statements - All subjects

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|---|---|----------|--|----------|--|----------|
| Year 6 Progression Statements – Music | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Singing | <ul style="list-style-type: none"> • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. • Sing songs with increasing control of breathing, posture and sound projection. | | <ul style="list-style-type: none"> • Develop their breath control (controlling the flow of air as they sing), so they can manage singing short and long phrases in songs. | | <ul style="list-style-type: none"> • Sing expressively with awareness and control of the expressive elements. e.g. timbre, tempo, dynamics. • Sing a round in two parts, identifying the melodic phrases and how they fit together. • Sing songs in tune, including when singing different parts. | |
| Listening | <ul style="list-style-type: none"> • Extend their use of musical vocabulary to describe what they hear, like and dislike in pieces of music from a range of genres, including live music. | | <ul style="list-style-type: none"> • Compare the work of a range of different composers throughout history, including a range of genres. | | <ul style="list-style-type: none"> • Give constructive feedback on the work of their peers. | |
| Improvising and composing | <ul style="list-style-type: none"> • Create an original accompaniment to a known song. | | <ul style="list-style-type: none"> • Use technology effectively to create a piece of music. | | <ul style="list-style-type: none"> • Improvise their own, increasingly complex, tunes. | |

RESPECT

CONFIDENCE


COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | <ul style="list-style-type: none"> Explore, select and combine sounds to create a specific effect. | | | | | |
| Notation – reading and writing | <ul style="list-style-type: none"> Perform using staff notation as a guide (note values, pitch and dynamics). | | <ul style="list-style-type: none"> Perform using staff notation as a guide (note values, pitch and dynamics). | | <ul style="list-style-type: none"> Add dynamic and tempo marks to their own music. | |
| Playing | <p>A selection of Percussion/tuned and untuned instruments will be played throughout the year, a new instrument each term. The Progression statements will be addressed as appropriate according to the allocated instruments.</p> <ul style="list-style-type: none"> Play a range of instruments with control. Demonstrate the correct techniques when playing different instruments. Maintain their part whilst others are performing a different part. | | | | | |
| Suggested genres | <ul style="list-style-type: none"> Year 6 has a bespoke list of songs from many different genres, of varying styles and from many countries, traditions and cultures in chronological order from the Model Music Curriculum https://www.youtube.com/playlist?list=PLitQ2pP9mJehEmHrFDbZbmSp5Ln13JkIP Use these songs as a starting point to: <ul style="list-style-type: none"> discuss musical elements to inspire creativity in your classroom, maybe listen during the register, getting changed for PE or whilst playing Times Tables Rockstar. | | | | | |
| Key Vocabulary | <ul style="list-style-type: none"> Pulse, Rhythm, Pitch, Dynamics, Tempo, Texture, Timbre, Structure and Notation. Notation – the link between sound and symbol. | | | | | |

Year 6 Curriculum Progression Statements - All subjects

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| Year 6 Progression Statements – PE | | | | | | |
| Based on <i>Dance in a Box</i> and <i>PPE</i> Planning and resources: | | | | | | |
| <ul style="list-style-type: none"> • Progression of Key Skills • Vocabulary progression | | | | | | |
| Further supporting documents | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Indoor | Dance | | Gymnastics | | Dodgeball | Indoor Athletics |
| Outdoor | • High 5 netball | • Handball | • Orienteering | • Football | • Rounders | • Athletics • House competitions |

Year 6 Curriculum Progression Statements - All subjects

Year 6 Progression Statements – Primary Languages

The Primary French Project - Niveau tricolore

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|----------|--|----------|--|----------|---|
| Speaking and Listening | | <ul style="list-style-type: none"> • Revise classroom language. • Know the informal greeting <i>Salut</i>. • Ask someone how they are, and how to respond (informal language). • Know and use <i>et toi?</i> • Revise numbers 1-31. • Know the months of the year. • Write and say the date in English and French, and how to say their birthday. • Name and ask and answer questions about some typical classroom objects. • Ask for, and give, something politely. • Create long spoken sentences about the classroom, using | | <ul style="list-style-type: none"> • Revise numbers 1-50. • Count up to 60. • Say how they come to school and what time they arrive. • Talk about routine events and times during the school day. • Ask and answer the question <i>Qu'est-ce que tu fais?</i> • Describe what they do during break time at school. • Talk about their favourite school subjects. • Use the response phrase <i>Moi aussi</i>. • Introduce members of their family. • Talk about where their parents work. • Practise using questions and | | <ul style="list-style-type: none"> • Count up to 70. • Practise using questions and answers about special dates. • Describe themselves (height, eye and hair colour) using spoken French. • Name several basic items of clothing and how to say what they like wearing. • Describe the weather. • Ask and say where someone is. • Ask and answer questions about a wide range of special dates. • Use a vocabulary sheet to describe activities that people do in their leisure time. • Say where they live in the UK and create |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | | <p>nouns and adjectives.</p> <ul style="list-style-type: none"> • Know the letters of the French alphabet. • Spell their name, and other familiar words, using French alphabet letters. • Say what their nationality is. <p>Say a postal address.</p> | | <p>answers about special dates.</p> <ul style="list-style-type: none"> • Know the names of 12 typical pets. • Use spoken questions and answers to talk about pets that they have and do not have. | | <p>spoken sentences about different parts of the UK.</p> <ul style="list-style-type: none"> • Consolidate prior learning by means of listening comprehension. |
| Reading, Writing, Grammar and Phonics | | <ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ oi ○ ille • Know about the cedilla, and how it affects pronunciation • Know about formal and informal language, e.g., <i>s'il vous plaît/s'il te plaît</i> • Know that nouns ending in <i>-eau</i> form their plural by adding 's'. • Create written sentences about the classroom, using | | <ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ Silent h ○ qu • Revise the infinitive form of a verb. • Explore a verb paradigm to see how to conjugate a range of regular <i>-er</i> verbs (<i>arrive, manger, jouer, parler</i>) and an irregular verb (<i>venir</i>) in the present tense. • Conjugate the irregular verb <i>aller</i> in the present tense. • Read and understand the key | | <ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ s sounds like z ○ oin • Write some sentences about their physical description. • Understand that an adjective must agree with the noun by gender and number, and this can mean changes in spelling and pronunciation. • Understand that in English, the indefinite article can often be omitted in |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | | nouns and adjectives. | | <p>points in a letter about school life.</p> <ul style="list-style-type: none"> • Know the present tense conjugated forms of <i>écrire, lire</i> and <i>faire</i>. • Write at length about their school life. • Understand the function of the possessive adjective (<i>mon, ma, mes</i>). • Know about the ligature œ (oe stuck together) in written French and English. • Revise descriptive sentences about a typical town • Conjugate the present tense of a regular –er verb: <i>travailler</i>. • Revise the pronunciation point: when the final letter in a French word is a consonant, the consonant is almost always silent, e.g., <i>chat, souris, furet</i>. • Create some written compound | | <p>the plural, but it cannot be omitted in French.</p> <ul style="list-style-type: none"> • Consolidate prior learning by means of reading comprehension and writing sentences. |
| RESPECT | CONFIDENCE | | COLLABORATION | INNOVATION | | |

Year 6 Curriculum Progression Statements - All subjects

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| | | | | sentences using the relative pronoun <i>qui</i> . | | |
| Cultural Understanding | | <ul style="list-style-type: none"> • Know some vocabulary for important celebrations in the French calendar. • Practise bilingual dictionary skills. • Know about <i>la Fête de Saint Nicolas</i> (Saint Nicholas's Day). • Know how Christmas Eve and Christmas Day are celebrated in France. | | <ul style="list-style-type: none"> • Know about the dates of 1 January, <i>le Jour de l'An</i>, and 6 January, <i>le Jour des Rois</i>, and how they are celebrated. • Know some information about primary schools in France. • Know about <i>le goûter</i> (a break-time snack). • Know about the date of 1 April, <i>le poisson d'avril</i>, and how it is celebrated. | | <ul style="list-style-type: none"> • Know about May Day, <i>la Fête du Muguet</i>, and how it is celebrated. • Know that there are slight differences in the number systems of France, Belgium and Switzerland. • Know that <i>Météo-France</i> is the French national meteorological service. • Know about the fashion industry in France, and be introduced to some of the leading names. • Recall the names of Paris monuments, and be able to speak about them. • Know about France's national day, <i>la Fête nationale, le quatorze juillet</i>, and how it is celebrated. |

RESPECT

CONFIDENCE

COLLABORATION








INNOVATION

Year 6 Curriculum Progression Statements - All subjects

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| | | | | | | <ul style="list-style-type: none"> Know about the popular French game of <i>boules</i>, and in particular, <i>pétanque</i>. Know about the similarities and differences between the UK parliament and the French <i>Assemblée Nationale</i>. |
| Key Vocabulary | Year 6 Knowledge Organisers containing Key Vocabulary | | | | | |

Year 6 Curriculum Progression Statements - All subjects

YN - Y6 Progression Statements – PSHE

|  | YN - Y6 Progression Statements – PSHE | | | | | |
|--|---|---|---|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| https://jigsawpshe.online/materials/pshe-primary/ <ul style="list-style-type: none"> • Username: Newport Community School Primary • Password: Newport252 |  <p>Being Me in My World</p> |  <p>Celebrating Difference</p> |  <p>Dreams & Goals</p> |  <p>Healthy Me</p> |  <p>Relationships</p> |  <p>Changing Me</p> |

RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6 Curriculum Progression Statements - All subjects



Year 6 Progression Statements – RE

P Page numbers refer to the location of the Progression Statements in the [DEVON-AND-TORBAY-Agreed-Syllabus-2024-2029.pdf](#)

Further supporting documentation can be found here: [Agreed Syllabus and supporting documents 2024-2025](#) [Understanding Christianity](#)






| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|---|--|--|--|
| Year 6 | Page 81 Unit U2.2 Creation and science: conflicting or complementary? | Page 90 Unit U2.11 What does it mean to be a Humanist in Britain today? | Page 86 Unit U2.7 Why do Hindus want to be good? | Page 165 U2.13c What can be done to reduce racism? Can religion help? | Page 85 Unit U2.6 For Christians, what kind of king is Jesus? | Page 91 Unit U2.12 How does faith help people when life gets hard? |












Year 6 Progression Statements – Science

In each half term there is a focus on an area of [Working Scientifically](#), as well as an [Enquiry Type](#) .

All [Working Scientifically](#) statements are to be integrated into each block of Science knowledge teaching and are revisited in different contexts over Y5 and Y6.

| | | |
|---|---|---|
| <p>Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p> <p><i>Use prior knowledge to suggest what might happen in an enquiry; make a prediction.</i></p> |    | <ul style="list-style-type: none"> Independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. Given a wide range of resources, decide for themselves how to gather evidence to answer a scientific question. Choose a type of enquiry to carry out and justify their choice. Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. Select from a range of practical resources to gather evidence to answer their questions. Carry out fair tests, recognising and controlling variables. Decide what observations or measurements to make over time and for how long. Look for patterns and relationships using a suitable sample. Make and justify their predictions. |
| <p>Working Scientifically: <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i></p> |  | <ul style="list-style-type: none"> Select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale. During an enquiry, make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value). |
| <p>Working Scientifically: <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i></p> |  | <ul style="list-style-type: none"> Decide how to record and present evidence. Record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. Record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. |

Year 6 Curriculum Progression Statements - All subjects

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| | | | <ul style="list-style-type: none"> Record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. Present the same data in different ways in order to help with answering the question. |
| Working Scientifically: <i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i> |   | | <ul style="list-style-type: none"> Answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. Talk about how their scientific ideas change due to new evidence that they have gathered. Talk about how new discoveries change scientific understanding. |
| Working Scientifically: <i>Reporting and presenting 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.</i> | | | <ul style="list-style-type: none"> In their conclusions: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge. Evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. Identify any limitations that reduce the trust they have in their data. Communicate their findings to an audience using relevant scientific language and illustrations. |
| Working Scientifically: <i>Using test results to make predictions to set up further comparative and fair tests.</i> |  | | <ul style="list-style-type: none"> Use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests. |
| Coverage | Working Scientifically Focus | Enquiry type Focus | Knowledge |
| Autumn 1 |   |  | Light – Page 65 Y1-6 Progression Statements - Science.pdf |
| Autumn 2 |   |  | Electricity – Page 67 Y1-6 Progression Statements - Science.pdf |

Year 6 Curriculum Progression Statements - All subjects

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| Spring 1 |  |  | Living things and their habitats - Page 59 Y1-6 Progression Statements - Science.pdf |
| Summer 1 |   |   | Animals, including humans – Page 61 Y1-6 Progression Statements - Science.pdf |
| Summer 2 |   |   | Evolution and inheritance – Page 63 Y1-6 Progression Statements - Science.pdf |