

Year 6 Objective checklist

History - pupils should be taught	Term 1	Term 2	Term 3
A significant turning point in British history – Battle of Britain	x		
A non-European society that provides contrast with British history- Early Civilisation - Mayans			x
The life of Charles Darwin		x	
A local history study	x		x

Science - pupils should be taught	Term 1	Term 2	Term 3
planning different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.	x	x	x
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	x	x	x
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	x	x	x
using test results to make predictions to set up further comparative and fair tests.	x	x	x
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.	x	x	x
identifying scientific evidence that has been used to support or refute ideas or arguments.	x	x	x
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.			
describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.		x	
give reasons for classifying plants and animals based on specific characteristics.		x	
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	x		
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.			x
describe the ways in which nutrients and water are transported within animals, including humans.	x		x
recognise that living things have changed overtime and that fossils provide information about living things that inhabited the Earth millions of years ago.		x	
recognise that living things produce off spring of the same kind, but normally off spring vary and are not identical to their parents.		x	

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		x	
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	x		
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.	x		
use recognised symbols when representing a simple circuit in a diagram.	x		
recognise that light appears to travel in straight lines.			x
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.			x
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.			x
Associate the volume of a buzzer with the number and voltage of cells used in the circuit	x		
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.	x		
Use recognised symbols when representing a simple circuit in a diagram	x		

Geography - pupils should be taught	Term 1	Term 2	Term 3
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	x		x
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	x		x
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	x		x
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	x		x
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	x	x	x
Use field work 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.			x

Cooking and Nutrition - pupils should be taught	Term 1	Term 2	Term 3
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	x	x	x

Art – Pupils should be taught	Term 1	Term 2	Term 3
to create sketch books to record their observations and use them to review and revisit ideas.	x	x	x
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	x	x	x
about great artists, architects and designers in history.	x	x	x

Computing- Pupils should be taught	Term 1	Term 2	Term 3
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		x	
use sequence, selection, and repetition in programs; work with variables and various forms of input and output.		x	
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		x	
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		x	
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	x	x	x
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.	x	x	x
use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	x	x	x

Design and Technology- pupils should be taught	Term 1	Term 2	Term 3
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	x	x	x
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	x	x	x

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	x	x	x
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.	x	x	x
investigate and analyse a range of existing products.	x		
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	x		
understand how key events and individuals in design and technology have helped shape the world.	x	x	x
apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	x		
understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			x
understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	x		
apply their understanding of computing to program, monitor and control their products.			

MFL – Pupils should be taught to	Term 1	Term 2	Term 3
listen attentively to spoken language and show understanding by joining in and responding	x	x	x
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	x	x	x
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	x	x	x
speak in sentences, using familiar vocabulary, phrases and basic language structures.	x	x	x
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	x	x	x
present ideas and information orally to a range of audiences	x	x	x
read carefully and show understanding of words, phrases and simple writing	x	x	x
appreciate stories, songs, poems and rhymes in the language.	x	x	x
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	x	x	x
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	x	x	x
describe people, places, things and actions orally and in writing.	x	x	x
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for	x	x	x

instance, to build sentences; and how these differ from or are similar to English.			
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Music – Pupils should be taught	Term 1	Term 2	Term 3
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	x	x	x
improvise and compose music for a range of purposes using the inter-related dimensions of music.	x	x	x
listen with attention to detail and recall sounds with increasing aural memory.	x	x	x
use and understand staff and other musical notations.	x	x	x
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	x	x	x
develop an understanding of the history of music.	x	x	x

P.E – Pupils should be taught	Term 1	Term 2	Term 3
use running, jumping, throwing and catching in isolation and in combination	x	x	x
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	x	x	x
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	x	x	x
perform dances using a range of movement patterns.	x	x	x
compare their performances with previous ones and demonstrate improvement to achieve their personal best.	x	x	x