

Class:.....Year 6..... **Armitage C.E. Primary School - Key Skills Assessment Document** **Names of children working below**

Geography	<p>Locational Knowledge. Know more about the features of a variety of places around the world from local to global & in different parts of the world.</p>	<p>Place Knowledge. Understand about the links & relationships between different places & that make places dependent on each other</p>	<p>Human & Physical Geography. Describe & explain a range of physical & human processes & recognise that these processes interact to produce distinctive characteristics of places. Describe ways in which physical & human processes operating at different scales create geographical patterns & lead to changes in places.</p>	<p>Geographical Skills & Fieldwork. Explain own views. Suggest own geographical enquiry. Select & use appropriate skills to conduct enquiry. Present findings both graphically & in writing to reach a conclusion & evaluate the information.</p>	
History	<p>Chronological Awareness. Make appropriate use of dates & specialist terms.</p>	<p>Knowledge & understanding of significant aspects of history. Have a depth of factual knowledge & understanding of Britain & the wider world. Identify features & make links between past societies & periods.</p>	<p>Understand historical concepts. Use historical concepts to create their own structured accounts, including written narratives & analyses.</p>	<p>Organise, evaluate & communicate information. Understand the methods of historical enquiry, including how evidence is used & discern how & why contrasting arguments & interpretations of the past have been constructed.</p>	
Art & Design	<p>Generating Ideas (skill of designing & developing new ideas). Independently develop a range of ideas which show curiosity, imagination & originality. Systematically investigate, research & test ideas & plans using sketchbooks & other appropriate approaches. (for instance, sketchbooks will show in advance how work will be produced & how the qualities of materials will be used).</p>	<p>Making (skills of making art, craft & design). Independently take action to refine their technical & craft skills in order to improve their mastery of materials & techniques. Independently select & effectively use relevant processes in order to create successful & finished work.</p>	<p>Evaluating (skills of judgement & evaluation). Provide a reasoned evaluation of both their own & professionals' work which takes account of the starting points, intentions & context behind the work.</p>	<p>Knowledge & understanding (acquiring & applying knowledge to inform progress). Know how to describe, interpret & explain the work, ideas & working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural & social contexts in which they worked. Know about the technical vocabulary & techniques for modifying the qualities of different materials & processes.</p>	
Design & Technology	<p>Design. Generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional & exploded diagrams. Identify the needs, wants, preferences & values of particular individuals & groups. Design a simple design specification to guide their thinking. Make design decisions, taking account of constraints such as time, resources & cost.</p>	<p>Make. Produce appropriate lists of tools, equipment & materials that they need. Explain their choice of materials & components according to functional properties & aesthetic qualities. Formulate step-by-step plans as a guide to making. Accurately measure, mark out, cut & shape materials & components. Accurately assemble, join & combine materials & components. Accurately apply a range of finishing techniques, including those from Art & Design. Demonstrate resourcefulness when tackling practical problems. Use techniques that involve a number of steps.</p>	<p>Evaluate. Evaluate their ideas & products against their original design specification. Analyse how well products achieve their purposes. Investigate & analyse how well products meet user needs & wants. Investigate & analyse how sustainable the materials in products are. Investigate & analyse what impact products have beyond their intended purposes.</p>	<p>Technical Knowledge. That mechanical & electrical systems have an input, process & output. To know the correct technical vocabulary for projects they are undertaking. To know how more complex electrical circuits & components can be used to create functional products. To know how to program a computer to monitor changes & control their products.</p>	
Music	<p>Performing. Vocal - Confidently sing part songs with control, expression & an awareness of phrasing. Instrumental - lay simple parts with accuracy & awareness of pitch, metre & balance. Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres.</p>	<p>Improvising & Composing. Improvise & compose including use of scales, complex rhythm patterns & simple chord structures. Within a group, create & play with an awareness of balance. Represent sounds with detailed symbols. Staff notation: recognise & use simple rhythms, rests & an increased number of pitches.</p>	<p>Listening & Understanding. Listen to music with a range of different metres. Identify some of the structural & expressive aspects of music heard (e.g. chromatic scales used in the melody). Give opinions, using appropriate & extended vocabulary to justify these.</p>	<p>Dimensions. Pitch: Identify a range of different scale patterns (pentatonic, major/minor, chromatic, modes, raga). Duration: Understand more complex rhythms & metres, e.g. counting in 6, 8, 5 or 7. Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect. Tempo: Understand how a wide range of tempi can be manipulated for expressive effect. Timbre: Identify families of instruments & different ensemble combinations (e.g. jazz band, orchestra, choir, blues group). Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), & how they can be used for effect. Structure: Understand a wider range of musical structures (e.g. rondo, theme & variations, drone/ostinato, leitmotifs, 12 bar blues).</p>	
French	<p>Listening & Speaking. Understand the main points & simple opinions in a spoken story, song or passage. Perform to an audience. Understand & express longer & more complex phrases or sentences. Use spoken language confidently to initiate & sustain conversations. Use time and/or sequencing structures in spoken sentences.</p>	<p>Reading & Writing. Identify different text types & read short, authentic texts for information. Match sound to sentences & paragraphs. Write sentences on a range of topics using a model. Construct a short text e.g create a ppt/ presentation or short passage to give a description. Use time & sequencing structures in written sentences. Experiment with the writing of words & phrases from memory.</p>	<p>Grammar. Revisit (extend) & explore use of conjunctions. Understand & use time phrases to give "o'clock" times. Explore & practise a regular present tense verb: 'to play'. Explore & practise the accurate use of nouns, adjectives, conjunctions & verbs in present tense sentences. Use verbs in the third person singular.</p>	<p>Intercultural Understanding. Recognise & understand some of the differences between people & cultures. Present information about an aspect of culture.</p>	
R.E.	<p>Believing. Describe & make connections between expressions of religion e.g. art & architecture. Outline Christian, Hindu and/or non-religious beliefs about life after death. Make connections between the beliefs of different world religions & their teachings.</p>	<p>Expressing. Understand & explain the purpose & importance of religious building & artworks. Consider the importance of different religious values & which are most important to them, recognising similarities & differences between different faiths. Consider links between the beliefs of different religions regarding life after death.</p>	<p>Living. Use evidence from scripture to support ideas. Express own ideas about moral concepts such as fairness & honesty. Reflect upon the support & difficulties that a person may face when following a religion.</p>		

<p>P.E.</p>	<p>Dance. Clap, count & dance a complex rhythm- call & repeat etc. (1 ++ a 2, 3 ++ a 4, 5 ++ a 6 + a 7 + a 8. Understand the origins of Samba & Charleston. Perform a sequenced selection of steps from each genre, e.g. Charleston.</p>	<p>Gymnastics. (Create a short sequence using all of these skills.) Dismount from varying heights safely. Perform a flighted sequence in cannon. Create a paired flight sequence including both unison & cannon. Create a 10 element sequence on floor & apparatus in unison with a partner. Master performing crab position. Create a pathways & patterns as a group. Perform appropriate entrance & exit to a sequence involving music.</p>	<p>Games. Develop the use of skills, including striking & fielding skills. Maintain possession of a ball. Demonstrate an understanding of rules & tactics & show leadership skills. <i>Understand my own independent performance within a team.</i></p>	
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