History

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Establish clear narratives within and across periods by using secure chronological understanding	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?
Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?
Examine different aspects of history eg social, cultural, political and religious, in different contexts	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?
Gain historical perspective by making connections between local, national and international history	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?
Address and devise a wide range of historically-valid questions about change, cause, impact and significance	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?
Develop and apply a range of historical vocabulary eg *influential, narratives, perspective*	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?
Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?
Explain why contrasting arguments and interpretations of the past exist	The Stone Age to the Iron age	The Stone Age to the Iron age			What did the Romans do for us?	What did the Romans do for us?

Juniper

Geography

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		
Name and locate countries, cities and regions of the UK			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes	What did the Romans do for us?	What did the Romans do for us?
Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		
Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		
In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		
Use digital mapping, 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		
Analyse geographical similarities and differences (regions of UK, European country and N/S America)and communicate geographical concepts in a wide variety of ways			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		
Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		
Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		
Understand the interaction between physical and human processes and features and how these change over time			Rivers, Mountains, Volcanoes, Earthquakes	Rivers, Mountains, Volcanoes, Earthquakes		

Juniper

Science

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Independently decide which observations to make	Evolution and inheritance	Light	Electricity	Animals including humans	Living things and classification	Living things and classification
Plan different types of scientific enquiry in order to answer questions	Evolution and inheritance	Light	Electricity	Animals including humans	Living things and classification	Living things and classification
Use science experiences to explore ideas and raise different types of question	Evolution and inheritance	Light	Electricity	Animals including humans	Living things and classification	Living things and classification
Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs	Evolution and inheritance	Light	Electricity	Animals including humans	Living things and classification	Living things and classification
Report and present findings from enquiries, examining causal relationships and reliability of results		Light	Electricity	Animals including humans	Living things and classification	Living things and classification
Recognise and control variables where necessary		Light	Electricity	Animals including humans		
Explain which variables need to be controlled and why		Light	Electricity	Animals including humans		
Take measurements using a range of scientific equipment with accuracy and precision, taking repeatreadings where appropriate	Evolution and inheritance	Light	Electricity	Animals including humans	Living things and classification	Living things and classification
Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning		Light	Electricity	Animals including humans		
Interpret scientific evidence that has been used to support/refute arguments	Evolution and inheritance	Light	Electricity	Animals including humans		

Juniper

Art

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Capture artistic process in sketch book	Digital media	Collage	Watercolour	Printing	Drawing in style of artist	Sculpture – Roman busts
In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration					Drawing in style of artist	
In painting, combine colours, tones and tints to enhance mood			Watercolour			
In collage, combine visual and tactile qualities		Collage				
Enhance digital media by editing including sound, video, animation, still images and installations	Digital media					
Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg *atmosphere, symbolise, mastery, evocative*	Digital media	Collage	Watercolour	Printing	Drawing in style of artist	Sculpture – Roman busts
Master art/design techniques with wide range of materials	Digital media	Collage	Watercolour	Printing	Drawing in style of artist	Sculpture – Roman busts
Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation	Digital media	Collage	Watercolour	Printing	Drawing in style of artist	Sculpture – Roman busts
Communicate ideas and comment on artworks using artistic language	Digital media	Collage	Watercolour	Printing	Drawing in style of artist	Sculpture – Roman busts

Juniper

D&T

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communicate, generate and develop ideas, drawingon other disciplines eg science, maths, computing		Microbits programming		Create a healthy snack for a mountain adventure		Complex structures – CAMS mechanical systems
Use research to inform innovative design and generate own design criteria				Create a healthy snack for a mountain adventure		
Confidently take calculated risks to become innovative, resourceful and enterprising				Create a healthy snack for a mountain adventure		Complex structures – CAMS mechanical systems
Construct more complex structures by applying rangeof strategies in order to solve real/relevant problems						Complex structures – CAMS mechanical systems
Drawing on disciplines & making connectionsto wider subject areas, apply understanding of computing to program, monitor and control products		Microbits programming				
Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)						Complex structures – CAMS mechanical systems
Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors)		Microbits programming				
According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes				Create a healthy snack for a mountain adventure		

Juniper

D&T

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generate own design criteria and critique ideas and products against these				Create a healthy snack for a mountain adventure		
Explain and understand how key events and individuals in D&T helped to shape the world		Microbits programming				
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques				Create a healthy snack for a mountain adventure		
Know where and how a variety of ingredients are grown, reared, caught and processed and its impacton meal design				Create a healthy snack for a mountain adventure		
Develop crucial life skill of feeding themselves and others affordably and well				Create a healthy snack for a mountain adventure		

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Computing Science

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems		Coding				
Solve problems by decomposing them into smaller parts		Coding				
Use sequence, selection and repetition accurately in programs		Coding				
Accurately manipulate a wide range of variables and various forms of input/output		Coding				
Securely use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs		Coding				
Use the opportunities computer networks offer for communication and collaboration	Internet safety					Blogging
Appreciate how results are selected and ranked anduse this to retrieve accurate content	Internet safety					
Be discerning in evaluating the reliability of digital content	Internet safety					
Confidently, competently and responsibly use information and communication technology	Internet safety		Spreadsheets	Quizzing		Blogging
Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs			Spreadsheets	Quizzing		Blogging

Juniper

Music

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Play (including ensembles) melody following staff notation written on one stave	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Accompany melodies using block chords/bass line	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Read and play confidently from rhythm notation cards/rhythmic scores	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Listen with attention to detail to combination of high-quality recorded and live music	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Appreciate and understand music from range of origins, traditions, historical periods and social contexts	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Evaluate and discuss music using increasing complex language	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Sing a broad range of songs (including syncopated rhythms) as part of a choir	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Continue to sing 3- and 4-part rounds/partner songs	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Continue to perform range of songs as a choir to range of audiences	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Create music that includes repetition and contrast, using chord changes	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Extend improvised melodies beyond 8 beats over a fixed groove	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Plan and compose an 8- or 16-beat melodic phrase	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Play/notate melody on available tuned percussion and/or orchestral instruments	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour
Compose melodies made from pairs of phrases in key suitable for the instrument chosen	Music & Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour

Juniper

Physical Education

Year 6 Curriculum Objectives

Sonar Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communicate, collaborate and compete with each other in order to inspire self and others to succeedand excel	Football Gymnastics	Netball	Rugby Hockey	Cricket Dance	Tennis Strength and conditioning	Athletics Dodgeball
Evaluate and recognise own and others' success and identify strategies for improvement	Football Gymnastics Running	Netball Running	Rugby Hockey	Cricket Dance	Tennis Strength and conditioning	Athletics Dodgeball
Use a broad range of skills in isolation and in combination to become physically confident	Football Gymnastics	Netball	Rugby Hockey	Cricket Dance	Tennis Strength and conditioning	Dodgeball
Master flexibility, strength, technique, control and balance	Gymnastics Running	Running			Strength and conditioning	
Perform dances and gymnastic routines on own and with others using a range of movement patterns	Gymnastics			Dance		
Evaluate and compare performances with previous ones	Gymnastics			Dance		Athletics
Demonstrate improvement to achieve personal best	Gymnastics			Dance		Athletics
Play competitive games showing good communicationand collaboration to demonstrate their sense of sportsmanship	Football	Netball	Rugby Hockey	Cricket	Tennis	Dodgeball
Apply range of principles suitable for attacking and defending	Football	Netball	Rugby Hockey	Cricket		Dodgeball
Participate in outdoor and adventurous activities		Orienteering				

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