Year 6 key vocabulary and knowledge.

Geography: vocabulary and knowledge;

Year six	Mr nobody Protecting the environment Enquiry Question: Are we damaging the world?	Have a heart Our World in the Future. Enquiry Question: How will our world look in the future?	where in the world South America: The Amazon. Enquiry Question: What is life like in the Amazon?
All	Climate change Global warming Deforestation Oceans	Fieldwork Maps Community Charity	Amazon Rainforest South America Peru Habitat Forest floor Climate
Most	Threat Planetary health Environmental issue Renewable energy Non-renewable energy	Industry Public services Local region Future Community outreach	Deforestation Humid Brazil Border Vegetation Canopy Equator
Some	Human reliance Political Social and economic drivers Ecological impact	Organisations Commercial Economy	Emergent Understory layer Tropical Environmental preservation
Key knowledge	**All children can**: • describe some threats to the health of our planet • name several common minerals • describe some renewable and non-renewable energy sources • explain how humans rely on the oceans • pose an enquiry question • understand ways to make school more sustainable • identify an important environmental issue. **Most children can:** • plan and carry out an enquiry into sustainability in school • explain several threats to wildlife/habitats • understand ways to improve the health of our planet • explain where minerals are found around the world • explain the carbon cycle • describe some threats to our oceans • understand some advantages of marine protected areas. **Some children can:** • understand some ways in which minerals can be developed sustainably • understand that no one type of energy production will provide all the world's energy.	**All children can**: • explain why their local area is special • plan and carry out fieldwork • describe different types of local industry • list local public services • locate local public services • feel optimistic about their region's future • understand that the location of public services is important • describe the importance of community spirit. **Most children can:** • understand how developments can be sustainable • explain how local industry has changed over time • understand that future needs of the community may affect local industry • choose an appropriate format to present their geographical learning • understand how to take the needs and views of others into account. **Some children can:** • understand how to make their designs sustainable • generate sustainable development ideas that meet the needs of the community • understand that the design of communities can help or hinder community relations.	**All children can:** • use an atlas, map or globe to locate the Amazon rainforest and Amazon River • explain some of the ways in which the Amazon rainforest is valuable • correctly use some of the key vocabulary • understand how they can play a role in preserving the environment • name at least one animal that lives in the Amazon and describe how it has adapted to its habitat. **Most children can:** • identify and name some of the countries in which the Amazon is located • choose and use appropriate sources for geographical research • explain the value of the Amazon rainforest and some ways in which it can be protected • describe some similarities and differences between their local area and a region in South America • describe what the climate is like in Amazonas. **Some children can:** • evaluate and refine the effectiveness of their research methods • correctly use all the key vocabulary • understand that communities change over time.

Year 6 key vocabulary and knowledge.

History: vocabulary and knowledge;

Year six	; The curse of the Maya The Maya Civilization. Enquiry Question: Why should we remember the Maya?"	How civilised The Ancient Greeks. Enquiry Question: What did the Ancient Greeks do for us?"	We'll meet again The Impact of War. Enquiry Question: Did WWI or WWII have the biggest impact on our locality?
All	Pyramid temple sacrifice calendar Civilisation Mayan Beliefs	Classical Empire Citizens Slaves Myth Temple	Refugee Blitz Air raid battle Evacuee Shelter Defence Rationing/Ration books
Most	Achievement agriculture Ancient Architecture Archaeologist Artefact Astronomer Ceremony Chronology Culture	Roman Greek city-state architecture Olympic stadium marathon priest culture predict	Blackout Sources evidence Barrage balloons Allies Gas masks Invasion Military commemorate, Commonwealth civilian Searchlights RAF
Some	Dynasty economy Empire hierarchy Hieroglyphs Indigenous Mummification Society Trade	Minoan Mycenaean Hellenistic democracy monarchy impact. legacy interpret	propaganda reliability Luftwaffe protected/reserved occupations conscription
Key knowledge	**All children can**: understand some features associated with themes, societies, people and events. • demonstrates evidence of some understanding of aspects of life in Maya times, e.g. religion, food, etc.. • The child uses a limited number of historical terms related to the Maya. • The child makes some reference to sources of evidence to support points made, e.g. the pyramids at Tikal. **Most children can;** provide overviews of the most significant features of different themes, individuals, societies and events covered. demonstrates evidence of understanding a range of the main features of Maya society, e.g. religion, food etc., and may begin to make links and group them into themes, e.g. social, cultural. • introduces some aspects of balance within the argument, perhaps comparing the Maya's achievement in an area as less favourable to that of another society studied. • reference a range of sources of evidence to support points made. • use a number of historical terms from this unit and from their study throughout the key stage. **Some children can:** show a detailed awareness of the themes, events, societies and people covered across the UKS2 topics. • demonstrates evidence of a developed understanding of a variety of aspects of Maya civilisation, and links and categorises these into themes, e.g. social, cultural, economic etc. They will make connections with other units studied. They will understand that changes occurred, and that developments took place within the period. discuss these areas in depth, and makes reference to a broad range of sources of evidence to	**All children can:** describe the significant issues in many topics covered. • describe valid achievements made by the Ancient Greeks, and may make some links illustrating that they are still of relevance today, e.g. establishing the Olympic Games or democracy and how we have the right to vote. • A limited number of historical terms related to the Ancient Greek unit are used. • make some reference to sources of evidence to support points made, for example archaeological evidence. **Most children can**; explain why particular aspects of a historical event, development, society or person were of particular significance. •describe and then critically evaluate the significance of various achievements. However, comments made will be focused on achievements made within the period itself. • introduce a hierarchy of importance, and may dismiss some of the developments as no longer being of relevance and therefore insignificant. • reference a range of sources of evidence to support points made. **Some children can:** compare the significance of events, developments and people across time periods. • demonstrate a sound understanding of the concept of significance, and will critically evaluate the achievements of the Ancient Greeks within a broader context, and draw on examples of achievements made by other civilisations studied. • synthesise their arguments, and reach an overall conclusion on the significance of the Ancient Greek achievements. • discuss these areas in depth, and make reference to a broad range of sources of evidence to support points made and conclusions reached. • Throughout their writing, the child will employ a range of historical vocabulary from this and other units studied at KS2.	**All children can;** accept and reject sources based on valid criteria when carrying out particular enquiries. • The child has selected and rejected appropriate sources to exemplify the impact of the wars from the selection provided. • explain why they have made that selection, but references to utility and reliability are weak. •use a limited number of historical terms relating to the World Wars and to sources. **Most children can:** comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. • select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. • explains confidently why they have made that selection, referring to both utility and reliability. • use a number of historical terms from this unit, and from their study throughout the key stage. **Some children can:** evaluate independently a range of sources for historical enquiry, considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. • select and reject appropriate sources to exemplify impact of the wars from those studied within the unit or from their own research. •confidently explains why they have made that selection, referring to both utility and reliability in some depth.

Year 6 key vocabulary and knowledge.

	support points made and conclusions reached. • present a balanced argument, making reference to advances made by other societies at the time, to other societies studied or to the present day, to support or reject the Maya being remembered.		

Year 6 key vocabulary and knowledge.

Science: vocabulary and knowledge; all children should know;

Year six	Evolution and Inheritance (Mr Nobody) Autumn 1	Light (The curse of the Maya discrete Teaching) Autumn 2	Animals, including humans (Have a Heart) Spring 1	(discrete teaching in How civilised) Electricity Spring 2	Living things and their habitats. (Where in the world) Summer 1	Working scientifically (We'll Meet Again Discrete Teaching) Summer 2
All	Living things Habitats species evolution adaptation inherit(ance)	light, Earth & space Shadow Reflection Straight lines	Living things blood vessels red/white blood cells respiratory system carbon dioxide vein/artery	Simple circuits voltage power current battery cell complete	**Bird** **Fish** **Insect** **Mammal** **Mushroom** **Organisms** **reptile** **Amphibian**	Floating Sink Iceberg Plan Record Measure
Most	(micro)organism microbes evolutionary change natural selection competition genes (dominant /recessive) DNA survival of the fittest fossil records Plants (add names of locally-found and/or school- relevant plants, trees, vegetables)	optics transmission refraction	circulatory system capillaries plasma clotting respire air sacs (de)oxygenated aerobic ventricles aorta trachea diaphragm bronchi bronchioles alveoli pulmonary	terminal resistance wire types (plain, nichrome, copper, fuse, florist's) series/parallel circuits **component** **fuse**	**Bacteria** **fungi** **Fauna** **flora** **invertebrate** **microbe** **species** **toadstool** **vertebrate**	**Buoyancy** **Density** **Hypothermia** **upthrust** conclusions enquiries
Some	Chromosomes variegated	geocentric + heliocentric model of the universe	gaseous exchange haemoglobin bronchioles	**electrons** **filament:**	**fermentation** **genus**	**thermal insulation** variables causal relationships
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	• recognise that light appears to travel in straight lines • 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	• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • describe the ways in which nutrients and water are transported within animals, including humans	• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • use recognised symbols when representing a simple circuit in a diagram	• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal

Year 6 key vocabulary and knowledge.

						relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Year 6 key vocabulary and knowledge.

Art: vocabulary and knowledge

Year 6	Mr Nobody Movement – Impressionism	How Civilised? Movement – Pop Art Artist – Romero Britto (Brazillian)	Where in the world? Movement – Realism Artist - Dina Farris Appel (American)
All	Patterns Observation Stippling Scumbling Hatching Cross-hatching Blending Smudging Sgraffito Line Colour Tone Shape	Pop art Print Designing Patterns Observation Texture Shadow Stippling Scumbling Hatching Cross-hatching Blending Smudging Sgraffito Line Colour Tone Shape	Pop art Print Designing Patterns Observation Texture Shadow Stippling Scumbling Hatching Cross-hatching Blending Smudging Sgraffito Line Colour Tone Shape
Most	Shade Depth Designing Pattern Repeat Reflect Realism Observation Detail Texture Shadows Highlights Polystyrene	Shade Depth Designing Pattern Repeat Reflect Realism Observation Detail Texture Shadows Highlights Polystyrene	Shade Depth Print Designing Pattern Repeat Reflect Realism Observation Detail Texture Shadows Highlights Polystyrene
Some	Mood	Mood	Mood
Key knowledge ALL children should at least know	Skills – Explore using sketching pencils ad ink pens to create a range of patterns Explore sketching feathers in detail, thinking about proportions and close observation techniques.	Skills - Compare and contrast different artists representations of rainforest plants and animals exploring the colours and shapes used. Explore observational drawing to create a representation of rainforest plants or animals – focus on detail and texture.	Skills – Pop art style drawings and exploring techniques Exploring printing and ink. Create a pattern for purpose

Year 6 key vocabulary and knowledge.

Please refer to the progression of skills and knowledge map for more detail.	Use colour to express moods and feelings. Explore the texture of paint		

Year 6 key vocabulary and knowledge.

Design Technology: vocabulary and knowledge;

	Year Six		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
	Key Vocabulary		
All	Test Exploded diagrams, cross sectional diagrams Market research Audience Consumer Design brief Assemble Evaluate	design prototype consumer apply stitch technique shape	quality Plan Safety Hygiene Weigh, grams Diet Chop, mix, stir, bake Ingredients flavours
Most	Test Develop Analyse Manipulate Constraints	design prototype consumer presentation components shape construct	appeal Ingredients allergies presentation
Some	Functionality	dimensions	Cross contamination
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	DESIGN • Use research and develop a criteria to inform the design of an innovative, functional and appealing product. •Identify who the product is for and ensure it is fit for purpose • Generate, develop, model and communicate ideas through discussion, computer aided design (must include), cross-sectional or exploded diagrams •Create accurate scaled diagrams •Create prototypes, pattern pieces and/or computer-aided design MAKE •Use a wide range of tools to cut, shape and join materials accurately • Select materials based on their aesthetic and functional qualities •Measure materials with great accuracy TECHNICAL • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Apply their understanding of computing to program, monitor and control products. • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	DESIGN • Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design MAKE • Select from and use a wider range of tools and equipment to perform practical tasks (fabric scissors, needle, thread) • Select textiles and materials that are most suited to the product •Use a range of finishing techniques to ensure the product is aesthetically pleasing •Use a range of stitching techniques (e.g. cross stitch, running stitch, whip stitch) •Combine art techniques to increase the products appeal (e.g. fabric printing)	DESIGN • Develop own design criteria highlighting the purpose and audience for the product •Generate, discuss and share ideas in pairs •Produce a design to communicate ideas COOKING AND NUTRITION • Understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques •follow a simple recipe when cooking •write their own recipe justifying their choices • use proportions when cooking (e.g. doubling or halving amounts) •Discuss and understand the impact culture and society has on food choices •Display good hygienic practice when cooking