

# Key Skills Assessment Criteria

Year 6



	Drawing and Painting	3D Work and Collage	Printing	Textiles
Art	Selects appropriate media and techniques to achieve a specific outcome	Looks at 3D work from a variety of genres and develops own response through experimentation  Recreates images in 2D and 3D, looking at one area of experience.	Create prints with three overlays  Work into prints with a range of media, e.g. pens, colour pens and paints	Experiment with a range of media to overlap and layer creating interesting colours, textures and effects

	Information Technology	Computer Science	Digital Literacy
Computing	Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools (e.g. using non-linear presentation tools such as Prezi)  Select tools which they can use to help them achieve a specific aim and justify these choices to others  Understand the importance of evaluation and adaptation of individual features to enhance the overall product  To continue to use, search, enter data into their own databases	Design and create a simple program that completes a given task including controlling or simulating a physical system.  Use decomposition (breaking up code into smaller parts) to make debugging easier and quicker.  Use variables in my coding.  Understand how search engines order their results.  Use selection (IF statements) to alter the way my programs run  Explain how increasingly complex algorithms work.	Recognise acceptable/unacceptable behaviour online and am confident in reporting.  Recognise trustworthy sources of information on the internet.  Use the internet to communicate  (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).

	Design	Make	Evaluating / Technical Knowledge	Cooking and Nutrition
Design Technology	To communicate their ideas through detailed labelled drawings to develop a design specification  To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways  To plan the order of their work, choosing appropriate materials, tools and techniques  To carry out research, using surveys, interviews, questionnaires and web-based resources  To identify the needs of individuals and groups	To select tools, materials, components and techniques appropriate to the task  To assemble components to make working models  Follow procedures for safety  To construct products using permanent joining techniques  To make modifications as they go along  To pin, sew and stitch materials together to make a product  Demonstrate resourcefulness when tackling practical problems	To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests  To record their evaluations using drawings with labels  To critically evaluate the quality of their design, manufacture and fitness for purpose of their products as they design and make  To show an awareness of how much products cost to make, how innovative and sustainable they are  To use science and mathematical knowledge to help plan and make products  To know that materials have both functional properties and aesthetic properties	Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health  To know that seasons may affect the food available  To know that food is processed into ingredients that can be eaten or used in cooking  Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading.  To weigh and measure dry ingredients and liquids accurately  To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens  To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source

	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Geography</b>	<p>Know more about the features of a variety of places around the world from local to global and in different parts of the world</p> <p>Identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night)</p>	<p>Understand about links and relationships between different places and that make places dependent on each other</p>	<p>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places</p> <p>Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places</p>	<p>Use maps, atlases, globes and digital / computer mapping (e.g. Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid reference with teaching of latitude and longitude in depth</p> <p>Expand map skills to include non-UK countries</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>

	<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>	<b>Organise, Evaluate and Communicate Information</b>
<b>History</b>	<p>Make appropriate use of dates and specialist terms.</p> <p>Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world.</p>	<p>Identify features of and make links between past societies and periods.</p> <p>Understand about beliefs, behaviour and characteristics of people</p> <p>Compare one aspect of life with the same aspect in another period</p> <p>Attempt to explain historical concepts such as causation of events.</p>	<p>Recognise primary and secondary sources.</p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Show awareness of different viewpoints.</p>	<p>Use historical terminology which is mostly accurate.</p> <p>Plan and carry out individual investigations.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p>

	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
<b>Music</b>	<p>Make appropriate use of dates and specialist terms.</p> <p>Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world.</p>	<p>Identify features of and make links between past societies and periods.</p> <p>Understand about beliefs, behaviour and characteristics of people</p> <p>Compare one aspect of life with the same aspect in another period</p> <p>Attempt to explain historical concepts such as causation of events.</p>	<p>Recognise primary and secondary sources.</p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Show awareness of different viewpoints.</p>

	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Swimming</b>
<b>PE</b>	<p>Dribble effectively around obstacles</p> <p>Show precision and accuracy when sending and receiving</p> <p>Perform skills with accuracy, confidence and control</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different ways of bowling</p> <p>Play competitive games ( modified where appropriate ) showing tactical awareness of attacking and defending and some knowledge of rules and scoring</p> <p>Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success</p>	<p>Explore, improvise and combine movements</p> <p>Create structure in sections of dance using a range of movement patterns</p> <p>Understand why dance is good for fitness</p> <p>Comment on their own work and the work of others</p>	<p>Combine and perform gymnastic actions, shapes and balances fluently</p> <p>Develop their own sequences demonstrating control and balance</p> <p>Understand why warming up and cooling down is important</p> <p>Evaluate their own work and the work of others and suggest ways to improve</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing</p> <p>Develop flexibility, strength, technique, control and balance through athletics</p> <p>Can sustain pace over short and longer distances</p> <p>Able to run as part of a relay team working at their maximum speed</p> <p>Can perform a range of jumps and throws demonstrating increasing power and accuracy</p> <p>Are able to identify key strengths of a performer when running, jumping and throwing</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Athletics Y3 – Link running and jumping movements.</p> <p>Can move safely and appropriately around, between and over apparatus</p> <p>Worked with a variety of equipment including balls, hoops, beanbags and quoits</p>

<b>Language Skills</b>	
<b>Languages</b>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.</p>

		<b>Working Scientifically</b>	<b>Geology, Mixtures &amp; Separation</b>
<b>Science</b>		<p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p> <p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p> <p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>	<p>Can compare different rocks based on their appearance and their physical properties.</p> <p>Can group different rocks based on their appearance and their physical properties.</p> <p>Can use a microscope to identify and classify rocks according to whether they are made of grains or crystals.</p> <p>Can describe how fossils are formed.</p> <p>Can recognise that soils are made from rocks and organic matter.</p> <p>Can explore different soils and identify similarities and differences between them.</p> <p>Can use my knowledge of solids, liquids and gases to decide how to separate a mixture (including filtering, sieving and evaporating).</p> <p>Can demonstrate that dissolving is reversible.</p> <p>Can demonstrate that mixing is reversible.</p> <p>Can demonstrate that changes of state are reversible.</p> <p>Can explain that some changes result in the formation of a new material and that this kind of change is usually irreversible.</p>
		<b>Working Scientifically</b>	<b>Electricity</b>
<b>Science</b>		<p>Can ask relevant questions.</p> <p>Can conduct a scientific enquiry to answer my own questions.</p> <p>Can set up a simple scientific enquiry.</p> <p>Can make careful observations.</p> <p>Can take accurate measurement using standard units of measure.</p> <p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p>	<p>Can identify common appliances that run on electricity.</p> <p>Can name basic electrical components – cells, wires, bulbs, switches and buzzers.</p> <p>Recognises that a switch can be open or closed.</p> <p>Can identify whether or not a lamp will light, based on whether or not the lamp is part of a complete loop with a cell.</p> <p>Knows that a switch can control whether a lamp will light in a simple series circuit.</p> <p>Recognises some common conductors.</p> <p>Recognises some common insulators.</p> <p>Knows that metals are good conductors.</p> <p>Can draw a circuit using conventional circuit symbols.</p> <p>Can associate the brightness of a lamp and the volume of a buzzer with the voltage of cell used.</p> <p>Can associate the brightness of a lamp and the volume of a buzzer with the number of cells used.</p> <p>Can compare variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).</p> <p>Can give reasons for variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).</p> <p>Can use recognised symbols when representing a simple circuit on a diagram.</p> <p>Knows what precautions to take to work safely with electricity.</p>

	<b>Working Scientifically</b>	<b>Environment, Ecology and Evolution</b>
<b>Science</b>	<p>Can use results to draw a simple conclusion.</p> <p>Can use results to make a prediction for further values.</p> <p>Can identify difference, similarities and changes related to simple scientific ideas.</p> <p>Can use test results to make further predictions which will feed into further comparative and fair tests.</p> <p>Can report findings from an enquiry both orally and in writing.</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p> <p>Can identify a degree of trust within an enquiry.</p> <p>Can suggest improvements to be made to an investigation.</p>	<p>Knows that animals need the right types and amounts of nutrition.</p> <p>Knows that animals cannot make their own food.</p> <p>Can explore and use classification keys to group living things in the wider environment.</p> <p>Can explore and use classification keys to identify and name living things in their local environment.</p> <p>Knows that environments can change and that this can pose dangers to living things.</p> <p>Knows that living things have changed over time.</p> <p>Knows that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Knows that living things produce offspring, but normally offspring are not identical to their parents.</p> <p>Knows that animals are adapted to suit their environment in different ways.</p> <p>Knows that adaptation can lead to evolution.</p> <p>Can describe the difference in the life cycles of mammals, amphibians, insects and birds.</p> <p>Can describe the life process of reproduction in some animals.</p>