

Y6 Endpoints

Pupils can:

Science

- name and describe the functions of the main parts of the circulatory system
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions
- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved
- describe how fossils provide evidence for evolution
- describe the effects of simple forces that involve contact (air and water resistance, friction) and gravity
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night.

Geography

- identify and understand time zones and the Prime/Greenwich Meridian
- locate Australia and Greece; and their surrounding seas/oceans
- describe and explain local land-use patterns and changes over time
- describe geographical similarities and differences by comparing Margate before, during and after the Victorian era – particularly the development of the railway
- describe and understand key aspects of human and physical geography and the interaction between physical and human processes, in terms of the effect the landscape has on land use, location of settlements and availability of natural resources
- use fieldwork to observe, measure, record and present the human features in the local area (How did Victorian industrialisation and urbanisation change Margate?)

History

- describe some of the significant changes of the Victorian period in terms of urbanisation, technological progress and the birth of the railways
- describe aspects of Ancient Greek life: politics, art, alphabet, thinking (science, maths and philosophy), literature and sport
- describe the influence of historical periods on modern day life, referring particularly to the Victorians and Ancient Greece
- identify and describe exploration and colonisation as a historical trend right up to the present day 'Space Race'
- evaluate a range of primary and secondary sources
- explain how there can be different interpretations of the same historical event, referring to evidence
- construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology

Art

- describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople and designers, taking account of the influence of the different historical, cultural and social contexts in which they worked
- use the technical vocabulary and techniques for modifying the qualities of different materials and processes
- independently develop a range of ideas which show curiosity, imagination and originality
- systematically investigate, research and test ideas and plans using sketchbooks

- independently refine their technical and craft skills in order to improve their mastery of materials and techniques
- independently select and effectively use relevant processes in order to create successful and finished work
- regularly analyse and reflect on their progress, taking account of what they hoped to achieve
- provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

DT

- research products, contexts and potential users, using surveys, interviews, questionnaires and web-based resources
- identify the needs, wants, preferences and values of particular individuals and groups
- use the results of investigations and information sources, including ICT, to develop design ideas
- draw up a specification for their design
- communicate their ideas through detailed labelled drawings, indicating the features that will appeal to intended users and how particular parts will work
- plan the order of their work, choosing appropriate materials, tools and techniques, and suggesting alternative methods of making if the first attempts fail
- use tools safely and accurately to produce well-made, functioning products
- assemble components to make working models using cams
- construct products using permanent joining techniques to produce a high-quality finish
- pin, sew and stitch materials together create a product
- critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make and make necessary modifications
- evaluate their products against the original design specification, carrying out appropriate tests

ICT

- design, write and debug a program using a second programming language based on their own ideas (block coding/javascript), using App Lab (Studio code website)
- plan how to make a smartphone app, using decomposition to break the problem down and solve it by working through the elements they have identified
- use a combination of sequence, selection, repetition and variables in designing their smartphone app
- describe what a given algorithm does and, using logical reasoning, give precise explanations of how it works
- design and create a smartphone app, taking into account input, output and connectivity, the operating system, the algorithms, code and user interface of their own program
- analyse and evaluate data collected when conducting market research for their smartphone app
- select, use and combine a range of media packages to market their app (PPT, ipads and Green Screen technology)
- evaluate, with justification, the effectiveness of a range of apps
- identify the likely and potential consequences of their actions when developing a smartphone app
- understand the principles underpinning acceptable use of digital technologies, with a focus on smartphones

PSHE

- know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- understand that marriage should be a commitment freely entered into by both people
- know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- know the terms associated with gender identity and sexual orientation: see school agreed definitions
- recognise prejudice-based bullying linked to sexual orientation and gender and identify ways to respond to, and report, it

- describe how to manage requests for images of themselves or others (including knowing who to talk to), understanding what is and is not appropriate to ask for or share
- describe how to use a mobile phone responsibly: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- identify some ways in which they can manage their money and be a critical consumer

RE

- describe and make connections between examples of religious creativity (buildings and art)
- give reasons why some believers see generosity and charity as more important than buildings and art
- describe connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions
- give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation
- identify similarities and differences between Christian, Hindu and non-religious beliefs about life after death
- outline the challenges of being a Hindu, Christian or Muslim in Britain today
- give examples of similarities and differences between Christian and Humanist values
- give reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
- express ideas about how and why religion can help believers when times are hard, giving examples
- express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied

Music

- refine vocal performances with consideration of posture, breathing and enunciation
- learn to sing major and minor note patterns accurately
- demonstrate understanding of pitch through singing from simple staff notation
- follow and interpret a complex graphic score for four instruments
- play tuned instrumental parts confidently from graphic scores with note names
- revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music
- compose programme music from a visual stimulus
- experience and understand the effect of changing harmony

PE

- describe why some athletic activities can improve strength, power or stamina and explain how these can help their performances in other types of activity
- develop the consistency of their actions in a number of athletic events
- combine and perform skills more fluently and effectively in invasion games with control, adapting them to meet the needs of the situation
- use planned variations and contrasts in actions and speed in their gymnastic sequences
- perform with clarity and sensitivity to an accompaniment communicating a dance idea on their own, with a partner and in a group
- use physical and teamwork skills well in a variety of different OAA challenges
- identify aspects of their own and others performances that need improvement and suggest how to improve them

French

- name and spell at least five planets and place them on a solar system map
- recount an interesting fact about four of the planets
- say and recognise the vocabulary for school subjects

- tell the time and ask the time
- use the verb aller in French to say what time they go to school
- name the key personal pronouns
- create a verb stem and work out the endings for regular –ER, -IR and -RE verbs
- conjugate the irregular verbs AVOIR, ÊTRE. ALLER and FAIRE
- say what they do at the weekend
- integrate connectives into their work
- say and recognise the nouns for key sports in the current Olympic games
- use de la, de l' and du when you say you play a sport in French.