

Satellite Views - Concepts and Skills - Year 6

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| Year 6 |
| Geography |
| Global Warning |
| Concepts A. To understand the meaning of the term 'pollution' B. To learn about water pollution and its effects C. To learn about air pollution and its effects D. To understand the link between waste and pollution |
| Skills Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways |
| Time Team |
| Concepts NC -To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies A. To locate and name five key landmarks in the local area using maps and plans B. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time C. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time. E. To know how to apply their knowledge when giving a guided tour of the local area |
| Skills Ge54 Collect and record evidence independently Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge62 Use symbols and keys when sketching maps, plans and graphs |

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| Year 6 |
| Science |
| Global Warning |
| Concepts A. To know that some changes result in the formation of new materials, and that this kind of change is not usually reversible (NC) B. To compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets (NC) C. To suggest how mixtures might be separated, including through filtering, sieving and evaporating, using their knowledge of solids, liquids and gases (NC) D. To know how to demonstrate that dissolving, mixing and changes of state are often reversible changes (NC) E. To understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution (NC) F. To show understanding by giving reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (NC) |
| Skills Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions Sc51 Make predictions based on scientific knowledge and understanding Sc52 Carry out a range of scientific investigations Sc53 Recognise and control variables where appropriate during investigations Sc54 Identify scientific evidence that has been used to support or refute ideas Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data Sc57 Select information from a range of sources Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc60 Present reports of findings in written form, displays and presentations Sc61 Use test results to make predictions and set up further comparative and fair tests |
| "I Have A Dream" |
| Concepts A. To know the difference in the life cycles of a mammal, an amphibian, an insect and a bird (NC) B. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (NC) C. To be able to describe the life process of reproduction in some plants and animals (NC) D. To be able to classify plants and animals based on specific characteristics and give reasons (NC) E. To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences (NC) |

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| F. To know and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (NC) |
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| A World of Bright ideas |
| Concepts A. To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (NC) B. To identify the effect of air resistance and friction, that act between moving surfaces (NC) C. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (NC) |
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| Wars Of The World |
| Concepts A. To understand that light appears to travel in straight lines (NC) B. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (NC) C. To know that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes see them (NC) D. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (NC) |
| Skills Sc51 Make predictions based on scientific knowledge and understanding Sc53 Recognise and control variables where appropriate during investigations Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT Sc59 Report findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc61 Use test results to make predictions and set up further comparative and fair tests |
| Go With The Flow |
| Concepts A. To know and describe the changes as humans develop to old age (NC) B. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (NC) C. To identify and name the main parts of the human circulatory systems, and explain the functions of the heart, blood vessels and blood (NC) D. To describe the ways in which nutrients and water are transported within animals, including humans (NC) |
| Skills Sc50 Select and plan the most appropriate type of scientific enquiry to answer specific questions Sc51 Make predictions based on scientific knowledge and understanding Sc52 Carry out a range of scientific investigations Sc53 Recognise and control variables where appropriate during investigations Sc54 Identify scientific evidence that has been used to support or refute ideas Sc55 Take measurements using a range of scientific equipment with accuracy and precision Sc56 Decide when observations and measurements need to be checked, by repeating, to give more reliable data Sc57 Select information from a range of sources Sc58 Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT Sc59 Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions Sc60 Present reports of findings in written form, displays and presentations Sc61 Use test results to make predictions and set up further comparative and fair tests |

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| Year 6 |
| History |
| Wars Of The World |
| <p>Concepts</p> <p>NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A. To know and understand why wars occur</p> <p>B. To learn about the two world wars and understand their impact</p> <p>C. To understand what a civil war is and have some knowledge of famous civil wars</p> <p>D. To know where current wars are taking place</p> <p>E. To learn about pacifism and the concept of peace</p> |
| <p>Skills</p> <p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> |
| "I Have A Dream" |
| <p>Concepts</p> <p>NC - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>A. To learn the definition of apartheid</p> <p>B. To know about the Jim Crow Laws and how they affected black people</p> <p>C. To learn about Martin Luther King and the impact he had on society</p> <p>D. To become familiar with Nelson Mandela's role in the anti-apartheid movement in South Africa</p> <p>E. To know about and understand other forms of discrimination e.g. anti-Semitism</p> |
| <p>Skills</p> <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi45 Recognise and understand the broad chronology of major events, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> |
| A World Of Bright Ideas |
| <p>Concepts</p> <p>NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A. To learn about important inventions from the past</p> |
| <p>Skills</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> |
| Time Team |
| <p>Concepts</p> <p>NC - Pupils should be taught a local history study</p> <p>A. To identify and research a famous historical figure who lived in your local area</p> <p>C. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time</p> <p>D. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time</p> <p>E. To know how to apply their knowledge when giving a guided tour of the local area</p> |
| <p>Skills</p> <p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> |
| British Bulldog |
| <ul style="list-style-type: none"> To know who Winston Churchill was and why he is an important figure To know and be able to retell the life story of Winston Churchill To know what the main achievements of Winston Churchill were, both as a very capable politician and military leader To understand how speech and oratory can have both positive and negative effects To know that as well as a politician, Winston Churchill was an accomplished painter To know that his views can now be seen as controversial To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusions |
| <p>Skills</p> <p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> |

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Hi47 Suggest possible omissions and the means of finding out
 Hi48 Select and combine information from different sources
 Hi49 Recall, select, organise and communicate historical information in a variety of ways

True Crime? The Pendle Witches

- To know about some aspects of life in Lancashire in the early 1600s
- To know about the accusations of witchcraft
- To know what evidence is and analyse initial evidence for the Pendle Witch trials
- To know the order of events leading to the Pendle Witches' arrest
- To analyse further evidence in the form of convictions
- To know and understand the role Jennet Device played in convicting the witches
- To know that persecution based on religion and belief still occurs today

Skills

Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers
 Hi43 Recognise social, cultural, religious and ethnic diversity of societies
 Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this
 Hi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied
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| Year 6 |
| Art |
| A World Of Bright Ideas |
| Printing Skills Development <ul style="list-style-type: none"> To know how to create a two-colour relief print with a stencil Concepts NC - To create sketch books to record their observations and use them to review and revisit ideas NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <ul style="list-style-type: none"> To know why logos are important in branding To know the features of a strong brand image |
| Skills Ar79 <i>Printing</i> Choose the printing method appropriate to task Ar80 <i>Printing</i> Build up layers and colours/textures A81 <i>Printing</i> Organise their work in terms of pattern, repetition, symmetry or random printing styles Ar99 <i>Printing</i> Describe varied techniques Ar100 <i>Printing</i> Show confidence in printing on paper or fabric |
| "I Have A Dream" |
| 3D Form Concepts NC - To know about great artists, architects and designers NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <ul style="list-style-type: none"> To know that Pietro D'Angelo is an artist that creates paper clip sculptures To understand the properties and capabilities of wire e.g. mesh, paper clips, garden wire |
| Skills Ar93 <i>Analyse and comment on ideas and methods</i> Ar104 <i>Modelling and Sculpting</i> Create sculpture and constructions with increasing independence |
| Wars Of The World |
| Collage and Textiles Skills Development <ul style="list-style-type: none"> To know about exploring fabrics by stitching Concepts NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <ul style="list-style-type: none"> To learn about the significance of the poppy during World War I as a representation of sacrifice made by the soldiers To learn about the 5000 poppies project, which involved hand-knitted poppies that were donated from around the world and displayed at Federation Square, Melbourne to represent the fallen soldiers |
| Skills Ar102 <i>Textiles/Collage</i> Show awareness of the potential of the uses of materials Ar103 <i>Textiles/Collage</i> Use different techniques, colours and textures when designing and making pieces of work |
| British Bulldog |
| Painting Concepts <ul style="list-style-type: none"> To know that as well as a politician, Winston Churchill was an accomplished painter |
| Skills Ar87 <i>Drawing</i> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape Ar88 <i>Painting</i> Carry out preliminary studies, test media and materials and mix appropriate colours Ar89 <i>Painting</i> Work from a variety of sources, including some researched independently Ar96 <i>Painting</i> Choose appropriate paint, paper and implements to adapt and extend their work Ar97 <i>Painting</i> Create shades and tints using black and white. Work from a variety of sources, including some researched independently Ar98 <i>Painting</i> Show an awareness of how paintings are created |

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| Year 6 |
| Design Technology |
| A World Of Bright Ideas |
| Concepts NC - Understand how key events and individuals in design and technology have helped shape the world <ul style="list-style-type: none"> To understand the meaning of the term 'copyright' and learn about why it is important To know about and understand what a patent is To know about and understand what a trademark is To design a new brand for a range of greetings cards |
| Skills Dt47 Draw on and use various sources of information, including ICT sources Dt48 Generate and clarify ideas for products, considering intended purpose Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed Dt50 Choose how to communicate design ideas as they develop, considering use and purpose |
| Mechanisms - Structure 1 |
| Concepts NC - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately NC - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <ul style="list-style-type: none"> Create a frame structure |
| Skills Dt44 Explore alternative ways of making their product, if first attempts fail Dt48 Generate and clarify ideas for products, considering intended purpose Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed Dt50 Choose how to communicate design ideas as they develop, considering use and purpose Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately |
| Mechanisms - Structures 2 |
| Concepts NC - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <ul style="list-style-type: none"> Join up frames to create a bridge |
| Skills Dt44 Explore alternative ways of making their product, if first attempts fail Dt45 Check work as it develops and modify as necessary Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes Dt48 Generate and clarify ideas for products, considering intended purpose Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed Dt50 Choose how to communicate design ideas as they develop, considering use and purpose |
| Mechanism - Structures 3 |
| Concepts NC - select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately NC - Understand and use mechanical systems in their products (for example, gears, pulleys cams, levers and linkages) NC - Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) <ul style="list-style-type: none"> Design, make and evaluate a three wheeled 'racer' |
| Skills Dt44 Explore alternative ways of making their product, if first attempts fail Dt45 Check work as it develops and modify as necessary Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes Dt47 Draw on and use various sources of information, including ICT sources Dt48 Generate and clarify ideas for products, considering intended purpose Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed Dt50 Choose how to communicate design ideas as they develop, considering use and purpose Dt51 Select from a wide range of tools and equipment to perform practical tasks accurately |
| Electronics 1 |
| Concepts NC - Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) NC - Apply their understanding of computing to program, monitor and control their products <ul style="list-style-type: none"> Design, make and evaluate a device to send Morse Code signals |
| Skills Dt44 Explore alternative ways of making their product, if first attempts fail Dt45 Check work as it develops and modify as necessary Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes Dt47 Draw on and use various sources of information, including ICT sources Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed |
| Electronics 2 |
| Concepts NC - Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) NC - Apply their understanding of computing to program, monitor and control their products <ul style="list-style-type: none"> Design, make and evaluate a traffic control system |
| Skills |

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| Dt44 Explore alternative ways of making their product, if first attempts fail Dt45 Check work as it develops and modify as necessary Dt46 Evaluate their products, identifying strengths and areas for development, and make appropriate changes Dt47 Draw on and use various sources of information, including ICT sources Dt48 Generate and clarify ideas for products, considering intended purpose Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed |
| Textiles |
| Concepts NC - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design NC - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <ul style="list-style-type: none"> • Make a cushion following a pattern |
| Skills Dt44 Explore alternative ways of making their product, if first attempts fail Dt45 Check work as it develops and modify as necessary Dt48 Generate and clarify ideas for products, considering intended purpose Dt49 Plan what they have to do, suggesting a sequence of actions and alternatives if needed Dt50 Choose how to communicate design ideas as they develop, considering use and purpose |

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| Year 6 |
| Music |
| "I Have A Dream" |
| <p>Skills Development</p> <ul style="list-style-type: none"> To understand ternary form and compose a piece of music using this structure <p>Concepts</p> <p>NC - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> To know what folk music is To know some English folk music To know about the origins of spiritual folk / slave songs To understand what a musical phrase is |
| <p>Skills</p> <p>Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved</p> <p>Mu52 Perform significant parts from memory, with awareness of their own contributions</p> <p>Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary</p> <p>Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory</p> <p>Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions</p> |
| A World Of Bright Ideas |
| <p>Skills Development</p> <ul style="list-style-type: none"> To use listening skills to identify instruments playing both individually and in small groups To distinguish between similar timbres to correctly identify and name instruments To learn what a chord is and how a chord is played To develop notation reading skills <p>Concepts</p> <p>NC - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> To know about the history and evolution of the guitar To know how to recognise the instruments heard in a piece of music To know about the history and evolution of the flute To understand the importance and impact of timbre in music To know which instruments belong to the flute and guitar families |
| <p>Skills</p> <p>Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved</p> <p>Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary</p> <p>Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory</p> |
| Global Warning |
| <p>Concepts</p> <p>NC - Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> To know what a 'verse' is in a piece of music To know what an echo is To know what a call and response song is To know how to record a composition using digital technology |
| <p>Skills</p> <p>Mu50 Explore the use of notation and ICT to support creative work</p> <p>Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved</p> <p>Mu52 Perform significant parts from memory, with awareness of their own contributions</p> <p>Mu55 Perform solo and lead others from notation</p> <p>Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions</p> |
| Wars Of The World |
| <p>Skills Development</p> <ul style="list-style-type: none"> To practice breathing techniques in order to improve vocal control To learn how to perform music without having to read from a score <p>Concepts</p> <p>NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> To know that music is used for a variety of purposes To know how to use dynamics in singing To know the importance of listening to each other when singing and performing |
| <p>Skills</p> <p>Mu52 Perform significant parts from memory, with awareness of their own contributions</p> <p>Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary</p> <p>Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory</p> |

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| Year 6 |
| Computing |
| A World of Bright Ideas (Computer Science) |
| <p>Concepts</p> <p>NC – Know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>NC – Know how to use sequence, selection, and repetition in programs, work with variables and various forms of input and output</p> <p>NC – Know how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <ul style="list-style-type: none"> To know how to use variables and inputs within Scratch To understand how to use repetition and variables to create a scoring system To know how to design a numeracy game to include variables, selection and repetition To know how to program the designed game using variables, selection and repetition |
| <p>Skills</p> <p>CS4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>CS5 Solve problems by decomposing them into smaller parts</p> <p>CS6 Use sequence, selection, and repetition in programs</p> <p>CS7 Work with variables and various forms of input and output</p> <p>CS8 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
| Global Warning Multimedia (Presentation, Word Processing and Publishing) |
| <p>Concepts</p> <p>NC – Know how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> To know how to use presentation software to create a digital presentation To know how to use word processing software to create a newspaper report |
| <p>Skills</p> <p>Mm10 Analyse, describe and discuss the effectiveness of the work with ICT</p> <p>Mm11 Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effect to enhance outcomes</p> <p>Mm12 Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Mm13 Organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication</p> <p>Mm14 Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions.</p> |
| Wars of the World Multimedia (Publishing / Design) |
| <p>Concepts</p> <p>NC – Know how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> To know how to use design software to create a poster |
| <p>Skills</p> <p>Mm10 Analyse, describe and discuss the effectiveness of the work with ICT</p> <p>Mm11 Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effect to enhance outcomes</p> <p>Mm12 Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Mm13 Organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication</p> <p>Mm14 Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions.</p> |
| 'I Have a Dream...' Multimedia (Sound Recording) |
| <p>Concepts</p> <p>NC - To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> To know how to create a multimedia broadcast <p>COMPUTER SCIENCE</p> <p>Pupils will use Scratch to create a simulation of a lighting and audio system for the multimedia broadcast created above. Pupils will first create a backdrop, then audio control simulation and lighting rig which they will program so that it has different lighting patterns and finally adding their audio from their broadcast above.</p> <p>Concepts</p> <p>NC – Know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> To know how to simulate the control within an audio system using selection, repetition and variables To know how to simulate a system using costumes To know how to use variables to extend a lighting pattern |
| <p>Skills</p> <p>Mm10 Analyse, describe and discuss the effectiveness of the work with ICT</p> <p>Mm11 Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effect to enhance outcomes</p> |

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| <p>Mm12 Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Mm13 Organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication</p> <p>Mm14 Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions.</p> <p>CS4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>CS5 Solve problems by decomposing them into smaller parts</p> <p>CS6 Use sequence, selection, and repetition in programs</p> <p>CS7 Work with variables and various forms of input and output</p> <p>CS8 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
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Satellite Views - Concepts and Skills - Year 6

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| Year 6 |
| PSHE - Theme |
| A World Of Bright Ideas |
| Concepts <ul style="list-style-type: none"> • Know how to cook and apply the principles of nutrition and healthy eating • Prepare and cook with a variety of ingredients, using a range of cooking techniques |
| Skills <p>PW48 Make connections between their learning, the world of work and their future economic wellbeing</p> <p>PW55 Take action based on responsible choices</p> <p>PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p> <p>CI24 Work collaboratively towards common goals</p> <p>CI25 Reach agreements, make decisions and manage discussions to achieve positive results</p> |
| "I Have A Dream" |
| Concepts <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary • Understand the need to develop teamwork skills • Recognise that there are many roles within a community • Understand the need to collaborate in a group situation • Learn about cultural differences and how diverse cultures can enhance societies • Learn about gender discrimination and its impact |
| Skills <p>PW46 Identify the skills they need to develop to make their own contribution in the working world in the future</p> <p>PW63 Recognise that positive friendships and relationships can promote health and wellbeing</p> <p>PW65 Recognise how new relationships may develop</p> <p>PW66 Reflect on the many different types of relationships that exist</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>CI15 Work co-operatively, showing fairness and consideration to others</p> <p>CI18 Recognise that communities and the people within them are diverse, changing and interconnected</p> <p>CI20 Identify different forms of discrimination against people in societies</p> |
| Wars Of The World |
| Concepts <ul style="list-style-type: none"> • Understand the meaning and importance of resilience and courage • Recognise and know how to deal with situations involving peer pressure • Recognise the features of extremism • Identify why and how people are recruited into extremist activity • Identify some of the stereotypes relevant to extremism • Understand how extremism can lead to harm • Recognise extremism and radicalisation • Identify why and how people are recruited into radicalised activity • Identify some of the stereotypes relevant to radicalisation • Identify the risks faced in relation to extremist activity • Understand how they can lead to harm • Recognise extremism and radicalisation • Identify why and how people are recruited into radicalised activity • Identify some of the stereotypes relevant to extremism • Identify the risks faced in relation to extremist activity |
| Skills <p>PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness</p> <p>PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p>PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p> <p>HW4 Recognise and respect similarities and differences between people</p> |

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| Year 6 |
| PSHE - Discrete |
| Autumn 1 |
| Core 1 Unit 3 Lesson 1: Identified Strengths – Big Dreams Core 1 Unit 3 Lesson 2: Identified Strengths – Big Achievers Concepts <ul style="list-style-type: none"> • Be able to reflect on past achievements • Recognise achievements of others as being worthwhile and important |

Satellite Views - Concepts and Skills - Year 6

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| <p>Core 1 Unit 5 Lesson 6: Internet Safety – Fake News</p> <p>Concepts</p> <ul style="list-style-type: none"> To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted |
| <p>Skills</p> <p>PW46 Identify the skills they need to develop to make their own contribution in the working world in the future</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> |
| Autumn 2 |
| <p>Core 1 Unit 3 Lesson 3: Setting Goals – Super Futures</p> <p>Concepts</p> <ul style="list-style-type: none"> To set personal goals To think about their own strengths and weaknesses when setting goals <p>Core 1 Unit 3 Lesson 4: Setting Goals – I can do that!</p> <ul style="list-style-type: none"> To be able to see how their learning now can influence their future learning and work choices Be aware of a wide range of careers, opportunities and job choices available to them at local colleges |
| <p>Skills</p> <p>PW46 Identify the skills they need to develop to make their contribution in the working world in the future</p> <p>PW48 Make connections between their learning, the world of work and their future economic wellbeing</p> <p>PW54 Begin to set personal goals</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>CI24 Work collaboratively towards common goals</p> |
| Spring 1 |
| <p>Concepts</p> <p>Core 1 Unit 1 Lesson 4: Physical Illness - Bleugh!</p> <p>Concepts</p> <ul style="list-style-type: none"> Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body <p>Core 1 Unit 1 Lesson 6: Immunisation – One Sharp Scratch</p> <p>Concepts</p> <ul style="list-style-type: none"> To know the facts and science relating to allergies, immunisation or vaccination |
| <p>Skills</p> <p>PW62 Make responsible, informed decisions</p> <p>PW69 Talk with a wide range of adults</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> |
| Spring 2 |
| <p>Core 1 Unit 1 Lesson 5: Healthy Minds – Young Minds</p> <p>Concepts</p> <ul style="list-style-type: none"> To know how and when to seek support including which adults to speak to in school if they are worried about their health To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <p>Core 2 Unit 4 Lesson 4: Mental Wellbeing – Mind Business</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing <p>Core 2 Unit 3 Lesson 1: Race and Ethnicity – United States</p> <p>Concepts</p> <ul style="list-style-type: none"> Know the importance of self-respect and how this links to their own happiness Learn about racial discrimination and its impact on societies, past and present |
| <p>Skills</p> <p>PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p> <p>PW63 Recognise that positive friendships and relationships can promote health and wellbeing</p> <p>PW64 Identify how to find information and advice through help lines</p> <p>HW4 Recognise and respect the similarities and differences between people</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> |
| Summer 1 |
| <p>Core 2 Unit 4 Lesson 3: Marriage – I Promise...</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that marriage represents and formal legally recognise commitment for two people to each other which is intended to be lifelong <p>Core 2 Unit 4 Lesson 2: Support and Care – Connections</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that relationships can change as a result of growing up |
| <p>Skills</p> <p>PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p>PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressure</p> <p>PW58 Recognise that when the body changes during puberty It can affect feelings and behaviour</p> <p>PW66 Reflect on the many different types of relationships that exist</p> |

Satellite Views - Concepts and Skills - Year 6

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| PW68 Manage changing emotions and recognise how they can impact on relationships |
| HW11 Recognise how their behaviour and that of others may influence people both positively and negatively |
| Summer 2 |
| Core 3 Unit 4 Lesson 1: Generating Income – Making Money |
| Concepts |
| <ul style="list-style-type: none"> Know and understand the principles of enterprise Understand profit and loss |
| Core 3 Unit 4 Lesson 2: Generating Income – Raising Money |
| Concepts |
| <ul style="list-style-type: none"> Know and understand the principles of charity work |
| Skills |
| PW46 Identify the skills they need to develop to make their own contribution in the working world in the future |
| PW50 Show initiative and take responsibility for activities that develop enterprise capability |
| HW9 Recognise their strengths and how they can contribute to different groups |
| HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals |
| HW28 Respond to challenges, including recognising, taking and managing risk |
| CI24 Work collaboratively towards common goals |
| CI25 Reach agreements, make decisions and manage discussions to achieve positive results |

Year 6 PSHE SafeZone

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| Year 6 |
| SafeZone |
| Lesson 1 – Online Reputation & Managing Online Information (Autumn 1) |
| <p>Mission: To ensure your digital identity is protected and spot when something online might not be as it seems</p> <p>In this lesson, pupils will develop their knowledge of digital personality and why it is important to develop a positive one. They will look at how they can maintain a degree of anonymity online. Pupils will learn how to take practical steps to identify spam and how to identify, flag, report and block anything they deem suspicious, inappropriate or harmful. Pupils will assess their knowledge of Digital Citizenship via the Google Be Internet Legends game 'Interland'.</p> |
| <p>Objectives</p> <ul style="list-style-type: none"> I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence people's choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between on-line misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content. |
| <p>Key Vocabulary digital personality, anonymity, anonymous, phishing, scam, spam, cyber-criminal, flag, report, block, grooming, harmful, inappropriate, identify, URL, secure, unsafe, well-being</p> |
| Lesson 2 – Online Relationships & Online Bullying (Autumn 2) |
| <p>Mission: To debate whether the sharing of certain content online is okay</p> <p>In this lesson, pupils will explore different scenarios concerning sharing of content online and how they would deal with this. They will discuss and debate with each other, considering the consequences of certain decisions, actions, and reactions that they or others may make. They will look at how to protect their future by making intelligent informed decisions while communicating online.</p> |
| <p>Objectives</p> <ul style="list-style-type: none"> I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts. |
| <p>Key Vocabulary debate, decisions, actions, reactions, consequences, communication, historical, future, sharing</p> |
| Lesson 3 – Self-Image and Identity (Spring 1) |
| <p>Mission:</p> |

Satellite Views - Concepts and Skills - Year 6

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| <p>To understand and challenge stereotypes online</p> <p>In this lesson, pupils will learn what stereotypes are. They will learn about and discuss common stereotypes they may come across online. Pupils will be tasked with challenging their own stereotypes and they will investigate instances where people have broken down stereotypes. They will take part in a quiz that will help pupils recognise how gender stereotyping can impact them in their online spaces and encourage them to respect and celebrate differences.</p> |
| <p>Objectives</p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p> |
| <p>Key Vocabulary</p> <p>stereotype, belief, gender, race, disability, challenge, rights, difficulties, inspiration</p> |
| <p>Lesson 4 – Health, Well-Being and Lifestyle & Managing Online Information (Spring 2)</p> |
| <p>Mission:</p> <p>To understand the challenges, we face while using technology and identify strategies to stay healthy</p> <p>In this lesson, pupils will delve deeper into the challenges we face whilst using technology, for example, persuasive design features and disinformation. They will understand that it is up to the user to make more informed choices about their behaviour and take control of their health and well-being. Pupils will create a list of advice for others on how to stay safe and healthy, whilst still being able to regularly access technology.</p> |
| <p>Objectives</p> <ul style="list-style-type: none"> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and ad targeting and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between on-line misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content. |
| <p>Key Vocabulary</p> <p>Manipulation, persuasion, engagement, inappropriate, misinformation, disinformation, PEGI, restrictions, notifications, addiction</p> |
| <p>Lesson 5 & 6 – Privacy and Security & Copyright and Ownership (Summer 1)</p> |
| <p>Mission:</p> <p>To understand good practice in terms of privacy and security and pass this on to others</p> <p>Over the course of these final two lessons, pupils will develop their knowledge of privacy and security, looking at security updates, privacy settings, phishing scams, and cyber-attacks, etc. A pupil-led activity will follow where children should demonstrate their knowledge of privacy and security, and copyright and ownership, by guiding others.</p> |
| <p>Objectives</p> <ul style="list-style-type: none"> I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use. I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet. |
| <p>Key Vocabulary</p> <p>passwords, cyber-attack, updates, settings, security, permissions, consent, protect, guide, help, advice</p> |