



Year 6 Key Skills: 'Who were the ancient Mayans and what developments did they make?'

History <ul style="list-style-type: none"> • Can they place features of historical events and people from past societies and periods in a chronological frame work? • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? • Can they summaries the main events from a specific period in history, explaining the order in which key events happened? • Can they describe features of historical events and people from past societies and periods they have studied? 		Geography <ul style="list-style-type: none"> • Can they give extended descriptions of the physical features of different places around the world?
Computing <ul style="list-style-type: none"> • Can they use a search engine using keyword searches? • Can they use complex searcher using +, OR, find the phrase in inverted commas? • Can they present a film for a specific audience and then adapt for a different audience? 	Design and Technology <ul style="list-style-type: none"> • Do they consider culture and society in their design? • Can they use tools and materials precisely? • Can they use a range of information to inform their design? • Can they follow and refine their plan if necessary? • Can they say what would improve it? Stiff and flexible sheet materials <ul style="list-style-type: none"> • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product? 	Art and Design <ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they include both visual and tactile elements in their work? • Can they create work which is open to interpretation by the audience?
Science <ul style="list-style-type: none"> • Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? • Can they give reasons for classifying plants and animals based on specific characteristics? • Can they present a report of their findings through writing, display and presentation? • Can they take measurements using a range of scientific equipment with increasing accuracy and precision? • Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can they identify scientific evidence that has been used to support to refute ideas or arguments? 	PE Games <ul style="list-style-type: none"> • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? Evaluating and improving <ul style="list-style-type: none"> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? 	Music <ul style="list-style-type: none"> • Can they take on a solo part? • Can they used a variety of different musical devices in their composition? (including melody, rhythms and chords) • Can they refine and improve their work?

