

Year 6 Curriculum Objective Overview

Autumn Term

Our Natural World

English – Autobiography, Diary, Narrative, Poetry, Explanation

Writing/ GPS

- Use suffixes -ed, -er, -ing, -est (vowel suffixes)
- Spell words ending in -ough
- Use suffixes less, -ful, -ness, -ment, -ly
- Spell homophones
- Spell words with ti or ci
- Spell words ending in -tion, -sion, -ssion, -cian
- Understand and use antonyms and synonyms
- Recognise and use adverbials to link ideas.
- Recognise and use subordinating conjunctions and subordinating clauses
- Use commas to mark phrases and clauses
- Use a colon to introduce a list and use semi-colons within lists



Reading

- Skimming and scanning
- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read new words and understand meaning
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously
- Check that text makes sense to them, discuss and explore the meaning of words in context
- Ask questions to improve understanding
- Make inferences about characters' feelings, thoughts and motives from their actions
- Predict what might happen from details stated and implied
- Summarise the main ideas
- Identify, discuss and evaluate how language, structure and presentation contribute to meaning and can impact on the reader
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views

Maths

- Geography Weather: calculate and interpret the mean as an average
- Geography Weather: use negative numbers in context, and calculate intervals across zero
- Geography Weather: interpret and construct pie charts and line graphs and use these to solve problems
- DT Shelters: recognise, describe and build simple 3-D shapes, including making nets
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Divide numbers up to 4 digits by a two-digit number with remainders as whole numbers, decimals fractions, or by rounding
- Perform mental calculations, including with mixed operations and large numbers
- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Round any whole number to a required degree of accuracy
- Solve number and practical problems that involve everything so far in Autumn Term (Ongoing)
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Divide numbers up to 4 digits by a two-digit whole number using long division with remainders as whole numbers, decimals fractions, or by rounding
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Draw 2-D shapes using given dimensions and angles
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (for example, mm³ and km³)
- Calculate the area of parallelograms and triangles
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Use simple formulae
- Identify common factors, common multiples and prime numbers

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Science - Living things in their habitats, Evolution and Inheritance

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using 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
- Use test results to make predictions to set up further comparative and fair tests
- 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
- Identify scientific evidence that has been used to support or refute ideas or arguments

Living things in their habitats

- 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

Evolution and Inheritance

- 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

Art and Design - Colour wheel and digital art

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing and painting with a range of materials

Computing - Digital art, E-safety, Powerpoint

- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Design and Technology - Animal shelters

- Use research and develop design 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,

prototypes, pattern pieces and computer-aided design

- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately
- Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Geography - Why should we care about the rainforest?

Locational Knowledge

- locate the world's countries, using maps to focus on South America concentrating on environmental regions, key physical characteristics, countries and major cities
- identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region in a South America (Amazon Basin)

Human and physical geography

Describe and understand the key aspects of:

- physical geography, climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital computer mapping to locate countries and describe features studied
- use eight points of a compass and four and six figure grid references, symbols and keys (including the use of OS maps) to build knowledge of the wider world

Languages - French

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Use basic grammar(un, une, etc)
- Note key features and patterns of the language (including different verb forms)
- Build sentences and be aware of how these are different to English

Music – Bon Jovi – rock, BB – gospel

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Analyse features within different pieces of music
- Compare and contrast the impact that different composers from different times have had on people of that time

Physical Education – Football, Hockey, Gymnastics and Dance

- Play competitive games (football and hockey), modified where appropriate, and apply basic principles suitable for attacking and defending
- Perform dances using a range of movement patterns
- Develop flexibility, strength, technique, control and balance through gymnastics

RE – Justice in Freedom

- Continue to follow locally agreed syllabus for RE

Spring Term

Innovators and Inventors

English - Piano, reports, discussion - factory, ghost

Writing / GPS

- Spell words with silent letters
- Spell words with a hyphen
- Spell ie ei words correctly
- Spell words ending in -ible and -able
- Spell plurals correctly
- Use bullet points to list information
- Use colons and semi-colons to mark the boundary of main clauses
- Use hyphens to avoid ambiguity
- Recognise and use the terms subject and object
- Use the active and passive to change the impact of a sentence
- Recognise and use subjunctive form



Reading

- Skimming and scanning
- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read new words and understand meaning
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously
- Check that text makes sense to them, discussing and exploring the meaning of words in context
- Ask questions to improve understanding
- Make inferences about characters' feelings, thoughts and motives from their actions
- Predict what might happen from details stated and implied
- Summarise the main ideas
- Identify, discuss and evaluate how language, structure and presentation contribute to meaning and can impact on the reader
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views

Maths

- Geography Weather: Calculate and interpret the mean as an average
- Geography Weather: use negative numbers in context, and calculate intervals across zero
- Geography Weather: interpret and construct pie charts and line graphs and use these to solve problems
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Use knowledge of the order of operations to carry out calculations involving the four operations (including brackets)
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{2}{1} = \frac{2}{4}$)
- Divide proper fractions by whole numbers (for example, $\frac{3}{1} \div 2 = \frac{3}{2}$)
- Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, $\frac{3}{8}$)
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite
- Find missing angles in shapes and in straight lines
- Interpret and construct pie charts and line graphs and use these to solve problems
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa
- Use decimal notation to up to three decimal places convert between miles and kilometres (for example 1 mile = 1.609 so $6 \times 1.609 = 9.654$)

Science - Light and Electricity

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using 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
- Use test results to make predictions to set up further comparative and fair tests
- 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
- Identify scientific evidence that has been used to support or refute ideas or arguments

Light

- Recognise that light appears to travel in straight lines
- 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
- 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
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

Art and Design - William Morris

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing and painting with a range of materials
- About great artists, architects and designers in history

Computing - Scratch - Poster Great Exhibition

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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
- Generate, develop, model and communicate their ideas through discussion, annotated sketches and computer aided design

Design and Technology - Scratch Lego, Lighthouse Challenge

- Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)
- Apply their understanding of computing to program, monitor and control their products
- Understand how events and individuals in design and technology have helped shape the world

Geography - In the zone - Climates Around The World. Weather recording

Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia), and North and South America concentrating on their environmental regions, key physical characteristics, countries and major cities
- identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Physical geography

Describe and understand the key aspects of physical geography including:

- climate zones, biomes and vegetation belts

Geographical skills and fieldwork

- use maps, atlases, globes and digital computer mapping to locate countries and describe features studied
- use eight points of a compass and four and six figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world

- use field work to observe, measure, record and present the weather (in the school grounds) using a range of methods, including sketch maps, plans and graphs and digital technologies

History - The Industrial Revolution- key events and individuals who shaped the world

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Languages - French

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Use basic grammar (un, une, etc)
- Note key features and patterns of the language (including different verb forms)
- Build sentences and be aware of how these are different to English

Music - Jazz and Hip Hop

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Physical Education - Outdoor challenges, Basketball, Netball, Tag Rugby, Dance and Gymnastics

- Play competitive games, modified where appropriate (basketball, netball, rugby], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

RE - Living in Faith

- Continue to follow locally agreed syllabus for RE

Summer Term

That's Entertainment - The Romans and Theme Park

English - Writing

Eye witness account, newspaper, explanation, persuasion, poetry, diary

Reading

- Skimming and scanning
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read new words and understand meaning
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously
- Check that text makes sense to them, discussing and exploring the meaning of words in context
- Ask questions to improve understanding
- Make inferences such about characters' feelings, thoughts and motives from their actions
- Predict what might happen from details stated and implied
- Summarise the main ideas
- Identifying, discuss and evaluate how language, structure and presentation contribute to meaning and can impact on the reader
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views



English

Priority

- Show time, place and cause using conjunctions (e.g. when, before, after, while, so, because); adverbs (e.g. then, next, soon, therefore); prepositions (e.g. before, after, during, in, because of)
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Use inverted commas and other punctuation to indicate direct speech
- Organise paragraphs around a theme
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure the correct subject and verb agreement when using singular and plural
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)

Expected

- Use a thesaurus
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

- Demonstrate the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)
- Use different structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech
- Understand synonyms and antonyms and have a wide, rich range to draw on
- Use the perfect form of verbs to mark relationships of time and cause (noun + to have + past participle, e.g: *I have eaten, You will have eaten, They had eaten, Having eaten*)
- Use ellipsis
- Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. *It's raining; I'm fed up*)
- Use the colon to introduce a list and use semi-colons within lists
- Use bullet points to list information
- Use hyphens to avoid vagueness (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. *the use of adverbials: on the other hand, in contrast, or as a consequence*)
- Use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
- Choose the appropriate register (style, audience and level) for writing
- Plan by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own
- Précis (summarise) longer passages
- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors
- Perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Exceeding

- Paragraphs are deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect
- Consistently precise with vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations
- Use a full range of punctuation for clarity and emphasis, with only occasional errors in more ambitious constructions

Maths - Y7 transition

Science - Animals including humans - Circulation system

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

- Take measurements, using 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
- Use test results to make predictions to set up further comparative and fair tests
- 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
- Identify scientific evidence that has been used to support or refute ideas or arguments
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

Art and Design - Driffield Show Entries

- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Computing- E-Safety Presentation and Mobile phone safety

- Select, use and combine software on a range of digital devices
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Use a range of technology for a specific project
- Discuss the risks of online use of technology.
- Identify how to minimise risks
- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Design and Technology - Sewing

- Generate, develop, model and communicate their ideas through discussion and pattern pieces
- Select from and use a wider range of materials and components, including textiles

Geography - Map of Roman Empire, OS Maps, Roman cities/ towns in UK. Roman roads

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Locate the world's countries, using maps to focus on Europe
- Name and locate cities of the United Kingdom

Hull: UK City of Culture 2017

Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their countries and major cities
- name and locate counties and the cities of the United Kingdom

Human and physical geography

Describe and understand the key aspects of:

- physical geography, including rivers (River Hull and the Humber Estuary)
- human geography, including types of settlement and land use, economic activity including trade links

Geographical skills and fieldwork

- use maps, atlases, globes and digital computer mapping to locate (Hull) and describe features studied
- use eight points of a compass and four and six figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world
- use field work to observe, measure, record and present the human and physical features in the local area (hull city centre) using a range of methods, including sketch maps, plans and graphs and digital technologies

History - The Roman empire and its impact on Britain

- The Roman Empire and its impact on Britain

Languages - French

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Use knowledge of grammar to speak correctly
- Write simple short sentences on a familiar topic
- Use basic grammar (un, une, etc)
- Note key features and patterns of the language (including different verb forms)
- Build sentences and be aware of how these are different to English

Music - Pop Ballads and Reflect, Rewind and Replay

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Physical Education – Tennis, Cricket/Rounders and Athletics

- Play competitive games (tennis), modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance through athletics
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Play to agreed rules
- Explain rules
- Umpire
- Lead others in a game situation
- Demonstrate stamina

RE – Justice and Freedom

- Continue to follow locally agreed syllabus for RE

Fairtrade

Design and Technology

Design

- Use research and develop design 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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Geography

- Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

RE – Hopes and Visions

- Continue to follow locally agreed syllabus for RE

