



Banks Road Primary School
Yr 6 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
Geography: Where does all our Stuff come from?	<i>The World and Continents</i> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night).	I can locate places studied in relation to the Equator, Tropics, and their latitude and longitude.	I can locate places studied in relation to the Equator, Tropics, and their latitude and longitude and relate this to my time zone, climate, seasons and vegetation.	I can locate places studied in relation to the Equator and their latitude and longitude and relate this to my time zone, climate, seasons and vegetation.
	<i>Physical Themes</i> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.	I understand that climate and vegetation are connected in a simple biome . I understand that animals and plants are adapted to the climate. I understand that our food is grown in many different countries because of their climate.	I understand how climate and vegetation are connected in biomes . I understand what the climate of a region is like and how animals and plants are adapted to it. I understand how food production is influenced by climate.	I understand how climate and vegetation are connected in a range of biomes . I can explain climate patterns of a region , describe the characteristics if a biome , what its climate is like and how animals and plants are adapted to it. I can relate food production to climate.
	<i>Human Themes</i> Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	I know and understand what life is like in cities and in villages. I know, in detail, the journey of how one product gets into my home. I can describe some renewable and non-renewable energy sources. I can describe different types of industry currently in the local area . I know where some of our main natural resources come from.	I know and understand what life is like in cities and in villages and in a range of settlement sizes. I understand that products we use are imported and well as locally produced. I can describe how the types of industry in the local area have changed over time. I understand where our energy and natural resources come from.	I know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. I understand that our shopping choices have an effect on the lives of others. I can explain how, and offer reasons why, the types of industry in the local area have changed over time. I understand where our energy and natural resources come from, and the impacts of their use.
Science: Classifying Critters Big Idea: Living Things can be classified to observable features.	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.	I can identify the broad groups into which living things are classified. I can state how plants and animals can be classified using specific characteristics.	I can use similarities and differences in observable features to decide how living things should be grouped. I can explain why certain features are useful in classifying living things.	I can explore why some living things, such as a duck-billed platypus, do not neatly fit into one group. I can explain why other features are less useful as a basis for classification, such as size or colour.
	Working Scientifically Process findings to develop conclusions and identify causal relationships.	Working Scientifically I can, with prompting, write a conclusion using evidence and	Working Scientifically I can write a conclusion using evidence and identifying causal links.	Working Scientifically I can suggest possible limits to causal relationships.



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	Pupils use displays and presentations to report on findings. Pupils explain confidence in findings.	identifying causal links. I can, with support, display and present key findings from enquiries orally and in writing. I can, with support, indicate why some results may not be entirely trustworthy.	I can display and present key findings from enquiries orally and in writing. I can, in conclusions, indicate how trustworthy they are.	I can evaluate the best way of displaying and presenting key findings. I can, in conclusions, indicate, if appropriate, why the results may not be entirely trustworthy.
History: How did World War II impact on our local area?	Using Sources as Evidence Understand how our knowledge of the past is constructed from a range of sources.	I can accept and reject sources based on valid criteria when carrying out particular enquiries.	I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.	I can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.
Science: Staying Alive Big Idea: The human body has a number of systems, each with its own function.	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.	I can name the main parts of the human circulatory system. I recognise that diet, exercise, drugs and lifestyle impact on the way the body functions. I can describe how nutrients and water are transported within humans.	I can describe what the heart, blood vessels and blood do. I can suggest how my body is affected by substances and actions. I can describe with the aid of diagrams the route that water takes within animals.	I can explain some characteristics of the heart, blood vessels and blood. I can explain how decisions about lifestyle can affect the quality of life. I can compare the ways in which nutrients and water are transported in two animals that are quite different.
	Working Scientifically Use equipment to take measurements. Pupils use displays and presentations to report on findings. Pupils explain confidence in findings. Identify scientific evidence that has been used to support or refute ideas or arguments.	Working Scientifically I can take measurements that are precise as well as accurate. I can, with support, display and present key findings from enquiries orally and in writing. I can, with support, indicate why some results may not be entirely trustworthy. I can show how evidence supports a conclusion.	Working Scientifically I can consider how, by modifying instrument or technique, measurements can be improved. I can display and present key findings from enquiries orally and in writing. I can, in conclusions, indicate how trustworthy they are. I can identify how an idea is supported or refuted by evidence.	Working Scientifically I can evaluate different techniques, with reference to accuracy and precision. I can evaluate the best way of displaying and presenting key findings. I can, in conclusions, indicate, if appropriate, why the results may not be entirely trustworthy. I can suggest how factors other than evidence may support or oppose an idea.
Geography: How is our Country Changing?	UK and Local Area Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and	I can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. I can locate the	I can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. I	I can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. I



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	rivers), and land-use patterns; and understand how some of these aspects have changed over time.	UK's regions and major cities.	can locate the UK's regions and major cities	can locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. I can identify broad land-use patterns of the UK.
	Understanding Places & Connections Understand geographical similarities and differences and change through the study of human and physical geography of the UK.	I understand how a region has changed.	I understand how a region has changed and how it is different from another region in the UK.	I understand how and why my region and other regions have changed, and how the regions of the UK are distinctive.
	Map & Atlas Work Use the 8 points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.	I can use 4-figure grid references. I can use OS map symbols and atlas symbols. I can use maps at different scales. I recognise that contours show height.	I can use 4-figure, and find 6-figure, grid references. I can describe height and slope from a map. I can read and compare map scales.	I can use 4-figure, and find 6-figure, grid references with ease and accuracy. I can describe the shape of the land from contour patterns. I can work confidently with a range of maps from large-scale street maps to 1:50,000 maps.
	Fieldwork and investigation Use a range of methods including sketch maps and plans and graphs, and digital technologies.	I can make a sketch map with symbols. I can use digital maps to identify human and physical features. I can present information gathered in fieldwork using simple graphs.	I can make sketch maps of areas using symbols, a key and a scale. I can use digital maps to investigate features of an area. I can present information gathered in fieldwork using a range of graphs.	I can use digital maps to research factual information about features. I can present information gathered in fieldwork using a range of graphs and other data presentation techniques.
Science: We're Evolving Big Idea: Living things exhibit variation and adaptation and	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to the parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	I recognise that living things produce offspring of the same kind, but normally offspring vary. I can identify ways in which certain animals and plants are adapted to suit their environment in different ways.	I recognise that offspring normally vary from each other and from their parents. I can describe examples of a living thing that has adapted to live in a particular habitat and evolved as a result.	I recognise that selective breeding may result in offspring with certain features. I can give examples of living things that have evolved in different ways.



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these may lead to evolution.	<p>Working scientifically Display data using labelled diagrams, keys, tables, charts and graphs. Use displays and presentations to report on findings.</p> <p>Draw conclusions</p>	<p>Working scientifically I can, with prompting, use various ways to record complex evidence. I can, with support, display and present key findings from enquiries orally and in writing.</p> <p>I can show how evidence supports a conclusion.</p>	<p>Working scientifically I can use various ways, as appropriate, to record complex evidence. I can display and present key findings from enquiries orally and in writing. I can identify how an idea is supported or refuted by evidence.</p>	<p>Working scientifically I can evaluate various ways of recording complex data. I can evaluate the best way of displaying and presenting key findings.</p> <p>I can suggest how factors other than evidence may support or oppose an idea.</p>
<p>History: Would the Vikings do anything for Money?</p>	<p>Cause & Effect Address and devise historically valid questions about cause.</p>	<p>I can place several valid causes and effects in an order of importance relating to events and developments.</p>	<p>I can explain the role and significance of different causes and effects of a range of events and developments.</p>	<p>I can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter- term aspects.</p>
<p>Science: Let it Shine!</p> <p>Big Idea: Light and sound can be reflected and absorbed and enable us to see and hear.</p>	<p>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 them 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.</p>	<p>I recognise that light travels from one point to another. I recognise that some objects reflect light. I can describe how light travels from light sources to our eyes. I can relate the shape of shadows to the shape of the object that makes them.</p>	<p>I can represent light using straight lines ray diagrams. I can draw diagrams using straight lines showing light travelling to the eye. I can explain how we can see an object by referring to light travelling into the eye. I can draw a diagram showing an object, shadow and light to relate object shape to shadow shape.</p>	<p>I recognise that even when light changes in direction, the path is still continuous. I can draw diagrams using straight lines showing light reflecting off objects and into the eye. I can refer to the idea that some objects may be better reflectors than others. I can use a diagram to explain that although a shadow is the same shape as the object, it may not be the same size.</p>
	<p>Working Scientifically Identify and manage variables.</p> <p>Explore how to improve the quality of data. Use displays and presentations to report on findings</p>	<p>Working Scientifically I can, with prompting, identify and manage variables. I can take measurements that are precise as well as accurate. I can, with support, display and present key findings from enquiries orally and in writing.</p>	<p>Working Scientifically I can identify and manage variables.</p> <p>I can consider how, by modifying instrument or technique, measurements can be improved. I can display and represent key findings from enquiries orally and in writing.</p>	<p>Working Scientifically I can, with prompting, identify and manage variables and recognise variables that cannot be easily managed. I can evaluate different techniques, with reference to accuracy and precision. I can evaluate the best way of displaying and presenting key findings.</p>



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	<p>Draw conclusions.</p> <p>Develop an investigation further.</p>	<p>I can show how evidence supports a conclusion.</p> <p>I can suggest further relevant comparative or fair tests.</p>	<p>I can identify how an idea is supported or refuted by evidence.</p> <p>I can use evidence to suggest further comparative or fair tests that would develop the investigation.</p>	<p>I can suggest how factors other than evidence may support or oppose an idea.</p> <p>I can evaluate which further comparative or fair tests would be particularly useful.</p>
Geography: How will our World look in the Future?	<p>Understanding Places & Connections Deepen an understanding of the interaction between physical and human processes.</p>	<p>I can explain some ways a biome (including the ocean) is valuable and under threat from human activity. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments such as avalanches in mountain regions. I can identify an important environmental issue.</p>	<p>I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments and their management, such as avalanches in mountain regions. I can explain several threats to wildlife / habitats.</p>	<p>I can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. I understand how human activity is influenced by climate and weather. I understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. I understand that no one type of energy production will provide all our energy needs.</p>
<p>Science: Electrifying!</p> <p>Big Idea: Electricity can make circuits work and can be controlled to perform useful functions.</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>I recognise that changing the number and voltage of cells may alter the operation of a circuit.</p> <p>I can identify the function and operation of different components.</p> <p>I understand that components can be represented by symbols.</p>	<p>I can explain how number and voltage of cells affects the buzzer or lamp.</p> <p>I can explain the use of switches, how bulbs can be made brighter and buzzers made louder.</p> <p>I can represent a circuit that has been constructed using symbols.</p>	<p>I can relate the number or voltage of cells to the number and operation of bulbs or buzzers that can be run from them.</p> <p>I can explain the effect of changing the order of the components in a circuit.</p> <p>I can design circuits using symbols.</p>
	<p>Working scientifically Process findings to develop conclusions and identify causal relationships.</p> <p>Identify and manage variables.</p> <p>Draw conclusions.</p>	<p>Working scientifically I can, with prompting, write a conclusion using evidence and identifying causal links.</p> <p>I can, with prompting, identify and manage variables.</p> <p>I can show how evidence supports a conclusion.</p>	<p>Working scientifically I can write a conclusion using evidence and identifying causal links.</p> <p>I can identify and manage variables.</p> <p>I can identify how an idea is supported or refuted by evidence.</p> <p>I can use evidence to suggest further</p>	<p>Working scientifically I can suggest possible limits to causal relationships.</p> <p>I can, with prompting, identify and manage variables and recognise variables that cannot be easily managed.</p> <p>I can suggest how factors other than evidence may support or oppose an idea.</p>



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	Develop an investigation further.	I can suggest further relevant comparative or fair tests.	comparative or fair tests that would develop the investigation.	I can evaluate which further comparative or fair tests would be particularly useful.
History: How have Communications changed over time?	Change & Development Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	I can provide valid reasons why some changes and developments were important within particular UKS2 topics.	I can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.	I can compare independently how typical similarities, differences and changes were.
Science: We are Dinosaur hunters. Big Idea: Evolution leads to complete change over time.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	I recognise that fossils provide information about living things from millions of years ago.	I can use fossils as evidence that living things have changed over time.	I can suggest possible reasons for changes to living things over time.
	Working Scientifically Use equipment to take measurements. Pupils use displays and presentations to report on findings. Pupils explain confidence in findings. Identify scientific evidence that has been used to support or refute ideas or arguments.	Working Scientifically I can take measurements that are precise as well as accurate. I can, with support, display and present key findings from enquiries orally and in writing. I can, with support, indicate why some results may not be entirely trustworthy. I can show how evidence supports a conclusion.	Working Scientifically I can consider how, by modifying instrument or technique, measurements can be improved. I can display and present key findings from enquiries orally and in writing. I can, in conclusions, indicate how trustworthy they are. I can identify how an idea is supported or refuted by evidence.	Working Scientifically I can evaluate different techniques, with reference to accuracy and precision. I can evaluate the best way of displaying and presenting key findings. I can, in conclusions, indicate, if appropriate, why the results may not be entirely trustworthy. I can suggest how factors other than evidence may support or oppose an idea.