



Assessment Criteria for Subjects

Please note that the criteria provided in the following pages is not to be used as a checklist to monitor student's progress.

Students MUST demonstrate that they are achieving a certain standard by achieving the different elements of each assessment description repeatedly over time.

A range of evidence must be collected to prove student's progress over time and all departments have a range of assessment strategies to monitor student progress.

At the end of term 1, reports are based on the progress shown over that time. This also applies to the report at the end of term 2. The final report, at the end of term 3 takes all work into account over the year. This allows for appropriate interventions throughout the year.

Assessment Criteria for Subjects

Year 6

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Year 6 English Page 1

Criteria for Assessment Without Levels

	Working Towards		Working At		Working Above
Year 6 Reading	<p>The pupil can:</p> <ul style="list-style-type: none"> • read age appropriate books with growing confidence and accuracy • recall specific, straightforward information • make simple inferences/predictions based on textual clues • show awareness of some features of organisation e.g. beginnings and endings/types of punctuation. Show awareness that writers have viewpoints and purposes • make simple statements about likes and dislikes in reading • show awareness that books are set in different times and places 	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> • read age-appropriate books with confidence and fluency (including whole novels) • read aloud with intonation that shows understanding • work out the meaning of words from the context • explain and discuss their understanding of what has been read, drawing inferences and justifying these with evidence • predict what might happen from details stated and implied • retrieve information from non-fiction • summarise main ideas, identifying key details and using quotations for illustration • evaluate how authors use language, including figurative language, considering the impact on the reader • make comparisons within and across books 	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> • begin to read a wider range of fiction and non-fiction, covering a range of genres and styles • read aloud with confidence, fluency and expression • begin to justify and explain their views about a text using evidence • predict events and outcomes, both explicit and implicit, drawing upon the text and wider reading • evaluate the effect the author's use of specific words, phrases and literary devices has upon the reader • make comparisons within and across texts, justifying their points of view

Year 6 English Page 2

Criteria for Assessment Without Levels					
	Working Towards		Working At		Working Above
Year 6 Writing	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • using paragraphs to organise ideas • describing settings and characters • using some cohesive devices within and across sentences and paragraphs • using different verb forms mostly accurately • using co-ordinating and subordinating conjunctions • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • spelling most words correctly (years 3 and 4) • spelling some words correctly (years 5 and 6) • producing legible joined handwriting 	➔	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • creating atmosphere, and integrating dialogue to convey character and advance the action • selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly • using a range of cohesive devices, including adverbials, within and across sentences and paragraphs • using passive and modal verbs mostly appropriately • using a wide range of clause structures, sometimes varying their position within the sentence • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens • spelling most words correctly (years 5 and 6) • maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters 	➔	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures • selecting verb forms for meaning and effect • using the full range of punctuation taught at key stage 2, including colons and semi-colons, to mark the boundary between independent clauses, mostly correctly

Year 6 English Page 3

Criteria for Assessment Without Levels

	Working Towards		Working At		Working Above
Year 6 Speaking and Listening	<p>The pupil can:</p> <ul style="list-style-type: none"> • speak and listen in a variety of situations • begin to communicate ideas clearly • begin to vary vocabulary and expression to engage with the audience • begin to understand when Standard English should be used • begin to follow the main points of a discussion • respond when listening by making comments/asking questions • perform a short piece from memory 	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> • speak and listen with confidence in a variety of situations; taking turns • communicate clearly, adjusting style and language to suit different purposes and audiences • vary vocabulary and expression to maintain audience interest • use Standard English in formal situations • understand the main points of a discussion, contributing mostly relevant ideas • perform texts from memory, including own compositions, using expression to enhance meaning 	➔	<p>The pupil can:</p> <ul style="list-style-type: none"> • speak and listen confidently in all situations • engage listeners through choosing appropriate vocabulary and register, which is matched to the context • use Standard English appropriately • argue a point of view in a debate, using persuasive language • contribute regularly to discussions, responding appropriately to the ideas of others • perform texts from memory, including own compositions, which entertain and engage the listener

Year 6 Maths Page 1

Core Content			
Number	Algebra	Shape	Statistics
<p>Numbers and the number system. Calculating. Calculating: division. Exploring fractions, decimals and percentages. Proportional reasoning. Calculating fractions, decimals and percentages. Checking, approximating and estimating.</p>	<p>Algebraic proficiency: using formulae. Pattern sniffing. Solving equations and inequalities.</p>	<p>Visualising and constructing. Investigating properties of shape. Measuring space. Investigating angles. Calculating space. Mathematical movement.</p>	<p>Presentation of data. Measuring data.</p>
Mastery Indicators		Essential Knowledge	
<p>The most important skills that pupils need to acquire this year in order to make progress in mathematics.</p>		<p>The facts that pupils need to know this year in order to make progress in mathematics.</p>	
<p>Multiply and divide numbers with up to three decimal places by 10, 100 and 1000. Use long division to divide numbers up to four digits by a two-digit number. Use simple formulae expressed in words. Generate and describe linear number sequences. Use simple ratio to compare quantities. Write a fraction in its lowest terms by cancelling common factors. Add and subtract fractions and mixed numbers with different denominators. Multiply pairs of fractions in simple cases. Find percentages of quantities. Solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line. Calculate the volume of cubes and cuboids. Use coordinates in all four quadrants. Calculate and interpret the mean as an average of a set of discrete data.</p>		<p>Know percentage and decimal equivalents for fractions with a denominator of 2, 3, 4, 5, 8 and 10. Know the rough equivalence between miles and kilometres. Know that vertically opposite angles are equal. Know that area of a rectangle = length \times width. Know that area of a triangle = base \times height \div 2. Know that area of a parallelogram = base \times height. Know that volume is measured in cubes. Know the names of the parts of a circle. Know that the diameter of a circle is twice the radius. Know the conventions for a 2D coordinate grid. Know that mean = sum of data \div number of pieces of data.</p>	

Year 6 Maths Page 2

Interim Teacher Assessment Framework

For the 2017 - 18 academic year there is an interim teacher assessment framework in place. This is only to be used at the end of KS2 following the completion of the KS2 curriculum. This framework focuses on key aspects for assessment and pupils achieving the standard within this framework will be able to demonstrate a broader range of skills than those being assessed. Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil.

To demonstrate that a pupil has met the expected standard, teachers will need to have evidence to that the pupil demonstrates consistent attainment of **all** the statements within the standard.

Criteria for Assessment Without Levels

Working Towards

Has a limited understanding of the year's scheme of work. Has little knowledge of the key facts, has little understanding of the key techniques. Work can be minimal and/or poorly presented, pupil may have little desire or patience for tackling new problems.

Year 6 Maths Page 3

Criteria for Assessment Without Levels

<p>Working At</p>	<p>Has a good understanding of much of the year's scheme of work. Knows most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, can communicate mathematically, is developing problem solving skills and patience for tackling unfamiliar problems. Demonstrates consistent attainment of all the statements below:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9$?; $28.13 = 28 + + 0.03$). • Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$). • Use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?). • Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake). • Calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $11 \frac{2}{3} + 3 \frac{4}{7}$; $\frac{7}{9}$ of 108; 0.8×70). • Substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle). • Calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm). • Use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).
<p>Working Above</p>	<p>Has a very good understanding of every aspect of the year's scheme of work and demonstrates consistent attainment of all of the "working at" criteria. Knows all key facts, is able to demonstrate full understanding of all methods (with very few mistakes), presents work carefully and neatly, can communicate mathematically, has developed problem solving skills and patience for tackling unfamiliar problems.</p>

Year 6 Science Page 1

Course Content:

Unit 1 – Animals Including Humans (Healthy Bodies)
 Unit 2 – Electricity (Changing Circuits)
 Unit 3 – Evolution and Inheritance
 Unit 4 – Living things and Their Habitats (Classifying Organisms)

Unit 5 – Light (Seeing Light)
 Unit 6 – The particulate nature of matter
 Unit 7 – Space

Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Students can/will be able to:</p> <p>Plan simple experiments with some support.</p> <p>Take measurements with scientific equipment, with increasing accuracy.</p> <p>Record data and results being increasingly accurate.</p> <p>Use scientific diagrams with labels.</p> <p>Write conclusions and understand what a causal relationship is.</p> <p>Repeat measurements when prompted.</p> <p>Write basic description of experiment – basic method.</p> <p>Name the main food groups.</p> <p>Identify the main parts of the human circulatory system.</p> <p>State the function of the heart, blood vessels and blood.</p>		<p>Students can/will be able to:</p> <p>Use a table to record results (including units).</p> <p>Concluding – describe pattern in data, describe causal relationships in results and suggest ideas for further questions.</p> <p>Describe simple graphs.</p> <p>Plan scientific enquiries – taking into account the control of variables.</p> <p>Take repeated measurements when appropriate.</p> <p>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Describe the functions of the heart, blood vessels and blood.</p> <p>Identify and name the main parts of the human circulatory system.</p>		<p>Students can/will be able to:</p> <p>Design results tables including headings, units and repeats.</p> <p>Concluding – describe pattern in results and use evidence from the results to support the conclusion.</p> <p>Plan and perform a practical experiments taking into account the different variables, reliability and a fair test.</p> <p>List control methods to take into account health and safety when conducting experiments.</p> <p>Describe the content of a balanced human diet and why each food group is important.</p> <p>Know the parts of the circulatory system and their position.</p> <p>Know the effect and importance of exercise.</p>

Year 6 Science Page 2

Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>State that the muscles work in pairs to move parts of the skeleton.</p> <p>State the impact of diet, exercise, drugs on the function of the human body.</p> <p>State how nutrients and water are transported within humans.</p> <p>Know the main components in a circuit and that symbols can be used to represent these.</p> <p>Understand that the brightness of bulb/speed of motor/volume of buzzer can be changed and how.</p> <p>Know what variation is within species.</p> <p>Understand how plants and animals adapt to suit their environment and how this leads to evolution.</p> <p>Understand how fossils provide information about things that lived millions of years ago.</p> <p>Know organisms can be grouped according to their characteristics and can classify them into broad groups (including micro-organisms).</p> <p>Classify some plants and animals into groups.</p> <p>Know who Carl Linnaeus is and how he contributed to science.</p> <p>Know that light travels from a source and light enters our eyes so we can see.</p>		<p>Describe the impact of diet, exercise, drugs and lifestyle on the function of the human body.</p> <p>Describe the way in which nutrients and water are transported in humans.</p> <p>Recognise the difference between series and parallel circuits and explain how the brightness of a bulb etc. is affected by the cells and wires in a circuit and use symbols in a simple circuit diagram.</p> <p>Compare and give reasons for variations in how components function in circuits.</p> <p>Describe why variation within a species happens.</p> <p>Describe how plants and animals adapt to suit their environment and how this causes evolution.</p> <p>Describe some ways that human behaviour has changed the characteristics of other species.</p> <p>Describe how fossils provide information about living things that lived millions of years ago.</p> <p>Describe the characteristics of different classifications of animals.</p> <p>Classify animals, plants and micro-organisms and justify choices.</p>		<p>Know some of the negative effects of alcohol and tobacco on the body.</p> <p>Construct/draw (using conventional symbols) working circuits.</p> <p>Understand that too high a voltage affects components.</p> <p>Explain how animals and plants adapt to suit their environment and describe evolution in terms of features passed down through generations.</p> <p>Explain positive and negative consequences of human behaviour on the evolution of other species.</p> <p>Use animal characteristics to group animals.</p> <p>Use appropriate scientific vocabulary to describe organisms, their features and grouping.</p> <p>Explain why classification systems are important.</p> <p>Explain how shadows form.</p> <p>Recognise the main parts of the eye and how they work.</p> <p>Know how we see reflected images.</p> <p>Explain the properties of the three states of matter using the particle model.</p>

Year 6 Science Page 3

Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Know mirrors reflect light and that different surfaces reflect differently. Describe the difference between a shadow and a reflection. State how the Sun releases energy and describe evidence for the motion of the Sun. Compare planets and explain the difference between a moon and planet. Use evidence to show how the Earth rotates and describe the motion of the Moon. Outline the development of equipment and the effect of advancements. Describe the rotation and orbit of the Earth and state the effect of the Earth's tilt. Describe the apparent changes in the Moon's shape and the cause of eclipses. State what the Universe and galaxy are and how the Universe formed. Understand that there are three states of matter and recall the properties of the three states.</p>		<p>Know different groupings of animals. Describe how light travels and how objects need to reflect light to be visible. Know what mirrors do to light beams and compare how different surfaces reflect light. Explain the difference between the three states of matter. Draw the particle diagrams for the three states of matter, a pure chemical and a mixture. Describe the main separating techniques and explain how a mixture could be separated. Describe how charged objects affect each other. Analyse circuits and take precise measurements of current and voltage. Use measurements to calculate the resistance of components and describe how resistance changes. Describe electromagnetic effects and explore the factors affecting the strength of an electromagnet.</p>		<p>Draw the particle diagrams for a mixture and a pure chemical in the three states of matter and for the state changes. Use the particle model to explain how the main separating techniques work and evaluate then justify the best separating technique to separate a particular mixture. Explain how materials become charged. Describe forces between charges using the concept of electric fields. Describe current and voltage in a circuit in terms of the movement of charge and the transfer of energy. Analyse a range of series and parallel circuits to find current and voltage (potential differences). Investigate the characteristics of an electromagnet and describe the application of this technology.</p>

Year 6 Science Page 4

Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Recognise the particle diagram for the three states of matter, a pure chemical and a mixture.</p> <p>Recall the main separating techniques and describe what they can be used to separate.</p> <p>Demonstrate simple electromagnetic effects and describe simple magnetic interactions.</p> <p>Describe a current as a flow of charge.</p> <p>Describe the function of simple circuits and make measurements of current and voltage.</p> <p>Calculate resistance and describe materials and electrical conductors and insulators.</p>				



Year 6 Music

Course Content:

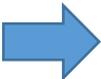
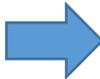
Unit 1 – Serge Prokofiev - ‘Peter and the Wolf’:	Understanding the elements of music and instruments of the orchestra.
Unit 2 – Voice works:	Singing with confidence and control.
Unit 3 – Pulse, Rhythm and Notation:	The way in which music is written.
Unit 4 – Camille Saint-Saëns – ‘Carnival of the Animals’:	Music which depicts an image.

Criteria for Assessment Without Levels

Working Towards	Working At	Working Above
<p>Students can maintain a steady beat.</p> <p>Students can perform simple patterns with others on untuned percussion instruments.</p> <p>Students can play a simple two bar melody of three notes or a repeating pattern on the keyboard or their instrument.</p> <p>Students can follow simple graphic notation.</p> <p>Students can control the pitch or length of their voice.</p> <p>Students can choose sounds to achieve a specific effect.</p> <p>Students can create music within a given structure.</p> <p>Students can share how sounds can combine.</p>		<p>Students can perform repeated patterns with others.</p> <p>Students can play a simple melodic line using just the white notes on a keyboard or their instrument.</p> <p>Students can follow simple music notation.</p> <p>Students can mostly sing in time and in tune.</p> <p>Students can compose as part of a group, using repeating patterns.</p> <p>Students can review and make changes to their work.</p> <p>Students can identify differences within a musical element e.g. high and low, fast and slow.</p>
		<p>Students can perform in a group performance, in a piece with different parts.</p> <p>Students can play a more complex melodic line using just the white keys on a keyboard or their instrument.</p> <p>Students can understand and follow musical notation.</p> <p>Students can sing as part of a group in a song with two parts.</p> <p>Students can develop repeating patterns, in a clear structure.</p> <p>Students can recognise specific instrumental sounds and the different layers of sound.</p>

Year 6 Art Page 1

Criteria for Assessment Without Levels

		Criteria for Assessment Without Levels				
		Working Towards		Working At		Working Above
Generating Ideas	Students can gather and review information, references and resources related to their ideas and intentions.		Students can engage in research and exploration in the process of initiating and developing their own personal ideas.		Students can organise their sketch book to record their observations and use them to review and revisit their ideas.	
	Students can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.		Students are able to use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.		Students can develop ideas independently showing curiosity, imagination and originality.	
Making	Students can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.		Students can confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them).		Students are able to develop ideas using a range of resources and media.	
	Students can select, and use appropriately, a variety of materials and techniques in order to create their own work.		Students can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.		Students can experiment, invent and create their own works of art, craft and design.	

Year 6 Art Page 2

Criteria for Assessment Without Levels

	Working Towards		Working At		Working Above
Evaluating	<p>Students can take the time to reflect upon what I like and dislike about their work in order to improve it.</p> <p>Students regularly reflect upon their own work and use comparisons with the work of others (fellow pupils and artists) to identify how to improve.</p>	➔	<p>Students regularly analyse and reflect on their progress taking account of what I hoped to achieve.</p> <p>Students can describe different characteristics of art and design and evaluate their qualities.</p>	➔	<p>Students can discuss and evaluate their work and think about how I can adapt and improve their work, taking into account the starting points, intentions and context behind the work.</p> <p>Students are able to think critically about art and design.</p>
Knowledge	<p>Students know about and can describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that we have studied.</p> <p>Students am able to demonstrate, how tools I have chosen to work with, should be used effectively and with safety.</p>		<p>Students know how to research and am able to discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>Students know how to describe the processes I am using and how I hope to achieve high quality outcomes.</p>		<p>Students know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>

Year 6 Geography Page 1

Criteria for Assessment Without Levels				
Working Towards		Working At		Working Above
Students know some countries in Europe and some continents and oceans.		Students know most of the countries in central and western Europe . Students know the continents and oceans .		Students know all of the countries in central and western Europe. Students know the continents and oceans. Students understand what latitude and longitude is.
Students can recognise the map of Britain and can use an atlas .		Students understand what physical features are and students know some of the physical features of the Britain and can use an atlas.		Students know many of the physical features of the Britain and use an atlas well.
Students can recognise some features on an OS map and know some symbols on the key.		Students can use an OS map and can find places with 4 figure grid references.		Students can use an OS map with confidence and can find places using 4 and 6 figure grid references .
Students can find out about places.		Students can make their own choices and can research these places.		Students have good research skills and can find out relevant information about places.
With help students can write simple descriptions of places.		Students can describe what places are like using their own observations of photos.		Students can describe what places are like in detail using advanced literacy skills . Students use their own observations of photos and maps.

Year 6 Geography Page 2

Criteria for Assessment Without Levels				
Working Towards		Working At		Working Above
Students can name some local places and describe what they are like.		Students can identify characteristics of local places and can describe how they change.		Students can use a range of sources to identify characteristics of local places and can describe how they change in detail.
Students can make observations of how people can affect the environment.		Students know a range of ways that people can affect the environment .		Students know how people affect the environment and know that some people have different points of view about it.
Students can identify and describe some features of a river . Students can observe how people can affect rivers.	➔	Students can describe how people use rivers and how the features of a river can change .	➔	Students can describe the main features of a river from source to mouth. Students know how people have affected rivers .
Students can draw a simple bar chart and can interpret a graph with help.		Students can interpret data to draw a line and bar chart.		Students can use data to to create bar and line graphs and can interpret them. Students can draw conclusions from what they show.

Year 6 History Page 1

Criteria for Assessment Without Levels				
Working Towards		Working At		Working Above
Students can place some events in the correct chronological order.		Students have a secure knowledge of chronology and they consistently make use of the most appropriate dates and terminology.		Students always use the correct chronological terminology and have a secure knowledge of dates.
Students can make a distinction between aspects of their own lives and past times.		They are beginning to link changes in the different societies and cultures and see how over time they link and weave together. For example: Roman to Norman		Students are able to describe how the various invasions changed British society and culture.
Sometimes using phrases like: today, tomorrow, yesterday Century, and decade.		Regularly using phrases like: today, tomorrow, yesterday, century, and decade.		Always using phrases like: tomorrow, yesterday century, and decade.
Students can pick out and describe simple changes, they are beginning to see links between cause and effect.		Students are able to give some reasons for the main events and reasons for the changes. Town life changed between the Romans and the Normans because...		Students can give a detailed description of several reasons for why an event happened. I think this... I think this because....
Students are beginning to see that others may interpret events differently to them. Limited understanding of bias.		They show some understanding that aspects of the past have been represented and interpreted in different ways. Good understanding of bias.		Moving forward they are beginning to suggest reasons for why things have been interpreted differently. Sound understanding of bias.

Year 6 History Page 2

Criteria for Assessment Without Levels				
Working Towards		Working At		Working Above
Beginning to understand that our knowledge about the past can come from a variety of sources.		They are able to extract information from sources suitable to their age to make obvious statements about the past. For example; we can learn a lot about the Roman invasion of Britain from skeletons found at Maiden Castle because...		They are beginning to question the evidence and suggest why some sources, for example artist's impressions and textbooks should be viewed with a degree of caution.
Ask and answer questions about the past by making simple observations from historical sources.		They are independently able to research an event or theme and present their findings in the appropriate format. For example: Daily life or the roles of people in ancient Greek society.		Students are beginning to question the sources and are able and prepared to argue why they believe a particular interpretation.
Generic knowledge is limited with little or no understanding of context.	➔	Demonstrating clear historical skills and are able to place people, events, and societies within the appropriate context. Understand anachronism.	➔	Show secure knowledge of aspects of Britain's History and other areas studied. Verbally and in written form.
Have an understanding of Britain's development over time from the Romans to the Twentieth century.		Students should be demonstrating transferable skills from the studies of the Ancient Greeks and the Romans to the Twentieth century, both verbally and in written form.		Show extended knowledge of the History of Britain over time. Verbally and in written form. Work is well structured with some use of specialist terms.
Students have a degree of understanding of the Ancient Greeks and are beginning to understand how the Greeks have influenced other cultures.		Students have demonstrated clear understanding of the Ancient Greeks and are able to explain how the Greeks have influenced other cultures.		Students have an excellent overview of the topics covered and are making links with previous area of study and with other subjects across the curriculum.

Year 6 Computing Page 1

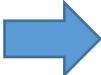
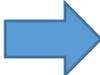
Course Skills:	Abstraction	Decomposition	Algorithmic Thinking	Evaluation	Generalisation
Shows an awareness of tasks best completed by humans or computers.				✓	
Designs solutions by decomposing a problem and creates a sub-solution for each of these parts.	✓	✓	✓		
Recognises that different solutions exist for the same problem.	✓		✓		
Understands the difference between, and appropriately uses if and if, then and else statements.			✓		
Uses a variable and relational operators within a loop to govern termination.			✓		✓
Designs, writes and debugs modular programs using procedures.	✓	✓	✓		✓
Knows that a procedure can be used to hide the detail with sub-solution.	✓	✓	✓		✓
Performs more complex searches for information e.g. using Boolean and relational operators.			✓	✓	✓
Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions.			✓	✓	
Understands why and when computers are used.				✓	
Understands the main functions of the operating system.	✓	✓			
Knows the difference between physical, wireless and mobile networks.	✓				
Understands how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'.	✓			✓	✓
Selects, combines and uses internet services.				✓	
Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.					✓

Year 6 Computing Page 2

Course Skills:	Abstraction	Decomposition	Algorithmic Thinking	Evaluation	Generalisation
Makes judgements about digital content when evaluating and repurposing it for a given audience.				✓	✓
Recognises the audience when designing and creating digital content.				✓	
Understands the potential of information technology for collaboration when computers are networked.					✓
Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions.				✓	

Year 6 Computing Page 3

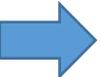
Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Show an awareness of tasks best completed by humans or computers.</p> <p>Know why and when computers are used.</p> <p>Know that different solutions exist for the same problem.</p> <p>Perform more complex searches for information e.g. using Boolean and relational operators.</p> <p>Know the audience when I am designing and creating digital content.</p>		<p>Know the difference between, and appropriately I can use if and if, then and else statements.</p> <p>Analyses and evaluates data and information, and I know that poor quality data leads to unreliable results, and inaccurate conclusions.</p> <p>Analyses and evaluates data and information, and I know that poor quality data leads to unreliable results, and inaccurate conclusions.</p> <p>Selects, combines and can use internet services.</p> <p>Show responsible use of technologies and online services, and I know a range of ways to report concerns.</p> <p>Make judgements about digital content when evaluating and repurposing it for a given audience.</p>		<p>Use variable and relational operators within a loop to govern termination.</p> <p>Know the main functions of the operating system.</p> <p>Know how to effectively use search engines, and I know how search results are selected, including that search engines use 'web crawler programs'.</p> <p>Know the potential of information technology for collaboration when computers are networked.</p> <p>Design solutions by decomposing a problem and create a sub-solution for each of these parts (decomposition).</p> <p>Know that a procedure can be used to hide the detail with sub-solution (procedural abstraction).</p> <p>Design, write and debug modular programs using procedures.</p> <p>Know the difference between physical, wireless and mobile networks.</p> <p>Use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.</p>



Year 6 French

Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Speaks, listens, reads and understands short sentences with support</p> <p>Answers questions on familiar topics with support</p> <p>Reads aloud familiar words in sentences with reasonable accuracy</p> <p>Follows the simple text of a familiar song or story and sings or reads aloud most words</p> <p>Write simple sentences with scaffolding</p>		<p>Speaks, reads, writes and understands a more complex sentence by adapting language using a language scaffold and or a bilingual dictionary</p> <p>Ask and answer questions from memory with some spontaneity</p> <p>Demonstrates a grasp of the basic grammatical concepts taught and applies them</p> <p>Engages in a short conversation using familiar language</p> <p>Pronounce some unfamiliar words in a sentence using phonic knowledge</p> <p>Follows and understands a song or story with more complex language</p> <p>Writes familiar sentences from memory with some accuracy</p>		<p>Demonstrates an excellent understanding of the grammatical concepts taught and applies them confidently in speaking and writing</p> <p>Can engage in a short conversation without support</p> <p>Reads confidently unfamiliar words with a high degree of accuracy</p> <p>Understands the gist of a simple unfamiliar text; maybe using a dictionary</p> <p>Writes complex sentences by adapting familiar language with a high level of accuracy</p>

Year 6 Religious Education

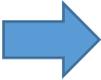
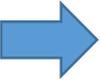
Course Content:

Unit 1 – Belief in Action

Unit 2 – Islam

Unit 3 – Can you express your spiritual side?

Criteria for Assessment Without Levels

Working Towards		Working At		Working Above
<p>Students can remember what we study in RE.</p> <p>Students can observe and name objects in RE.</p> <p>Students can talk about what we study in RE.</p> <p>Students can ask 5W's in RE.</p> <p>Students can notice what is religious.</p> <p>Students can ask questions about faith.</p> <p>Students can give opinions about religions, beliefs, and idea.</p>		<p>Students can describe religions and worldviews.</p> <p>Students can connect ideas in RE.</p> <p>Students can give thoughtful responses in RE.</p> <p>Students can use different forms of expression in RE (e.g. Written answers, questioning, and art.)</p> <p>Students can discuss questions, ideas, and points of view.</p>		<p>Students can outline ideas and practices that religious people have and do.</p> <p>Students can explain the effects of ideas of faith on people.</p> <p>Students can explain religious practices and their effects.</p> <p>Students can explain viewpoints clearly and with sophistication.</p> <p>Students can explain diver's ideas and viewpoints clearly.</p> <p>Students can link together different viewpoints.</p> <p>Students can investigate religious beliefs and practises.</p> <p>Students can explain why religion and worldviews matter.</p> <p>Students can express their own ideas thoughtfully in RE and include religious perspectives.</p>

Year 6 Physical Education Page 1

Criteria for Assessment Without Levels

Criteria for Assessment Without Levels					
	Working Towards		Working At		Working Above
Knowledge	<ol style="list-style-type: none"> 1. Be able to comment on personal performance. 2. Needs support to solve/come up with solutions to problems. 3. Knows what a warm up is and why they are required. 4. Can sometimes lead a partner in a paired situation. 5. Has a basic understanding of safety and how to stay safe in lessons. 6. Can recognise some basic rules in one activity area. 	➔	<ol style="list-style-type: none"> 1. Be able to comment on others performances. 2. Sometimes contributes to problem solving and can occasionally solve problems. 3. Students are able to demonstrate what a warm up is with supervision. 4. Students are able to consistently lead a partner in a paired situation. 5. Students are able to identify safety issues in some lessons. 6. Can recognise and apply some basic rules in more than one activity area. Can officiate with low level control in conditioned games and practices. 	➔	<ol style="list-style-type: none"> 1. Be able to comment on own and others performance. 2. Can solve problems and offer solutions. 3. Students are able to design and lead a warm up relevant to a specific activity. 4. Sometimes take a leading role when working in small group situations. 5. Students are able to identify and comment on safety issues in lessons. 6. Can recognise and apply some basic rules in more than one activity area. Can officiate with greater control in small sided games.



Year 6 Physical Education Page 2

Criteria for Assessment Without Levels

		Criteria for Assessment Without Levels		
		Working Towards	Working At	Working Above
Skills		<ol style="list-style-type: none"> 1. Students are able to use core skills in isolation. 2. Students have limiting levels of skill and health related fitness. 3. Students are able to copy simplistic gymnastic and dance movements in isolation. 	<ol style="list-style-type: none"> 1. Students are able to use core skills with control and greater consistency in isolation and non-pressure situations. 2. Students have increasing levels of skill and health related fitness. 3. Students are able to copy and develop their own simple gym and dance movements in isolation. 	<ol style="list-style-type: none"> 1. Students are able to use core skills with increasing control and in some combination in basic opposed situations. 2. Students have increasing levels of skill and health related fitness and have a limited understanding of ways to improve fitness. 3. Students are able to perform gymnastic and dance skills with varying consistency in basic sequences.
		<ol style="list-style-type: none"> 1. Students occasionally apply the relevant skills to meet the needs of the situation. 2. Students have a limited understanding and application of the principles regarding attack and defence. 3. Students rarely demonstrate appropriate sportsmanship. 5. Students rarely apply maximum effort in any activity. 	<ol style="list-style-type: none"> 1. Within small sided games and low pressure situations they sometimes apply correct skills that meet the needs of that situation. 2. Students can apply principles of attack and defence. 3. Students sometimes demonstrate elements of sportsmanship. 5. Students sometimes apply maximum effort in different activities. 	<ol style="list-style-type: none"> 1. Within small sided games and low pressure situations they frequently apply correct skills that meet the needs of that situation. 2. Students can frequently apply principles of attack and defence. 3. Students frequently demonstrate appropriate sportsmanship. 3. Students consistently apply maximum effort in different activities.