



ESSENTIAL SKILLS TRACKING

Year 5 and Year 6



2018 / 2019

Saved: WG: Planning / Essential Skills Tracking

Year 5 / Year 6 Foundation Essential Skills

	GEOGRAPHY Y5	Date	GEOGRAPHY Y6	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Human & Physical	Describe how human activity has impacted upon and or/changed the physical and human characteristics of a place in the world		Explain how climate zones, biomes and vegetation belts affect the physical and human feature of a place in the world	
United kingdom	Name and locate countries and cities of the united kingdom identifying and describing their human and physical characteristics		Describe in detail the human characteristics of some of the largest cities of the united kingdom, taking into account population, economic activity and transport system	
The world	Describe and explain the similarities and differences(human and physical) of a region of European country, and a region or area within north or south America		Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America	
Environmental	Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it		Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment	
Processes	Describe how physical and human processes give a continent its unique characteristics		Describe how climate, ecology and people area effected by cold, and describe the freezing and thawing processes	
Patterns	Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of feature's ,relative to others		Identify geographical patterns on a range of scales	
Weather & climate	Describe how weather and climate effects land use and food productions		Explain how extreme climates affect the lives of people living there and the human and physical geography	
Places	Recognise and describe the physical and human features or places, and appreciating the importance of wider geographical location in understanding places		Describe how physical and human process can lead to similarities differences in the environments of places and in the lives of people who live there	
Changes over time	Explain how things change by referring to the physical and human features of the landscape		Explain how physical and human processes lead to diversity and change in places	
Express views	Discuss and comment on a range of views people hold about environmental interaction and change		Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change	
Aspect	ESSENTIAL SKILLS Practical		ESSENTIAL SKILLS Practical	
Mapping	Produce own scale maps		Produce accurate scaled maps	
Using maps	Compare land use and geographical feature's on a different types of maps		Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping	
Field work	Choose the best method of recording observations and measurements including sketch maps and plans graphs and digital technologies		Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spread sheets	
Vocabulary	Ask and answer geographical questions using correct geographical vocabulary		Present findings both graphically and in writing using appropriate vocabulary	
Research	Use search engines, index contents and other research techniques to locate and interpret information		Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it	
Direction	Use four and six figure grid references to locate features on an ordinance survey or world map		Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport	
Positioning	Locate and explain the significance of latitude and longitude and the prime Greenwich meridian		Explain how time zones(including day and night) of different countries around the world affect the human and physical geography of a place	

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Data	Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue		Analyse and present more complex data, from different sources, suggesting reasons why it may vary	
Prospective	Explain what the physical and human process may have occurred in a place by studying an aerial image of it		Use the web and satellite mapping tools to find out and present geographical information about a place	

	HISTORY Y5		HISTORY Y6	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Similarities and differences	Make connections between two periods of history to begin to develop historic perspective		Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective	
Vocabulary	Make appropriate use of historical terms discussion and understand concepts (e.g. local regional, national and international)		Use in contexts and understand terms relating to different types of history (eg cultural, economic, military, political, religious and social)	
Chronology	Independently place historical events or change on a timeline, remembering key facts from a period of history studied		Create, from memory, a timeline from dates/details/eras showing knowledge of how to check accuracy	
Significant individuals	Describe how a significant individual or movement has influenced the UK or wider world		Describe how their own lives have been influenced by a significant individual or movement	
Local History	Use a range of local history resources to describe how an event (e.g. black death) affected a local town or village		Suggest research and information sources required to present an in-depth study of a local town or city	
Continuity and change	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world		Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world	
Cause and consequence	Explain why people acted as they did (e.g. why Henry VII married many times in order to produce an heir to the throne)		Describe the negative or positive impact of a period of history on contemporary society	
Historical Questions	Follow independent lines of enquiry and make informed responses based on this		Independently investigate a complex historical research question.	
Recording	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations		Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose	
Historical enquiry	Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur		Acknowledge different points of view expressed and explain why these are important in understanding/interpreting history	

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	ART AND DESIGN Y5	Date	ART AND DESIGN Y6	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Sketch book	Make and use a sketchbook that includes pockets and flaps		Make own paper to use in a sketchbook or journal	
Developing ideas	Explain how an idea has developed over time		Explain intentions when developing ideas, identifying any changes and improvements made as work progress	
Selection	Combine a range of media within a piece of work and explain the desired effect		Describe how the techniques and themes used by other artists and genres have been developed in their own work	
Drawing	Use simple rules of perspective in drawings of figures and buildings		Use a variety of media to represent light shade, from pattern and texture in a range of drawing work	
Painting	Use paint application techniques to create mood and atmosphere in a painting		Use paint techniques characteristics of a specific genre(e.g. particular brush strokes, colours and pain application techniques)	
3D	Carve and sculpt materials using a range of tools and finishing techniques (e.g. sanding etching and smoothing)		Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre	
Printmaking	Create a detailed block for printing using string, card foam or lino.		Use digitals software,, create abstract prints which involve experimentation with, colour, size, shape and repetition	
Collage	Create a monochromatic collage which incorporates test		Embellish a 3D form using collage techniques (decoupage)	
Photography	Compose a photograph with an emphasis on textural qualities, light and shade		Combine images using digital technology, colour size and rotation	
Colour	Add black and white paint to create subtle tints and tones, light and shed		Mix and use colour to reflect mood and atmosphere	
Pattern	Use rubbing techniques(frottage art) to collect patterns and textures		Use pattern to add detail, movement and interest to a piece of work	
Line and tone	Use cross- hatching to add tone and detail		Use pen and ink to add line, tone and perspective using tonal ink was	
Form	Create cylindrical and spherical forms using a range of media and scales		Use 3D shapes to create abstract form or sculpture, juxtaposing individual components	
Evaluating	Compare and comment on ideas/methods approaches in own and others work (relating to content)		Explain how studying other artists work has influenced and developed their own. Adapt that refine own work in the light of evaluations	
Appreciating	Explain how a piece of artwork makes them feel, explaining views by reference to effects(e.g. colour and pattern)		Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre	

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	DESIGN AND TECHNOLOGY Y5	Date	DESIGN AND TECHNOLOGY Y6	Date
Aspect	ESSENTIAL SKILLS Making, Using and Understanding		ESSENTIAL SKILLS	
Tools	Name and select appropriate tools for a task and use them with precision		Use complex tools with increasing accuracy	
Materials	Select and combine material with precision		Choose the best materials for a task showing and understanding of their work characteristics	
Health and Safety	Select and the name appropriate tools for specific jobs and demonstrate how to use them safely		Demonstrate how their product take into account the safety of the user	
Repair and maintenance	Recycle, repair and mend old clothes/tools and explain why this is a good idea		Paint, glue , nail and sand to rejuvenate a damaged, faulty or old object	
Textiles	Create a 3D product using a range of materials and sewing techniques.		Combine fabrics to create more useful properties and make a product of high quality, checking for snags and glitches	
Card making	Combine materials with temporary or fixed joints		Combine materials with moving joints	
Cutting	Cut safely and accurately to a marked line		Use a craft knife, cutting a mat and safety ruler with one to one supervision if needed	
Joining	Use a glue gun with close supervision		Join materials, using the most appropriate method for the materials of purpose	
Structures	Build a framework using a range of materials (e.g. wood, card, corrugated plastic) to supports mechanisms		Select the most appropriate materials and frame works for different structures, explaining what makes them strong.	
Mechanisms	Use cams or gears in their product		Select the most appropriate mechanical system for a particular purpose	
Electricity	Build models incorporating switches to turn on and off		Design products incorporating the appropriate electrical systems	
ICT	Monitor and control more than one output, in response to changes		Develop, try out and refine sequences of instructions to effectively monitor, measure and control events	
Preparing and cooking food	Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing)		Use appropriate tools and equipment, weighing and measuring with scales	
Nutrition	Evaluate meals and consider if they contribute towards a balanced diet		Plan how they can have a healthy affordable diet	
Origins of food	Explain what times of year particular foods are in season		Explain how ingredients were grown, reared, caught and processed	

	DESIGN AND TECHNOLOGY Y5	Date	DESIGN AND TECHNOLOGY Y6	Date
Aspect	ESSENTIAL SKILLS Planning, Knowledge and Evaluation		ESSENTIAL SKILLS Planning, Knowledge and Evaluation	
Designing	Use various of information, clarifying/sharing ideas through discussion, labelled sketches, cross sectional diagrams and modelling recognising that ideas have to meet a range of needs		Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces	
Using ICT to aid design	Use CAD and CAM packages, to suggest alternative design ideas and explain their ideas and intentions		Use CAD, CAM packages to design moving parts of a design	
Working from plans	Work from own detailed plans, modifying them where appropriate		Check work as it develops and modify their approach in light of progress	
Opinion and influence	Research the work done by textile artists and say what they like about a piece identifying the techniques and materials used in creating and the aesthetic value		Research cultural traditions and evidence their influence in their own work	
Existing product evaluation	Investigate the design feature (including identifying components or ingredients) of a familiar existing products in the context of culture or society in which it was designed or made		Explain the form and function of familiar existing products	

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Evaluation	Test and evaluate products against a detailed design specification and make adaptations as they develop the product		Demonstrate modifications made to a product, as a result of on-going evaluation by themselves and others	
History and culture	Create a timeline to sequence the development of a design over time and describe how technology has influenced it		Describe how an individual in the field of design and technology has helped and shape the world.	

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	COMPUTING Y5	Date	COMPUTING Y6	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Algorithms	With support, begin to produce algorithms by using logical and appropriate structures to organise data, and create precise and accurate sequences of instructions.		Produce algorithms independently using logical and appropriate structures to organise and record data	
Computational thinking	Use flow charts and other diagrams to follow how to process or model works		Create flow charts and other diagrams to explain how process or models work	
Problem solving	Use logical reasoning to solve problems and model situations and processes predict what will happen when variables and rules within a model are changed		Independently problem solve and model situations and processes, by understanding and explaining the impact of changing variables and rules within a a model	
Networks knowledge and understanding	Demonstrate knowledge and understanding of computer systems and hardware by identifying and defining the functions of the processor, memory backing storage and peripherals in a typical desktop computer		Demonstrate knowledge and understanding of how networks work by describing the types of service offered (e.g. through mail , www, ftp and video conferencing)	
Networks using and applying	Select, use and combine a variety of software, including internet services on a range of digital devices, explaining how email and online discussion areas are used for communication and collaboration		Design and create/ use a range of programs to accomplish given goals	
Digital literacy knowledge and understanding	Understand the need for accuracy when searching for and selecting information use different sources to double check information found		Take account of accuracy and potential bias when searching and selecting information	
Digital literacy using and applying	Prepare and present information in a arrange of ICT safely and responsibly		Evaluate and improve presentations in the light of discussion, marking and audience response	
E safety – personal knowledge and understanding	Judge what sort of privacy settings might be relevant for reducing different risks. Judge when to answer questions online and when not to		Find report and flag buttons in commonly used in sites and name sources of help (e.g. child line cyber mentors) find a click –CEOP button and explain to parents what its used for	
E-safety responsibilities	Be a good online citizen and friend. Articulate what constitutes good behaviour online? Find and cite the web address for any information or resource found online		Discuss scenarios involving online risk. State the source of information found online. Act as a role model for younger children	
Data knowledge and understanding	Describe how to check for and spot inaccurate data. Know which formulas use to change a spread sheet model		Exopalin that changing the numerical data affects a calculation	
Data using and applying	Create data collection forms and enter data from these accurately. Make graphs from the calculation on their own spread sheets.		Create data collection forms and enter data from these accurately. Make graphs from the calculation on their spread sheet. Sort and filter information	

	MUSIC Y5	Date	MUSIC Y6	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	

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Listening	Explain how different musical elements (pitch ,tempo rhythm, melody and dynamics) have been used to create mood and effects		Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music	
Composing	Improvise and notate musical phrases to develop compositions		Compose a piece of music based on a theme (e.g. a film or special event)	
Vocabulary	Use musical vocabulary to explain some of the reasons why a piece of music might have been composed		Describe how music can be used to create expressive effects and convey emotion	
Performing	Maintain own part in a performance with confidence accuracy and awareness of what others are playing		Take the lead in performance and provide suggestions to others	
Singing	Maintain a more complex part within an ensemble(e.g. sing in a round or use harmony)		Identify how sounds can be combined and used expressively layering, sounds and singing in tune with other performers	
Pulse and rhythm	Create simple rhythmic patterns within an awareness of timbre(quality of sound) and duration(length of notes and intervals)		Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)	
Notation	Perform from a simple notation on tuned/untuned instruments		Use/ understand staff and use unconventional notation when composing	
Appreciation and understanding	Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instrument from different periods in history		Listen to and comment on the work of musicians and composers, indicate own preferences. Explain the influence of historical events on music	

	PE Y5	Date	PE Y6	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Team games	Explain evaluate and develop ideas and plans for a game that includes a scoring system		Use and adapt tactics, choosing the most effective one for different situations	
Sending and striking	Use different techniques and skills to pass, dribble, travel and shoot in ball games.		Select and perform combinations of sending and striking skills with confidence, accuracy and consistency	
Strategy	Mark an opposing player or players, preventing them from gaining possession.		Apply tactical knowledge effectively in attacking and defending situations	
Dance	Very dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group		Move in time to music, creating movements that express the meaning and mood of the piece	
Athletics	Understand how power and stamina is developed and how this improves performances		Demonstrate a high level of control, speed strength and stamina when running and jumping and throwing and suggest ways to improve their performance	
Gymnastics	Create and perform more complex sequences ,including change of direction, travelling, speed and height, showing good stability and core strength		Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence	
Outdoor/adventure	Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role		Lead groups in problem solving, analysing their own effectiveness as a team leader	
Performance	Perform individually or as part of a group or with partners, with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones		Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve their personal best	

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Swimming	Swim between 50-100 metres, using three strokes, sustaining swimming over an extended time. Show a problem solving approach to survival		Swim over 100 metres, using three strokes, at a sustainable pace, being able to perform a wide range of survival techniques	
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