

...they use software packages to create pieces of digital art to design

...they create a piece of art which can be used as part of a wider presentation

...they say what their work is influenced by

...they make a record about the styles and qualities in their pieces

...they include technical aspects in their work

...their sketchbooks contain detailed notes and quotes explaining their drawings and ideas

...they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books

...they compare their methods to those of others and keep notes in their sketch books



The Year 6 Artist 'I can...'

...they identify different painting styles and how these have artists who are influenced by these styles over time

...they create models on a range of scales

...they create work which is open to interpretation by the audience

...they include both visual and tactile elements in their work

...their drawings show a strong understanding of how to use shading techniques to create depth and tone

...they know when to apply different drawing techniques to support their outcomes

...they create accurate and experimental drawings

...their sketches communicate ideas and convey a sense of individual style

...they explain how they have combined different tools and explain why they have chosen specific drawing techniques

...they understand the different properties of the different types of paint

...they create a range of shades using different kinds of paints

...they create mood in a painting

...they use shade to create depth in a painting

... name and locate the counties and cities of the United Kingdom identifying their human characteristics, including land use patterns - understand how some of these have changed over time.

... understand the geographical similarities & differences through a study of human & physical geography of a region in the UK.

... name and locate the UK's geographical regions and identify their physical characteristics (including hills, mountains, coast and rivers.)



... describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

... identify the significance of the Prime/Greenwich Meridian and time zones – including day and night.

... describe and understand key aspects of human geography, including: energy, the distribution of food, minerals and water.

The Year 6 Geographer 'I can...'

... identify the significance of latitude, longitude, the Equator, the Northern & Southern Hemispheres, the Tropics of Cancer & Capricorn, the Arctic & Antarctic circles.

... use fieldwork to observe, measure record and present the human & physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.

... use the 8 points of a compass and 6-figure grid references, symbols and keys (including using OS Maps) to build my knowledge of the UK and wider world.

... use maps, atlases, globes and digital mapping to locate countries and describe features studied.