



**CHARLESWORTH SCHOOL**

*...from tiny acorns great oaks grow*



**Pupil Achievement Descriptors**

# Year Six Pupil Descriptors

## We Are Speakers

- I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary (1.1)
- I can ask questions to develop ideas and take account of other's views (1.2)
- I can explain ideas and opinions giving reasons and evidence (1.3)
- I can take an active part in discussions and can take on different roles (1.4)
- I can listen to, and consider the opinions of others in discussions (1.5)
- I can make contributions to discussions, evaluating and responding to others' ideas (1.6)
- I can sustain and argue a viewpoint in a debate, using formal persuasive language (1.7)
- I can express possibilities using hypothetical and speculative language (1.8)
- I can engage listeners through choosing appropriate vocabulary and register that it is matched to the context (1.9)
- I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear (1.10)
- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere (1.11)

## We Are Linguists

### Criteria for Y5/6

#### Spoken Language

- I am aware that nouns have a gender (1.1)
- I can talk in front of an audience (simple presentation) (1.2)
- I can hold a simple conversation with at least four exchanges (1.3)

#### Reading

- I am aware that adjectives need to agree with the noun (2.1)
- I can use the context to work out unfamiliar words (2.2)
- I can understand a short story or factual text and note the main points (2.3)

#### Writing

- I can write a short paragraph to describe a person/place/thing (3.1)
- I can write some familiar words and phrases from memory (3.2)

#### Culture

- I know about the similarities and differences between our school and a French school (4.1)
- I can find out about traditional food and drink in France (4.2)
- I know about customs at Christmas and Easter (4.3)
- I know how France is governed (4.4)

# Year Six Pupil Descriptors

## We Are Historians

- I can place features of historical events and people from the past societies and periods in a chronological framework (1.1)
- I can summarise the main events from a period of history, explaining the order of events and what happened (1.2)
- I can summarise how Britain has had a major influence on the world (1.3)
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently) (1.4)
- I can identify and explain differences, similarities and changes between different periods of history (1.5)
- I can identify and explain propaganda (1.6)
- I can describe a key event from Britain's past using a range of evidence from different sources (1.7)
- I can describe the features of historical events and way of life from periods I have studied; presenting to an audience (1.8)

## We Are Geographers

- I can use Ordnance Survey symbols and six figure grid references (1.1)
- I can answer questions by using a map (1.2)
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like (1.2)
- I can describe how some places are similar and dissimilar in relation to their human and physical features (1.4)
- I can name the largest desert in the world and locate desert regions in an atlas (1.5)
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles (1.6)
- I can explain how time zones work and calculate time differences around the world (1.7)

# Year Six Pupil Descriptors

## We Are Artists

### Drawing

- I can demonstrate the illusion of depth using line, tone and hatching, charcoal, chalk & pastel (1.1)
- I can use viewing frames to focus on detail, composing pictures with foreground and background, applying skills of perspective (1.2)
- I can draw with perspective (1.3)
- I can understand how paintings are created i.e. composition (1.4)

### Printing

- I can explore printing used by various artists (2.1)
- I can build up drawings & images of whole or parts of items using various techniques & materials, fruit/veg, wood blocks, press print, string etc (2.2)
- I can work into prints with a range of media e.g. pens, colour, paints (2.3)

### Collage

- I can use layering & overworking (3.1)
- I can use a range of media to create collages (3.2)
- I can adapt and modify work and comment on my work (3.3)
- I can use collage as a means of extending work from initial ideas (3.4)
- I can apply knowledge of cubists (3.5)

### Sculpture

- I can develop observational skills to record figurative form (4.1)
- I can review & discuss work of sculptures/sculptors (4.2)
- I can shape, form, model and join media refining work as it progresses (4.3)

### Textiles

- I can design fabric relief panel (5.1)
- I can select & use materials and match the tool for the material (5.2)
- I can use techniques such as printing, dyeing, weaving & stitching to create different textural effects (5.3)
- I can develop skills in stitching, cutting & joining (5.4)

## We Are Designers

### Design

- I can use research to develop design criteria (1.1)
- I have an understanding of familiar products to help me develop my ideas (1.2)
- I can work from plans and modify my ideas if I need to (1.3)
- I can clarify my ideas through discussion, drawing and modelling (making exploded diagrams, annotated sketches, prototypes and CAD) (1.4)

### Make

- I can choose components that can be controlled by switches or by ICT (2.1)
- I can make careful and precise measurements (2.2)
- I can choose the right tool and equipment for the task e.g., cutting, shaping, joining and finishing (edging strips) (2.3)

### Evaluate

- I have investigated and analysed a range of existing products against my own (3.1)
- I have discussed my work with others and thought of improvements if needed (3.2)
- I can understand how key events and individuals in design and technology have helped to shape the world (3.3)

### Technical Knowledge

- I can give extra strength to products e.g., joins/reinforcement (4.1)
- I can use electrical systems in a product e.g., series circuits incorporating switches, bulbs, buzzers and motors (4.2)
- I apply my understanding of computing to program, monitor and control (4.3)
- I can use the mechanical systems in my product e.g., series circuits, incorporating switches, bulbs, motors and propellers (4.4)

# Year Six Pupil Descriptors

## We Are Artists (Continued)

### Painting

- I can use a drawn image as a still life to paint (6.1)
- I can paint with water colours (6.2)
- I can use paint skills to create a piece of work from the imagination (6.4)
- I can use a colour wheel to create different tones and contrasting colours (6.5)

## We Are Designers (Continued)

### Food, Cooking and Nutrition

- I can use a selection of ingredients to meet an identified need (5.1)
- I understand where/how ingredients are grown, reared, caught and processed (5.2)
- I can prepare and cook savoury dishes using a range of cooking techniques (5.3)
- I understand seasonality with the various food products I use/eat (5.4)

# Year Six Pupil Descriptors

## We Are Sports People

### Games

- I can play to agreed rules (1.1)
- I can explain rules (1.2)
- I can umpire (1.3)
- I can make a team and communicate a plan (1.4)
- I can lead others in a game situation (1.5)

### Gymnastics

- I can combine my own work with that of others (2.1)
- I can link sequences to specific timings (2.2)

### Dance

- I can develop sequences in a specific style (3.1)
- I can choose my own music and style (3.2)

### Athletics

- I can demonstrate stamina (4.1)

### Outdoor and Adventurous

- I can plan a route and a series of clues for someone else (5.1)
- I can plan with others taking account of safety and danger (5.2)

## We Are Musicians

### Listening

- I can use musical vocabulary to analyse features within different pieces of music (1.1)
- I can compare and contrast the impact that different composers from different times have had an effect on people (1.2)

### Composing

- I can use a variety of musical devices eg. Melody, rhythm, chords (2.1)

### Performing

- I can take a lead in a performance (3.1)
- I can perform parts from memory (3.2)
- I can sing confidently – Including singing in harmony (3.3)

### Appraisal

- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created (4.1)

# Year Six Pupil Descriptors

## We Are Spiritual Inquirers

### Criteria for Y5/6

#### Learning about Religions and Beliefs

- I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities (1.1)
- I can describe why people belong to religions (1.2)
- I know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this (1.3)
- I can explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions (1.4)

#### Learning from Religion and Belief

- I can formulate and suggest answers to questions raised by religion and belief, relating them to my own and other's lives (2.1)
- I can explain what inspires and influences me, expressing my own view and that of others on the challenges of belonging to a religion (2.2)

## We Are Digital Citizens

### Algorithms and Programming

- I can design a solution by breaking a problem up (1.1)
- I can recognise that different solutions can exist for the same problem (1.2)
- I can use logical reasoning to detect errors in algorithms (1.3)
- I can use selection in programs (1.4)
- I can work with variables (1.5)
- I can explain how an algorithm works (1.6)
- I can explore 'what if' questions by planning different scenarios for controlled devices (1.7)

### Information Technology

- I can select, use and combine software on a range of digital devices (2.1)
- I can use a range of technology for a specific project (2.2)

### Digital Literacy

- I can discuss the risks of online use of technology (3.1)
- I can identify how to minimise risks (3.2)

**Also refer to the criteria for Safe Computing for Y5/6**

# Year Six Pupil Descriptors

## We Are Computer Users (Safe Computing Guidance for Y5/6)

### Knowledge and Understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family (1.1)
- I understand the potential risk of providing personal information on-line (1.2)
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content (1.3)
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented (1.4)
- I understand the potential risk of using internet communication tools and understand how to minimise those risks including scams and phishing) (1.5)
- I understand that some material on the internet is copyrighted and may not be copied or downloaded (1.6)
- I understand that some messages might be malicious and know how to deal with this (1.7)
- I understand that online environments have security settings which can be altered, to protect the user (1.8)
- I understand the benefits of developing a 'nickname' for online use (1.9)
- I understand that some malicious adults may use techniques to make contact and elicit personal information (1.10)
- I know that it is unsafe to arrange to meet unknown people online (1.11)
- I know how to report any suspicions (1.12)
- I understand that I should not publish other people's pictures or tag them on the internet without permission (1.13)
- I know that content put online is extremely difficult to remove (1.14)
- I know what to do if I discover something malicious or inappropriate (1.15)

### Skills

- I follow the school internet rules (2.1)
- I can make safe choices about the use of technology (2.2)
- I can use technology in ways which minimise risk e.g., responsible use of online discussions etc.. (2.3)
- I can create strong passwords and manage them so that they remain strong (2.4)
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond the school (2.5)
- I can competently use the internet as a search tool (2.6)
- I can reference information sources (2.7)
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information e.g., using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources (2.8)
- I can use knowledge of the meaning of different domain names and common website extensions (e.g., .co.uk; .com; .sc; .sch; .org; .gov; .net) to support validation of information (2.9)