



## Humanities Skills Ladder – Key Stage 2

| Year 5 Humanities Skills Ladder History   |                                                                                                                                          | Year 5 Developing                                                                                                                                                                                                                                                                                                                                                         | Year 5 Secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 5 Greater Depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HI1                                       | <b>Historical Knowledge</b>                                                                                                              | <ul style="list-style-type: none"> <li>With support, I can communicate my understanding using everyday common language</li> <li>With support, I can order events chronologically</li> <li>I can recall basic facts about a person, place or event and can match them to their descriptions</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>I can use specified key vocabulary in written learning opportunities with limited prompts</li> <li>I can correctly order events when provided with a chronological framework</li> <li>I can recall some key aspects of a person, place or event and describe in brief detail</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>I can use specified vocabulary in written and spoken learning opportunities independently</li> <li>I can correctly order events without being provided with a chronological framework</li> <li>I can recall several aspects about a person, place or event and describe them in strong detail</li> </ul>                                                                                                                                                                                                        |
| HI2                                       | <b>Understanding and Application of Historical Concepts</b><br>( <i>Change and Continuity, Cause and Consequence, Significance</i> )     | <ul style="list-style-type: none"> <li>I can compare places, people or events based on specified criteria</li> <li>I can express a preference or choice when comparing people, places or events</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>I can identify how two places, people or events are similar or different or how they have changed over time</li> <li>I can evaluate the advantages or disadvantages of historical events or decisions using opinion</li> <li></li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>I can identify how two or more people, places or events are similar or different and give a reason how and why</li> <li>I can propose and evaluate the advantages or disadvantages of historical events or decisions using supplied supporting evidence</li> </ul>                                                                                                                                                                                                                                              |
| HI3                                       | <b>Source Skills</b>                                                                                                                     | <ul style="list-style-type: none"> <li>With support, I can make meaning from text and visual sources</li> <li>I can sometimes explain where the source comes from</li> </ul>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>I can decode factual information from more than one source and consolidate it to communicate meaning</li> <li>I am beginning to independently choose sources that are most useful for the purpose</li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>I can explain the meaning of a text or visual source with some reference to evidence</li> <li>I can identify the provenance (origin, nature, purpose) of a source</li> <li>I can choose from several sources, a piece of evidence to support my position</li> </ul>                                                                                                                                                                                                                                             |
| HI4                                       | <b>Decision Making</b><br>(Analysis and Evaluation)                                                                                      | <ul style="list-style-type: none"> <li>With prompts, I can explain why an event or condition happened</li> <li>I can consider whether events or decisions has positive or negative outcomes</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>I can explain simply how and why an event or condition happened</li> <li>I can give a reason for why certain historical decisions were made by individuals or groups</li> <li>I can begin to explain how an event or decision impacted people during the time</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>I can explain in some detail how and why an event or condition happened</li> <li>I can justify the historical decisions made by individuals or groups</li> <li>I can explain, with some detail, how an event or decision positively or negatively affected people during the time</li> <li>I can identify a link between a historical event or decision and other similar events, decisions in other periods in history or modern day</li> </ul>                                                                |
| Year 5 Humanities Skills Ladder Geography |                                                                                                                                          | Year 5 Developing                                                                                                                                                                                                                                                                                                                                                         | Year 5 Secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 5 Greater Depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| GE1                                       | <b>Geographical Knowledge – Location and Place</b>                                                                                       | <ul style="list-style-type: none"> <li>With support, I can communicate my understanding using everyday common language</li> <li>With support, I can locate and label places within maps of different scales</li> <li>I can match the characteristics of places with images and key language</li> <li></li> </ul>                                                          | <ul style="list-style-type: none"> <li>I can use specified key vocabulary in written and spoken learning opportunities with limited prompts</li> <li>I can locate and label places of interest within maps of different scales</li> <li>I can describe the characteristics of places, including broader areas such as regions, biomes or continents</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>I can use specified vocabulary in written and spoken learning opportunities independently</li> <li>I can locate and label places of interest within maps of different scales</li> <li>I can describe the characteristics in detail and make comparisons between places, including broader areas such as regions, continents and biomes</li> </ul>                                                                                                                                                               |
| GE2                                       | <b>Patterns and Processes</b><br>( <i>Physical Geography, Human Geography and Citizenship, Environmental change and Sustainability</i> ) | <ul style="list-style-type: none"> <li>I can briefly describe and locate patterns of settlement</li> <li>With support, I can briefly how people live in different parts of the world</li> <li>I can label and briefly explain how simple physical processes work</li> <li>I can identify attitudes and behaviour which are good for our environments</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>I can describe and compare patterns of settlement</li> <li>I can find out how people live in different parts of the world (homes, culture, work, trade, food reliance on the natural world)</li> <li>I can use diagrams to explain simple physical processes in some detail and am beginning to understand how landscapes can be changed over time</li> <li>I can identify simple ways that human behaviour affects the natural environment</li> </ul> | <ul style="list-style-type: none"> <li>I can describe, compare and justify where and why people have settled.</li> <li>I can compare how people live in different parts of the world (homes, culture, work, trade, food, reliance on the natural world)</li> <li>I can explain physical processes in some detail and how they change a landscape over time</li> <li>I can express an understanding of how humans are contributing to climate change and suggest simple actions that I could take to limit my negative impact</li> </ul>                |
| GE3                                       | <b>Geographical Skills</b>                                                                                                               | <ul style="list-style-type: none"> <li>With support, I can recognise the meaning of some map symbols, 8-point compass direction, 4-figure grid reference, and can calculate simple scale conversion</li> <li>I can identify and label a world map with continents and oceans</li> <li>I can interpret simple maps, plans and diagrams with some assistance</li> </ul>     | <ul style="list-style-type: none"> <li>I can recognise the meaning of map symbols, 8-point compass direction, calculate simple scale conversion and use 4 and 6-figure grid reference with some prompting</li> <li>I can identify hemispheres and lines of latitude and longitude</li> <li>I can produce simple maps, incorporating the above skills with some guidance or framework</li> <li>I can correctly label diagrams of physical processes</li> </ul>                                 | <ul style="list-style-type: none"> <li>I can usually recognise the meaning of a wide range map symbols, calculate simple scale conversion accurately and use 4 and 6 figure grid reference independently</li> <li>I can use my understanding of hemispheres and latitude and longitude to locate places</li> <li>I can independently produce more detailed maps, incorporating the above skills as well as a range of land and water features</li> <li>I can draw and label diagrams of physical processes with some accuracy and precision</li> </ul> |
| GE4                                       | <b>Geographical Enquiry</b><br>(Analysis and Evaluation)                                                                                 | <ul style="list-style-type: none"> <li>I can express a simple opinion about an issue, concept or event</li> <li>I can summarise a few pieces of information and draw simple conclusions (how and why)</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>I can express a simple opinion about an issue, concept or event limited or implied reference to facts acquired in lesson or in evidence</li> <li>I can consider a number of pieces of evidence (sources) when forming an opinion or conclusion (how or why)</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>I can express an opinion about an issue, concept or event with acknowledgment of other points of view</li> <li>I can begin to justify why certain decisions or actions were taken and whether they were the best options</li> </ul>                                                                                                                                                                                                                                                                             |



Humanities Skills Ladder – Key Stage 2

| Year 5 Humanities Skills Ladder Religion, Philosophy and Ethics |                                                             | Year 5 Developing                                                                                                                                                                                                                                                                                                                                                                                                        | Year 5 Secure                                                                                                                                                                                                                                                                                                                                                                | Year 5 Greater Depth                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RE1                                                             | Knowledge and Understanding of Concepts (learning about)    | <ul style="list-style-type: none"><li>With support, I can communicate my understanding using everyday common language</li><li>With support, I can recall the values, practices and beliefs of people who follow Christianity and another faith</li><li>With prompting, I can discuss the meaning of our school’s Core Christian Values and with support explain why British Values are important to our Nation</li></ul> | <ul style="list-style-type: none"><li>I can use specified key vocabulary in written and spoken learning opportunities with limited prompts</li><li>I can explain the values, practices and beliefs of people who follow a faith</li><li>I can discuss the meaning of our school’s Core Christian Values and explain why British Values are important to our Nation</li></ul> | <ul style="list-style-type: none"><li>I can use specified vocabulary in written and spoken learning opportunities independently</li><li>I can understand how the values, practices and beliefs of people who follow a faith affect their daily lives</li><li>I can label and match features of the British system of government</li><li>I can demonstrate the meaning of our school’s Core Christian Values and discuss how British Values influence our identity</li></ul> |
| RE2                                                             | Application of Concepts and Decision Making (learning from) | <ul style="list-style-type: none"><li>With some support, I can make brief comparisons between the lives of people who follow a faith or belief and myself</li><li>I can express my position about my own beliefs and what is important to me</li></ul>                                                                                                                                                                   | <ul style="list-style-type: none"><li>I can make brief comparisons between the lives of people who follow a faith or belief and my life</li><li>I can express my beliefs respectfully, as they relate to those of believers and can begin to form my own position about what I believe and what is important to me</li></ul>                                                 | <ul style="list-style-type: none"><li>I can make thoughtful and supported comparisons between people who follow a faith or belief and my life</li><li>I can begin to consider what influences my values and beliefs have on my</li></ul>                                                                                                                                                                                                                                    |