



Humanities Skills Ladder – Key Stage 2

Year 6 Humanities Skills Ladder History		Year 6 Developing	Year 6 Secure	Year 6 Greater Depth
HI1	Historical Knowledge	- I can use specified key vocabulary in written and spoken learning opportunities with limited prompts - I can locate and label places of interest within maps of different scales - I can describe the characteristics of places, including broader areas such as regions, biomes or continents	- I can use specified vocabulary in written and spoken learning opportunities independently - I can locate and label places of interest within maps of different scales - I can describe the characteristics in detail and make comparisons between places, including broader areas such as regions, continents and biomes	- I can independently use subject specific vocabulary precisely, in written and spoken opportunities - I can recall basic and/or generalised geographical processes, content and information about places, environments, concepts and locations.
HI2	Understanding and Application of Historical Concepts (Change and Continuity, Cause and Consequence, Significance)	- I can describe and compare patterns of settlement - I can find out how people live in different parts of the world (homes, culture, work, trade, food reliance on the natural world) - I can use diagrams to explain simple physical processes in some detail and am beginning to understand how landscapes can be changed over time - I can identify simple ways that human behaviour affects the natural environment	- I can describe, compare and justify where and why people have settled. - I can compare how people live in different parts of the world (homes, culture, work, trade, food, reliance on the natural world) - I can explain physical processes in some detail and how they change a landscape over time - 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	- I can describe, compare and justify where and why people have settled and can suggest some of the challenges they face - I can show an understanding of the human and physical factors that influences how someone lives in a place - I can explain physical processes in detail and how people and the impact they have on people and groups living in close proximity - I can explain how humans have consumed global resources in the past, suggest how human consumption is changing today and predict the implication of currently behaviour on the future sustainability of our planet
HI3	Source Skills	- 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 - I can identify hemispheres and lines of latitude and longitude - I can produce simple maps, incorporating the above skills with some guidance or framework - I can correctly label diagrams of physical processes	- 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 - I can use my understanding of hemispheres and latitude and longitude to locate places - I can independently produce more detailed maps, incorporating the above skills as well as a range of land and water features - I can draw and label diagrams of physical processes with some accuracy and precision	- I can measure distance using linear and non-linear methods and accurately convert using scale measurements with some guidance - With some support, I decode, draw and interpret maps of varying scales and use a range of cartographic, graphical, numerical and statistical models to derive meaning - I can draw and label diagrams of physical processes with accuracy and precision
HI4	Decision Making (Analysis and Evaluation)	- I can express a simple opinion about an issue, concept or event limited or implied reference to facts acquired in lesson or in evidence - I can consider a number of pieces of evidence (sources) when forming an opinion or conclusion (how or why)	- I can express an opinion about an issue, concept or event with acknowledgment of other points of view - I can begin to justify why certain decisions or actions were taken and whether they were the best options	- I can begin to compare and contrast differing positions with some explanation of the difference - With guidance, I can use statistical or demographic data to support a position - I can begin to demonstration prioritisation skills and ethical consideration when formulating an opinion or position
Year 6 Humanities Skills Ladder Geography		Year 6 Developing	Year 6 Secure	Year 6 Greater Depth
GE1	Geographical Knowledge – Location and Place	- I can use specified key vocabulary in written and spoken learning opportunities with limited prompts - I can locate and label places of interest within maps of different scales - I can describe the characteristics of places, including broader areas such as regions, biomes or continents	- I can use specified vocabulary in written and spoken learning opportunities independently - I can locate and label places of interest within maps of different scales - I can describe the characteristics in detail and make comparisons between places, including broader areas such as regions, continents and biomes	- I can independently use subject specific vocabulary precisely, in written and spoken opportunities - I can recall basic and/or generalised geographical processes, content and information about places, environments, concepts and locations.
GE2	Patterns and Processes (Physical Geography, Human Geography and Citizenship, Environmental change and Sustainability)	- I can describe and compare patterns of settlement - I can find out how people live in different parts of the world (homes, culture, work, trade, food reliance on the natural world) - I can use diagrams to explain simple physical processes in some detail and am beginning to understand how landscapes can be changed over time - I can identify simple ways that human behaviour affects the natural environment	- I can describe, compare and justify where and why people have settled. - I can compare how people live in different parts of the world (homes, culture, work, trade, food, reliance on the natural world) - I can explain physical processes in some detail and how they change a landscape over time - 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	- I can describe, compare and justify where and why people have settled and can suggest some of the challenges they face - I can show an understanding of the human and physical factors that influences how someone lives in a place - I can explain physical processes in detail and how people and the impact they have on people and groups living in close proximity - I can explain how humans have consumed global resources in the past, suggest how human consumption is changing today and predict the implication of currently behaviour on the future sustainability of our planet
GE3	Geographical Skills	- 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 - I can identify hemispheres and lines of latitude and longitude - I can produce simple maps, incorporating the above skills with some guidance or framework - I can correctly label diagrams of physical processes	- 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 - I can use my understanding of hemispheres and latitude and longitude to locate places - I can independently produce more detailed maps, incorporating the above skills as well as a range of land and water features - I can draw and label diagrams of physical processes with some accuracy and precision	- I can measure distance using linear and non-linear methods and accurately convert using scale measurements with some guidance - With some support, I decode, draw and interpret maps of varying scales and use a range of cartographic, graphical, numerical and statistical models to derive meaning - I can draw and label diagrams of physical processes with accuracy and precision
GE4	Geographical Enquiry (Analysis and Evaluation)	- I can express a simple opinion about an issue, concept or event limited or implied reference to facts acquired in lesson or in evidence - I can consider a number of pieces of evidence (sources) when forming an opinion or conclusion (how or why)	- I can express an opinion about an issue, concept or event with acknowledgment of other points of view - I can begin to justify why certain decisions or actions were taken and whether they were the best options	- I can begin to compare and contrast differing positions with some explanation of the difference - With guidance, I can use statistical or demographic data to support a position - I can begin to demonstration prioritisation skills and ethical consideration when formulating an opinion or position



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Year 6 Humanities Skills Ladder Religion, Philosophy and Ethics		Year 6 Developing	Year 6 Secure	Year 6 Greater Depth
RE1	Knowledge and Understanding of Concepts (learning about)	- With support, I can communicate my understanding using everyday common language - With support, I can recall the values, practices and beliefs of people who follow Christianity and another faith - 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	- I can use specified key vocabulary in written and spoken learning opportunities with limited prompts - I can explain the values, practices and beliefs of people who follow a faith - I can discuss the meaning of our school’s Core Christian Values and explain why British Values are important to our Nation	- I can use specified vocabulary in written and spoken learning opportunities independently - I can understand how the values, practices and beliefs of people who follow a faith affect their daily lives - I can label and match features of the British system of government - I can demonstrate the meaning of our school’s Core Christian Values and discuss how British Values influence our identity
RE2	Application of Concepts and Decision Making (learning from)	- With some support, I can make brief comparisons between the lives of people who follow a faith or belief and myself - I can express my position about my own beliefs and what is important to me	- I can make brief comparisons between the lives of people who follow a faith or belief and my life - 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	- I can make thoughtful and supported comparisons between people who follow a faith or belief and my life - I can begin to consider what influences my values and beliefs have on my