

Key Performance Indicators	Year 6 Milestones - Humanities
<b>History Skills</b>	
<b>Chronology</b>	Develop a chronologically secure knowledge of a historical era, establishing a clear narrative across the time period.
	Explain how historical eras are connected or different, and how things change over time.
<b>Historical Enquiry</b>	Gain a detailed knowledge of key aspects of modern history.
	Independently demonstrate understanding and use of a range of historical terminology such as, 'parliament' and 'peasantry'.
	Analyse historical information and use it to communicate my conclusions about the past using Literacy skills.
	Apply my understanding that a variety of sources (primary and secondary) should be analysed to form a full picture of a historical event.
	Distinguish between reliable and unreliable historical sources and consider the concept of bias.
	Investigate the history of the local area, explaining how it is linked with national and worldwide history.
<b>Cause and Consequence</b>	Describe how Britain has been influenced by the wider world and the influence it has had on others
	Ask and answer historical questions about what has changed during a historical period and what has caused these changes to happen.
	Understand the connections between historical events, considering cultural, economic, military, political, religious and social factors.
<b>Geography Skills</b>	
<b>Location Knowledge</b>	Locate the world's countries with focus on Europe, including Russia, North and South America.
	Recognise Europe's environmental regions and key physical characteristics.
	Locate and explore Europe's key human characteristics, countries and major cities.
	Recognise North America's environmental regions and key physical characteristics.
	Explore geographical regions within the United Kingdom and their identifying human characteristics including land-use patterns. Recognise how these may have changed over time.

	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America.
Human & Physical Knowledge	Human: Describe the UK's economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Human: Describe and understand types of settlement and land use.
	Physical: Recognise and locate the different climate zones worldwide.
Geographical Skills and Fieldwork	Physical: Describe key aspects of mountains, volcanoes and earthquakes.
	Practise and demonstrate using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<b>RE Skills</b>	
Making sense of beliefs	I can identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.
	I can describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.
	I can give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.
Understanding the impact	I can make clear connections between what people believe and how they live, individually and in communities.
	I can use evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or culture.

## Making connections

I can make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).

I can reflect on and articulate lessons people might gain from the beliefs/ practices studied, including my own responses, recognising that others may think differently.