

Key Performance Indicators	Year 5 Milestones - Humanities
<b>History Skills</b>	
<b>Chronology</b>	Order historical events chronologically to produce a timeline of a historical era.
	Understand where the time period studied is placed within history and when it happened in relation to present day.
<b>Historical Enquiry</b>	Explore key aspects of the history of ancient civilisations.
	Understand and use a range of historical terminology, such as, 'empire' and 'civilisation'.
	Communicate my historical findings using Literacy skills.
	Use primary and secondary sources to find out information about the past.
	Understand the difference between fact and opinion and what makes evidence reliable or unreliable.
<b>Cause and Consequence</b>	Define how Britain has been influenced by the wider world.
	Consider what is similar and different about different periods of history.
<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.
	Locate and explore North America's key human characteristics, countries and major cities.
	Name and locate counties and cities of the United Kingdom.
	Explore geographical regions within the United Kingdom and their identifying physical characteristics such as hills, mountains, coasts and rivers.
	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: Identify and locate different biomes and vegetation belts.
Geographical Skills and Fieldwork	Practise and demonstrate using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.
	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 describe the core beliefs and concepts studied.
	I can confidently make clear links between texts/ sources of authority and the core concepts studied.
	I can offer informed suggestions about what texts/ texts of authority can mean and give examples of what these sources mean to believers.
Understanding the impact	I can make explicit links between stories, teachings and concepts studied and how people live, individually and in communities.
	I can describe how people show their beliefs in how they worship and in the way they live.
	I can identify and compare some similarities and differences in how people put their beliefs into practice.

## Making connections

I can make links between most of the beliefs and practices studied and life in the world today, expressing ideas of my own clearly.

I can raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how I think and live.

I can give respectable reasons for the views I have and the connections I make.