**Theme 1**



**How Rugby Football Came to Huddersfield:**

**Developments in Rugby Football**

**National Curriculum**

Theme 1 provides opportunities for:

**English**

**Spoken English**

**KS2, Y5 & Y6**

* listen and respond appropriately to adults and their peers

#### articulate and justify answers, arguments and opinions

#### give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through imagining and exploring ideas
* participate in discussions and presentations

**KS 3**

* using Standard English confidently in formal contexts, including classroom discussion
* giving short presentations, expressing their own ideas and keeping to the point

**Reading Comprehension**

**KS2, Y5 & Y6**

* continuing to read and discuss non-fiction
* reading for a range of purposes
* summarising the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas
* retrieve, record and present information from non-fiction
* explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
* use dictionaries to check the spelling and meaning of words

**KS3**

* reading a wide range of fiction and non-fiction
* making inferences and referring to evidence in the text

**Writing**

**KS2, Y5 & Y6**

* Scope to cover all statutory requirements

**KS3**

* well-structured formal expository and narrative essays
* stories … imaginative writing
* summarising and organising material, and supporting ideas and arguments with any necessary factual detail
* plan, draft, edit and proof-read (all requirements)

**Grammar and Vocabulary**

* using Standard English confidently in their own writing and speech

**History**

to develop understanding of:

* place, historical context and chronology,
* historical concepts such as continuity and change, cause and consequence
* gain historical perspective by placing their growing knowledge into different contexts
* the connections between local, regional and national history
* the connections between short- and long-term timescales

**KS2**

* develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study
* note connections, contrasts and trends over time and develop the appropriate use of historical terms
* regularly address and sometimes devise historically valid questions about change, cause, and significance
* construct informed responses that involve thoughtful selection and organisation of relevant historical information
* a local history study

**KS3**

* extend and deepen chronologically secure knowledge and understanding of British, and local history, so that it provides a well-informed context for wider learning
* identify significant events, make connections, and analyse trends within periods and over long arcs of time
* use historical terms and concepts in increasingly sophisticated ways
* a local history study

**Art**

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing and painting

**KS2**

* to improve their mastery of art and design techniques, including drawing and painting with a range of materials [pencil, paint]

**KS3**

* to use a range of techniques and media, including painting
* to increase their proficiency in the handling of different materials
* to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work