



Theme 11



Facts and Opinions

National Curriculum

Theme 11 provides opportunities for:

English

Spoken English

KS2, Y5 & Y6

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations ... and debates; gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

KS3

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said

Reading Comprehension

KS2, Y5 & Y6

- continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks
- reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing
- summarising the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas
- identifying how language, structure, and presentation contribute to meaning
- distinguish between statements of fact and opinion
- 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
- provide reasoned justifications for their views.

KS3

- reading a wide range of non-fiction
- understand increasingly challenging texts through making inferences and referring to evidence in the text
- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

Writing: Composition

KS2 Y5-Y6

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- assessing the effectiveness of their own and others' writing

KS3

- writing for a wide range of purposes and audiences, including a range of other narrative and non-narrative texts, including arguments
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail

Grammar and Vocabulary

- using Standard English confidently in their own writing and speech

History

KS2

- continue to develop a chronologically secure knowledge and understanding of British, local and world 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, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

KS3

- extend and deepen chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning
- identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time
- use historical terms and concepts in increasingly sophisticated ways
- pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response
- discern how and why contrasting arguments and interpretations of the past have been constructed
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day
- a local history study