** 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 throughmaking 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, includinga 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