 **Theme 2 **

**How Rugby Football Came to Huddersfield:**

**Developments that affected Rugby Football**

**National Curriculum**

Theme 2 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 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 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
* drawing inferences ... and justifying inferences with evidence
* 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
* provide reasoned justification 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

**Writing**

 **KS2, Y5 & Y6**

* plan, draft, evaluate and edit, and proof-read, all requirements relating to factual writing, but particularly:

 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

 **KS3**

* plan, draft, evaluate and edit, and proof-read, all requirements relating to factual writing, but particularly:

 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**

to develop understanding of:

* place, historical context and chronology,
* historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends
* gain historical perspective by placing their growing knowledge into different contexts
* the connections between local, regional and national history
* the connections between cultural, economic and social 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, similarity and difference, and significance
* construct informed responses that involve thoughtful selection and organisation of relevant historical information
* understand how our knowledge of the past is constructed from a range of sources
* a local history study
* 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, and local 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
* a local history study
* ideas, political power, industry and empire: Britain, 1745-1901