 **Theme 4 **

**The Origins of the Clubs**

**National Curriculum**

Theme 4 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 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 speculating, imagining and exploring ideas
* participate in discussions

**KS 3**

* using Standard English confidently in formal contexts, including classroom discussion

**Reading Comprehension**

**KS2, Y5 & Y6**

* continuing to read and discuss non-fiction
* reading for a range of purposes
* identifying and discussing themes and conventions in and across a wide range of writing
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* retrieve, record and present information from non-fiction
* explain and discuss their understanding of what they have read
* provide reasoned justification for their views

**KS3**

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

**Writing; Composition**

**KS2, Y5 & Y6**

* noting and developing initial ideas, drawing on reading and research where necessary

**KS3**

* a range of non-narrative texts, including arguments
* summarising and organising material, and supporting ideas and arguments with any necessary factual detail
* considering how their writing reflects the audiences and purposes for which it was intended

**Grammar and Vocabulary**

* using Standard English confidently in their own writing and speech

**History**

to develop understanding of:

* the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
* 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 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, 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

**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
* use historical terms and concepts in increasingly sophisticated ways
* pursue historically valid enquiries
* understand how different types of historical sources are used rigorously to make historical claims
* ideas, political power, industry and empire: Britain, 1745-1901
* a local history study