



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