



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 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