



Theme 5

The Birth of Rugby League

National Curriculum

Theme 5 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
- 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, performances, role play, improvisations 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
- improvising, rehearsing and performing play scripts to generate language and discuss language use and meaning, using role, intonation, tone and volume to add impact.

Reading Comprehension

KS2, Y5 & Y6

- continuing to read and discuss an increasingly wide range of plays and non-fiction
- drawing inferences such as inferring characters' feelings, thoughts and motives; justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas
- 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, including plays with a wide coverage of genres, historical periods, forms and authors
- understand increasingly challenging texts through:
 - making inferences and referring to evidence in the text
 - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
 - checking their understanding to make sure that what they have read makes sense.

Citizenship

Aims

- acquire a sound knowledge and understanding of how citizens participate actively in the UK's democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced

Subject Content

- develop pupils' understanding of democracy
- use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action
- the operation of Parliament, including voting and elections
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

History

Purpose of study

to develop understanding of:

- Britain's past and that of the wider world
- the need to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.
- the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation
- historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions
- how and why contrasting arguments and interpretations of the past have been constructed
- historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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
- 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, 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
- pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response
- understand how different types of historical sources are used rigorously to make historical claims
- discern how and why contrasting arguments and interpretations of the past have been constructed.
- ideas, political power, industry and empire: Britain, 1745-1901
- a local history study