

History Key Stage 1

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS1 History is formed of 6 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Why do we celebrate bonfire night?	Year 1, Year 2	3
2 Why do we celebrate Mandela Day?	Year 1, Year 2	3
3 How and why do we celebrate Remembrance Day?	Year 1, Year 2	3
4 How have people's lives changed in living memory?	Year 1, Year 2	10
5 The Great Fire of London	Year 1, Year 2	10
6 Explorers and adventurers	Year 1, Year 2	8



3. Lessons

Unit 1 Why do we celebrate bonfire night?

3 Lessons

Lesson
number

Lesson question

Pupils will learn

1.

Why did Guy Fawkes want to blow up the houses of Parliament?

- Guy Fawkes was a member of a group of plotters who wanted to kill King James whilst he was in the Houses of Parliament.
- The plotters were angry at the king and the government and wanted the government to change some laws that they did not like.
- The group felt that the government was treating Catholics unfairly and they wanted to rebel against what they felt was unfair treatment.
- Guy Fawkes and the other Catholics involved in the plot were angry about having to practise their religion in secret and they wanted this to change.

2. Who was Guy Fawkes?

- Guy Fawkes is the most well-known member of this important conspiracy.
- The gunpowder plot was when a group of Catholics tried to blow up the King and the Houses of Parliament.
- The Houses of Parliament are where the country's laws are made.
- In the month before the planned gunpowder plot, one of the people involved tried to warn a family member, who was an important political person.
- On the 5th November 1605, Guy Fawkes was caught with the gunpowder moments before the King was about to open parliament.



3. How do we celebrate Guy Fawkes Day?

- Guy Fawkes day is also referred to as 'Bonfire Night'.
 - Some people in Britain celebrate Guy Fawkes day every year on the 5th of November to commemorate the failure of the gunpowder plot of the 5th November 1605.
 - The 5th November is a time to celebrate the safety of the King who was not killed by Guy Fawkes and his fellow plotters.
 - Guy Fawkes Day is usually celebrated with people gathering to light bonfires and watch firework displays.
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Lesson
number

Lesson question

Pupils will learn

1.

What was Apartheid?

- In 1948, the South African government made laws which kept white people and black people apart.
 - This system was called Apartheid and it kept black people and white people in South Africa separated.
 - The laws meant that there were lots of things that black people were not allowed to do in South Africa. The laws meant that black people were not seen as equal to white people.
 - Examples of Apartheid such as not allowed to vote/own land, restrictions on marrying white people, restrictions on where you could live or work
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2.

Who was Nelson Mandela and what did he want to achieve?

- Nelson Mandela is thought to be one of the most important and influential leaders of our history.
 - Nelson Mandela wanted all South Africans to be treated equally and fairly, whether they were black or white.
 - Nelson Mandela believed it was really unfair that black South Africans were treated so differently to white South Africans.
 - Nelson Mandela wanted equality, but the government wanted people to be separated.
 - Mandela fought hard for change, but he was put into prison for 27 years. He was in three different prisons - the most famous of which was called Robben Island, where he was imprisoned for 18 years.
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3.

What impact has Nelson Mandela had?

- When Nelson Mandela left prison in 1990, he wanted peace.
 - Apartheid officially came to an end in the early 1990s. A new election was held in 1994 in which people of all colours could vote. Nelson Mandela won the election and became the first black president of South Africa.
 - Mandela won a Nobel Peace Prize. He is widely known and respected for his courage in fighting for equality and justice and acts as a role model for people all over the world today.
 - People all over the world celebrate Mandela day every year on the 18th July (which was his birthday!) to remember how he took action and led to great change.
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Lesson
number

Lesson question

Pupils will learn

1.

Why do we celebrate Remembrance Day?

- Which countries were involved in the First World War and the Second World War.
- The impact these wars had on people around the world.
- How both wars came to an end.
- Fighting between the allies in World War 1 came to an end on 11th November 1918.
- People celebrate Remembrance Sunday to commemorate those who gave their lives for their country.



2. How is Remembrance Day celebrated in the UK?

- Remembrance day is sometimes referred to as Armistice day. In the UK, people celebrate remembrance day on the second Sunday in November, and this is called Remembrance Sunday. This is the Sunday closest to Armistice day, which is always on the 11th November.
- There is a two minute silence at 11am on Remembrance Sunday.
- There are ceremonies at memorials/cenotaphs/churches.
- Why people wear poppies to commemorates those who died in both world wars.

3. How do other countries around the world commemorate those who died in the World Wars?

- Armistice day is an important day in France and churches across the country hold services to remember those who have died.
 - In France, there are military parades on Armistice day and people lay down special wreaths at war monuments and at an important tomb in Paris.
 - Remembrance day is celebrated all over the world.
 - In most countries, there are special marches and parades.
 - In most countries, there are moments of silence, wreaths laid on war monuments, and church services.
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Lesson
number

Lesson question

Pupils will learn

1.

How has popular music changed over the last 60 years? (Part 1)

- Genres of music and music media: vinyl, cassette, CD, MP3, streaming
- 1950s Rock n Roll: Elvis Presley
- 1960s Pop Music: The Beatles
- 1970s RnB: Stevie Wonder
- 1980s Disco: Madonna

2.

How has popular music changed over the last 60 years? (Part 2)

- 1990s Teen Pop: The Spice Girls, Take That, Destiny's Child Boyzone
- 2000s: Alternative Rock: Coldplay
- 2010s: Alternative Rock: Mumford and Sons

3. How have toys changed? (Part 1)

- Look at examples of toys that your grandparents might have played with.
- Look at examples of toys that your parents used to play with.
- Look at examples of toys you like to play with.
- Compare how these are different and analyse these toys have changed over time.
- Which materials were used to make the toys my great-grandparents and grandparents might have played with? Which materials are used to make the toys that I play with now?



4. How have toys changed? (Part 2)

- Sort toys into electronic and non-electronic.
 - Compare how toys have changed over time.
 - How has modern technology changed the ways in which children play?
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5. How has food changed in the last 60 years?

- What sorts of foods did people like to eat when my great-grandparents were alive?
 - How has technology changed how we cook food?
 - How did people store food in the era of my great-grandparents and grandparents?
 - How are we now able to store food and how has technology enabled us to do this well?
Refrigerators/freezers.
 - How have fridges and freezers changed what we eat?
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6. Where does our food come from?

- The food we eat today comes from lots of different places all over the world.
 - Matching different foods with their places of origin on a map.
 - How has globalisation changed the food and drink that we eat?
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7. How has improved transport made the world more connected? (Part 1)

- The invention of cars.
 - How cars have developed over time.
 - The invention of the trains.
 - How trains have developed over time.
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8. How has improved transport made the world more connected? (Part 2)

- The invention of planes.
- How planes have developed over time.
- How long does it take to fly to certain countries?
Examples: New Zealand, other parts of Europe.
- Space travel.

9. How have the ways in which we communicate changed over time? (Part 1)

- What was morse code and how was it used in the early stages of radio communication?
- How has the radio developed over time?
- Are letters still as popular now as they were many years ago? Why or why not?
- What are telegrams?
- How have telephones developed over time?

10. How have the ways in which we communicate changed over time? (Part 2)

- How have computers changed the way in which we communicate?
 - What are emails?
 - Modern technology - smartphones/tablets - how have these changed the way in which we communicate? Is it easier now?
 - How has social media changed with ways in which we communicate with others?
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**Lesson
number**

Lesson question

Pupils will learn

1. What was life like in the 17th century?

- To develop an awareness of life in the 17th century.
- To understand how people lived in the 17th century.
- To understand how society was structured in 17th century London.
- To understand how the government functioned in 17th century London.

2. How did London begin?

- Who the Romans were (sailed across to Britain 2000 years ago, built a city called Londinium, built a wall around it to protect them).
 - The Romans built markets, roads, canals and government buildings.
 - Who the Anglo-Saxons were (7 Kingdoms, Viking invasions, King Alfred recaptured London, he created laws, armies and began trading things for money).
 - Who the Normans were (built castles like Windsor Castle and the Tower of London).
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3. What was London like at the time of the fire?

- To develop an awareness of London in the past, leading up to the events in the Great Fire of London.
- To learn about London's founding as a Roman settlement.
- To learn about the development of London as an important cultural and economic centre within England.
- To learn about how London developed architecturally up until the Great Fire of London.



4. How did the Great Fire of London start?

- To understand when and how the fire started. To know that the fire started after midnight on May 2, 1666. It started inside a bakery in Pudding Lane, near London Bridge.
 - To understand how the fire spread.
 - To describe the key features of houses and streets in the seventeenth century.
 - To understand why the City of London's architecture played a key role in the quick spread of the fire.
 - To learn about the false accusation against French watchmaker Robert Hubert.
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5. How was the Great Fire of London put out?

- To understand the government's response to the fire (with a particular focus on the Mayor Thomas Bloodworth).
- To learn about the impact of the government's response.
- To debate whether Mayor Bloodworth's approach was correct.
- To learn about how the fire was put out.



6. What was the impact of the Great Fire on London?

- To learn about the impact the fire had on London's population and physical environment.
 - To learn about the link between the fire and the banishment of the Great Plague of 1665.
 - To learn about the regulations passed with the aim of preventing similar events.
 - To learn about John Evelyn's and Christopher Wren's plans for rebuilding London.
 - To understand the role the Great Fire of London played in the development of the insurance industry and the establishment of London's first fire brigade.
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7. What changes were made as a result of the Great Fire of London

- To read a simple map of an area.
 - To be able to identify differences and similarities within a given area.
 - To understand the reasons behind these changes and the effects they had on London's population.
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8. To create a timeline of the events of the Great Fire of London

- To be able to identify key events of the Great Fire of London.
 - To be able to sort these into the correct chronological order.
 - To be able to retell the events of the Great Fire of London.
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9. How do we know about the Great Fire of London?

- To show in discussion, an understanding of what an 'eyewitness' is.
 - To recognise aspects of the fire that eyewitnesses saw.
 - To know that Samuel Pepys saw the fire and that he wrote about it in his diary.
 - To examine Samuel Pepys' diary entries on the Great Fire of London.
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10.

To learn about other instances of destructive fires in London and other major cities around the world

- To learn about other disasters that have befallen London as a result of Fire.
 - 60 AD - London razed to the ground. To learn that London was razed to the ground by Boudicca, Queen of the Iceni tribe, in retaliation against the Roman's Empire rule of Britain.
 - 1212 AD - During the Great of 1212, a fire began in Southwark, the borough directly south of London Bridge. People tried to flee across to the other side. However, they became trapped when winds spread the fire to the bridge itself.
 - 1834 AD - During this fire, most of the old buildings of the Palace of Westminster were destroyed.
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Lesson
number

Lesson question

Pupils will learn

1.

What is an explorer?

- In this unit of work, we will be learning all about a variety of different explorers who made history. In this lesson, we will be learning about what an explorer is and focusing on the qualities and attributes that an explorer may have.

2.

Who was Amelia Earhart?

- In this lesson, we will learn all about Amelia Earhart. She is one of America's most well-known and adventurous aviators, who made history when she completed the first solo flight across the Atlantic Ocean. We will be listening to and then drawing the story of her incredible life.

3.

Who was Neil Armstrong?

- In this lesson, we will learn all about Neil Armstrong. Neil was an astronaut from Ohio in America who made history. He was the first man to walk on the moon. We will be listening and drawing the story of his incredible life.



4. Who is Valentina Tereshkova?

- In this lesson, we will learn all about Valentina Tereshkova -the first woman to go into space! We will be listening to and drawing the story of her phenomenal life.
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5. Who was Sir Ernest Shackleton?

- In this lesson, we will learn all about the incredible adventures of Sir Ernest Shackleton. He wanted to be the first man to reach the South Pole. Sadly, after 4 attempts to get there, he never made it. During this lesson, we look back at the heroic journey Shackleton and his team took, trying to reach the South Pole.
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6. Who is Sir Ranulph Fiennes?

- In this lesson, we will learn all about the exciting life of Sir Ranulph Fiennes. He has been called the world's greatest living explorer! Ranulph is a British explorer who is attempting a new record-breaking challenge to raise money for charity. If he succeeds, he will become the first person to cross the North and South Poles and climb the highest mountain on each of the world's seven continents. He has 3 continents to go.
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7. Who was Marco Polo?

- In this lesson, we will learn all about Marco Polo. He was an Italian explorer from Venice. He travelled through Central Asia and China, working for a Chinese ruler.
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8.

Who was Gertrude Bell?

- In this lesson, we will learn about a famous explorer called Gertrude Bell. She was best known for her travels to the Middle East. She helped lots of countries in the Middle East communicate after World War 1.
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4. Learn More



Contents

Section number	Section content
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2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusivity and ambition
6.	Pupil motivation and engagement
7.	How will pupils make progress?

1. Introduction to Oak's key stage 3 history curriculum

The following document outlines the History curriculum for Oak National Academy. The History curriculum below is a starting point, not a finished product. Nationally, we are in a moment of reflection about how to teach History in our schools. Many of us are pausing to consider our curricula and ask whether and how they need improvement. At Oak we are doing the same. We aspire to provide a rich and diverse curriculum that provides an accurate education into the lives of people in the past. This



does not mean failing to meet the requirements of the National Curriculum; rather that we wish to do so whilst being representative of the people who played a role in the history of Britain and the rest of the world. We are consulting with our History advisory group and with the sector to develop what will become a full History curriculum.

Below are the principles we have held in mind whilst developing our curriculum. This contents page will help you find those principles.

2. Coherence and flexibility

At KS1, history will be offered as a discrete subject. Units may vary in length, depending on the number of lessons required to adequately address the historical topic. At Key Stage 1, six units will initially be provided.

Our approach to history is organised around enquiry questions at both the unit and lesson basis. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering (and, where appropriate, asking) disciplinary appropriate questions. As such, each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (for example, who was the worse King; Richard or John?) and overarching unit enquiries (Who was the greatest medieval monarch?).

In order to maximise flexibility, units will make the assumption of pupils having little prior knowledge that otherwise might be optimal within curriculum. We are aware that schools currently teach statutory national curriculum content at different stages of pupils education (Ancient Greece, for example, may be taught in year 3 in some schools, and year 6 in others). Having said this, references to other units of study will be made where appropriate, especially where a concrete example of an abstract concept is being explored. Schools are strongly encouraged to select units within a two year range with reference to our suggested curriculum map. This is due to the fact that the difficulty of the tasks is pitched at the suggested year group. To attempt to give complete flexibility would inevitably leave some pupils finding the material much too easy, or much too challenging.

3. Knowledge organisation

The enquiries and proposed sequence of enquiries across Oak is organised around the substantive concepts. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts. Each enquiry will have a disciplinary focus of at least one second order concept. This disciplinary focus is made explicit for each enquiry. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. If pupils follow the proposed Oak



sequence of enquiries then they will develop a sophisticated understanding of key substantive concepts by coming to appreciate how different manifestations of certain substantive concepts (e.g. empire/revolution) differ and challenge simplistic definitions. Finally, our proposed sequence of enquiries is broadly chronological however, as enquiries are self-contained teachers could choose to develop their own thematic sequence.

4. Knowledge selection

Decisions about what to include in a history curriculum are always difficult and must take into account a number of different curricular aims. Full coverage of statutory subject content included within the national curriculum is a minimum requirement, however exactly what is taught within these topics requires decisions to be made about what to include and, therefore, what to omit.

Below are the principles we followed when selecting knowledge for this curriculum:

- **Adoptability.** We wanted to ensure that materials were available for the most commonly-taught topics in UK schools so that our resources will be useful to all schools.
- **Diversity and representativeness.** We want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups and explore the interconnectedness of British and wider world history.
- **Overview and coherence.** We want students to build secure and coherent narratives of the past. We have tried to balance overview and depth.
- **Preparation for future learning.** Oak is not about giving students something to do, it is about educational continuity. Whether students follow the curriculum as a whole, or access individual lessons or units, we have foregrounded knowledge, concepts and ideas which will be most useful for students' learning in future.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith. We are confident that the Oak curriculum builds a wide-range of important historical knowledge for students.

The Oak curriculum goes beyond the national curriculum, with a number of post 1066 studies selected. This is to allow pupils to leave Key Stage 2 with a broad overview of world history across centuries, allowing them to better understand the world around them as well as the discipline of history.



5. Inclusivity and ambition

We want Oak's history lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could produce substantial pieces of work; an essay at the end of each . Our tasks are short and varied and embedded within the lesson videos meaning that pupils are not required to navigate away from the video. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing.

6. Pupil motivation and engagement

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

Through careful knowledge selection and crafting engaging narratives, our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.

7. How will pupils make progress?

Students get better at history by building up knowledge of the past which is increasingly complex and secure. As they study particular periods, events and people in the past, they develop a rich understanding of these places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments. Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts like empire, trade, tax and rebellion. These layers of knowledge, built over time, give students the foundation to learn new, and increasingly complex information in history, and the Oak curriculum is designed to build this knowledge effectively and secure it in memory, whether students access single lessons or whole units.

With secure knowledge of the past, students are also able to learn about the discipline of history. Through these units, students will use their knowledge to engage with valid historical questions and learn how historians make sense of the past.

