

# History Key Stage 2

Long curriculum plan





# 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



KS2 History is formed of 10 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Prehistoric Britain	Year 3, Year 4, Year 5, Year 6	10
2 The Shang Dynasty	Year 3, Year 4, Year 5, Year 6	10
3 Ancient Greece	Year 3, Year 4, Year 5, Year 6	10
4 Roman Britain	Year 3, Year 4, Year 5, Year 6	10
5 Ancient Egypt	Year 3, Year 4, Year 5, Year 6	10
6 Vikings and Anglo-Saxons	Year 3, Year 4, Year 5, Year 6	6
7 Medieval Monarchs	Year 5	7

**8** 20th century conflict: World War I

**Year 6**

**2**

**9** 20th century conflict: World War II

**Year 6**

**8**

**10** 20th century conflict: The Cold War

**Year 6**

**5**





# 3. Lessons

## Unit 1 Prehistoric Britain

10 Lessons

Lesson number

Lesson question

Pupils will learn

1.

**How do we know about Prehistoric Britain?**

- The age of the Earth and when life began.
- How scientists, paleontologists, archaeologists and historians learn about this period.
- How people left Africa and migrated across the world, eventually into the UK.

2.

**Which animals lived in Prehistoric Britain?**

- The difference between extant and extinct.
- Animals in the UK during the Ice Age that have since become extinct.
- Animals in the UK during the Ice Age that are extant and still present.
- How historians disagree about how some major mammals became extinct (woolly mammoth).



- 3. What were the different periods in the Stone Age?**

  - Features of and developments within the Palaeolithic Era
  - Features of and developments within the Mesolithic Era
  - Features of and developments within the Neolithic Era
  - The development of tools

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- 4. What are the similarities and differences between Stone Age periods?**

  - Similarities and differences between the periods
  - Theories around the development of language

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- 5. What can artefacts from the Stone Age tell us about how people lived during the different periods?**

  - An analysis of a variety of artefacts to generate questions
  - Make inferences about how people lived

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- 6. What was life like in a Neolithic settlement?**

  - What a nomadic lifestyle was.
  - The impact on people of building permanent homes.
  - A case study of Skara Brae.

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- 7. How did farming change how humans lived?**

  - How people began setting up farms
  - What was farmed
  - The monuments that were built

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**8. How did the Bronze Age change how humans lived?**

- How bronze is made.
  - Who were the Beaker People.
- 

**9. Who were the Celts, and why did they use iron?**

- How Celtic people spread throughout Britain
  - Life in an Iron Age fort
- 

**10. What can monuments tell us about the Prehistoric period?**

- Different ways we learn about the period
  - What can be learnt from artefacts and monuments from the Stone Age, Bronze Age & Iron Age
-



Lesson number	Lesson question	Pupils will learn
1.	How do we know about the Shang Dynasty?	<ul style="list-style-type: none"><li>• When the Shang Dynasty existed.</li><li>• Where the Shang Dynasty was.</li></ul>
2.	How did the Shang Dynasty begin?	<ul style="list-style-type: none"><li>• Who the first leader of the Shang was.</li><li>• How the Shang civilisation developed</li></ul>
3.	What was life like for people in the Shang Dynasty?	<ul style="list-style-type: none"><li>• The social order of the Shang, including the nobility and the peasantry.</li><li>• How life was different for rich and poor people.</li></ul>
4.	What did the Shang people believe?	<ul style="list-style-type: none"><li>• The religions of the Shang people.</li><li>• The importance of ancestors to the Shang people.</li><li>• What the 'Mandate of Heaven' is.</li></ul>



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- 5. How were Shang people's beliefs similar and different to other people at the time?**
- Place Shang religion in the context of the other world religions
  - Explore the concept of polytheistic religions and compare to the religions of other early civilisations
- 
- 6. Who was Fu Hao?**
- The role that Fu Hao played in the Shang Dynasty.
  - What we can learn from a tomb.
- 
- 7. How did the Shang Dynasty end?**
- The achievements of the Shang Dynasty.
  - The role of King Zhou in the end of the Shang Dynasty.
- 
- 8. How do empires collapse?**
- Features of empire, including centralised rule
- 
- 9. What were the accomplishments of the Shang Dynasty?**
- The development of bronze and crafting composite tools and weapons, including chariots
  - The importance of weaponry in maintaining and defending an empire.
  - Early scientific and astronomical discoveries, including charting the constellations and measuring a year.
  - Early writing systems, similarities and differences with modern Chinese writing.
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**10.**

**What were the major cities of the Shang Dynasty?**

- Artefacts that tell us about life in Shang Dynasty
  - Insights that can be drawn from these
- 





Lesson  
number

Lesson question

Pupils will learn

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<b>1.</b>	<b>How was Ancient Greece organised?</b>	<ul style="list-style-type: none"><li>• Where Ancient Greece was.</li><li>• The different city states that existed in Ancient Greece.</li><li>• How the different states were governed and ruled.</li></ul>
<b>2.</b>	<b>Why do we know so much about Ancient Greece?</b>	<ul style="list-style-type: none"><li>• What objects have survived from Ancient Greece</li><li>• The impact of the Greeks writing things down</li><li>• The influence that Greek culture had on Rome</li></ul>
<b>3.</b>	<b>What was the Golden Age of Greece?</b>	<ul style="list-style-type: none"><li>• The cultural achievements of Greece</li><li>• The Olympic Games</li></ul>
<b>4.</b>	<b>What was Athenian democracy?</b>	<ul style="list-style-type: none"><li>• Athens was the first direct democracy</li><li>• Who had a say in the governance of Rome</li><li>• How Athenian democracy influenced the world</li></ul>

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**5. What did the Ancient Greeks believe in?**

- The major Greek gods.
  - How Athens got its name.
  - What Greeks believe happened when people died.
- 

**6. Who were the Ancient Greek philosophers?**

- How Socrates became the 'father of Western philosophy'
  - Why Plato built an Academy.
  - What Aristotle believed and who he taught.
- 

**7. Who won the Peloponnesian wars?**

- The difference between Athens and Sparta.
  - The Spartan elite army.
  - How Athens tried to defend itself.
- 

**8. Why was Alexander so great?**

- Who Alexander the Great was.
  - Which countries he conquered.
  - How he conquered them so successfully.
  - The legacy he left behind.
-

**9. What were the great achievements of the Ancient Greeks?**

- Exploring 'great' - how should it be defined
- Principle achievements - culture, conquest, governance philosophy



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**10. Extended Writing: What were the achievements of the Ancient Greeks?**

- Extended piece of writing recalling and collating the content covered throughout the unit.
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Lesson number	Lesson question	Pupils will learn
1.	How did the Roman Empire become so powerful?	<ul style="list-style-type: none"><li>• How Rome began</li><li>• How Rome became a Republic</li><li>• The Punic Wars</li><li>• Julius Caesar and dictatorship</li></ul>
2.	Who was Julius Caesar?	<ul style="list-style-type: none"><li>• He was a renowned general, politician and scholar in ancient Rome.</li><li>• He conquered the vast region of Gaul and helped initiate the end of the Roman Republic when he became dictator of the Roman Empire.</li></ul>
3.	What was Britain like before the Romans?	<ul style="list-style-type: none"><li>• What life in Britain was like in 43 CE</li><li>• How we know about life in Britain before the Romans</li></ul>
4.	How did the Romans conquer Britain?	<ul style="list-style-type: none"><li>• The difference between the Roman and Celtic armies</li><li>• How the Romans built up new towns and cities</li></ul>



**5. Why did Boudicca lead a revolt against the Romans?**

- The Iceni tribe under Prasutagus
  - What happened when Prasutagus died
  - How Boudicca defeated the Romans in several battles
- 

**6. How did the Romans change Britain?**

- Roman towns, cities and buildings
  - Roman roads
  - Government and taxes
  - Roman plumbing and sewage
- 

**7. What did the Romans believe?**

- Paganism in Britain
  - Roman gods
  - The Emperor
  - Constantine's dream
  - Christianity in Britain
- 

**8. How were Roman beliefs similar to those of the Ancient Greeks?**

- Similarities in beliefs - polytheistic, same gods
  - The huge influence of Ancient Greece on Rome
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9.

### **Why did the Romans leave Britain?**

- The collapse of the Roman Empire
  - How the empire had become too big to support itself
  - The Vandals, Huns, Visigoths and Goths
- 



10.

### **In what ways did life in Britain remain the same after the Roman invasion?**

- Importance of concept of continuity rather than change
  - Scope of lives of most people very small and would not have changed
  - Identifying aspects of life which did change and who it changed for
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Lesson number	Lesson question	Pupils will learn
1.	<b>Who ruled Ancient Egypt?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about the Old, Middle and New Kingdoms of Egypt and the pharaohs who ruled.</li></ul>
2.	<b>What was Ancient Egyptian society like?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about the different groups of people living in Ancient Egypt and the types of roles they had.</li></ul>
3.	<b>Why was the River Nile important to the Ancient Egyptians?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about how important the River Nile was and how it provided the Ancient Egyptians with everything they needed for daily life.</li></ul>
4.	<b>How did the Ancient Egyptians travel and trade?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about how the Ancient Egyptians used the River Nile for the majority of their travel and to trade with other countries.</li></ul>
5.	<b>Why did the Ancient Egyptians build the pyramids?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about the Giza pyramids and the pharaohs that built them.</li></ul>



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- 6. Who were the pyramid builders?**
- In this lesson, we will learn about the workers from Deir el-Medina that built the pyramids.
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- 7. What did the Ancient Egyptians believe in?**
- In this lesson, we will learn about the gods and goddesses that the Ancient Egyptians worshipped and how they were important to the Ancient Egyptians.
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- 8. Where did the Ancient Egyptians believe they would go after death?**
- In this lesson, we will learn about the afterlife and the process of mummification.
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- 9. Why was Tutankhamun's tomb an important discovery?**
- In this lesson, we will learn about the discovery of Tutankhamun's tomb and the incredible artefacts uncovered.
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- 10. How are we still learning about the Ancient Egyptians today?**
- In this lesson, we will learn about how archaeologists are still uncovering artefacts from the Ancient Egyptian civilisation and what they tell us about their way of life.
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Lesson number	Lesson question	Pupils will learn
1.	Who were the Vikings?	<ul style="list-style-type: none"><li>In this lesson, we will learn about where the Vikings came from, who they were and what they believed in.</li></ul>
2.	What were the Viking raids?	<ul style="list-style-type: none"><li>In this lesson, we will learn about the first Viking raid, the Anglo-Saxon reaction to the raids and why the Vikings were feared.</li></ul>
3.	What was the Danelaw?	<ul style="list-style-type: none"><li>In this lesson, we will learn about how the Anglo-Saxons and Vikings co-existed, how King Alfred defeated the Vikings and how England was divided.</li></ul>
4.	What was life like in Viking Britain?	<ul style="list-style-type: none"><li>In this lesson, we will learn about Viking settlements, the roles of men and women and the Viking laws.</li></ul>
5.	How did England become a unified country?	<ul style="list-style-type: none"><li>In this lesson, we will learn about the actions significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Athelstan took to try and unify England.</li></ul>

6.

**How was Britain conquered between 950 AD-1066?**

- In this lesson, we will learn about how the Danes conquered Britain for a short period, before learning about the Battle of Hastings.
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**Lesson  
number**

**Lesson question**

**About the lesson**

**1.**

**In 1066, who was the rightful heir to the throne?**

**Pupils will learn**

- In this lesson, we are going to be learning about three men who were battling to become King of England in 1066. We will start by learning about Edward the Confessor, whose death prompted Harold Godwinson, William I and Harald Hardrada to battle for his throne. We will learn about the battles that took place in 1066, including the most famous battle: the Battle of Hastings.

**2.**

**Who was responsible for the death of Thomas Becket?**

**Pupils will learn**

- In this lesson, we are going to be learning about the people that contributed to Thomas Becket's death. We are going to learn about King Henry II, his friendship with Becket and his struggle to take back power from the church. We will learn about how Henry and Becket's relationship fell apart due to the struggle between the monarchy and the church and how this led to Becket's death.

**Guidance warnings**

- Contains conflict or violence.

3.

### Who was the worse king: Richard I or John?

#### Pupils will learn

- In this lesson, we will be learning about King John and King Richard I. We will be learning about the House of Anjou and the rivalries that developed between Henry II's sons, who all wanted to be king. We will learn about the successes and failures of both Richard I and his younger brother John. We will conclude the lesson by thinking about who was the worse king.

#### Guidance warnings

- Contains conflict or violence.
- 

4.

### In what ways was Edward I a 'great and terrible king'?

#### Pupils will learn

- In this lesson, we are going to be learning about Edward I. We will learn about his marriage to Eleanor of Castile. We will then go on to learn about how Edward conquered both Wales and Scotland and the legacies he left that are still in place today.

#### Guidance warnings

- Contains conflict or violence.
- 



## 5. How did Henry VIII initiate the Reformation?

### Pupils will learn

- In this lesson, we will be learning about Henry VIII - one of the most famous English monarchs in history. We will learn about Martin Luther's creation of a new branch of Christianity, called Protestantism and how Henry VIII changed the official religion of England from Catholicism to Protestantism in order to get his way. We will conclude by learning about his six wives.

### Guidance warnings

- Contains conflict or violence. Contains content which individuals may find upsetting.



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## 6. Was Elizabeth I 'weak and feeble'?

### Pupils will learn

- In this lesson, we will be learning about the monarchs who succeeded King Henry VIII. We will learn about the religious tensions, between Catholicism and Protestantism, that developed with each new monarch who rose to the throne. We will conclude the lesson by learning about King Philip's plots to overthrow Elizabeth I and ultimately, her victory over the Spanish Armada.

### Guidance warnings

- Contains conflict or violence.
-

**7.**

**To plan and write an essay about medieval monarchs**

**Pupils will learn**

- In this lesson, we will be using all of the key pieces of knowledge we have acquired over the course of this unit to plan and write an essay. In this lesson
- 





Lesson  
number

Lesson question

About the lesson

1.

**What caused the First World War to break out?**

**Pupils will learn**

- In this lesson, we will be learning about the events leading up to the First World War. This will involve understanding the unification of Germany in the nineteenth century, and taking a look at the MAIN factors which set the conditions for the great war: militarism, imperialism, alliances and nationalism.

**Guidance warnings**

- Contains conflict or violence.

2.

**Why were so many lives lost on the Western Front?**

**Pupils will learn**

- In this lesson, we will be learning about the major events of the First World War, including trench warfare, the Battle of the Somme, and why America joined the war.



Lesson  
number

Lesson question

About the lesson

1.

Was the Treaty of Versailles fair?

Pupils will learn

- In this lesson, we will be learning about the peace treaty drawn up in Versailles by the Allies. We'll study the Big Three, and what their aims were following the defeat of Germany.

Guidance warnings

- Contains conflict or violence.

2.

How did Hitler rise to power?

Pupils will learn

- In this lesson, we will learn about how Adolf Hitler ascended from fringe activist to Chancellor and Dictator of Germany. We'll learn about how the Nazi Party was formed, and what it believed.



### 3. What was life like in Nazi Germany?

#### Pupils will learn

- In this lesson, we will take a closer look at what life was like in Germany from 1933 up to the outbreak of the Second World War. With Hitler as Chancellor and Führer, we will learn about how he built his ideal nation: the Third Reich.

#### Guidance warnings

- Discriminatory behaviour
- 

### 4. Was World War Two inevitable?

#### Pupils will learn

- In this lesson, we will study the build up to the Second World War, including Hitler's foreign policy aims and the policy of appeasement.
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### 5. To write an essay about the First and Second World Wars (Part 1)

#### Pupils will learn

- In this lesson, we will be starting to write an essay. This will give you the opportunity to review all of our learning so far and organise your knowledge into a long piece of writing, answering a big question about this fascinating and horrifying period of history.
-



**6. To write an essay about the First and Second World Wars (Part 2)**

**Pupils will learn**

- In this lesson, we will be finishing our essay. This will give you the opportunity to review all of our learning so far and organise your knowledge into a long piece of writing, answering a big question about this fascinating and horrifying period of history.

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**7. How did anti-semitism rise in Germany in the 1930s?**

**Pupils will learn**

- In this lesson, we will learn about how Hitler set about persecuting Jewish people. We will learn about the first concentration camps, what the 'Nuremberg Laws' were, and what happened on Kristallnacht.

**Guidance warnings**

- Contains conflict or violence.

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**8. How did the Second World War end?**

**Pupils will learn**

- In this lesson, we will learn about the events that led to ending the Second World War. This will include looking at the Battle of Britain, the Pearl Harbour attacks, the D-Day landings, Stalingrad, and the nuclear bombing of Hiroshima and Nagasaki.

**Guidance warnings**

- Contains conflict or violence.
-



Lesson number	Lesson question	About the lesson
1.	<b>Why did the USA and the USSR enter a cold war?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn about the power vacuum that was left in central Europe following the defeat of Germany in the Second World War. We will learn how two competing ideologies, capitalism and communism, competed for influence across Europe and the rest of the world.</li></ul>
2.	<b>How successful was the policy of peaceful co-existence?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn about some of the 'hot flashes' during the Cold War, including the Korean War, the Cuban Missile Crisis and the war in Vietnam.</li></ul>
3.	<b>Why did the USSR and communism collapse in Eastern Europe?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn about how the USSR gradually collapsed. This will include studying the Soviet-Afghanistan War, as well as the last leader of the USSR, Mikhail Gorbachev, and the reforms that he brought in.</li></ul>

4.

### To write an essay about the Cold War (Part 1)

#### Pupils will learn

- In this lesson, we will be writing an essay all about the Cold War. You will need to use all of your knowledge about the differing ideologies of the United States and the USSR. This is a great chance to consolidate and apply all of the knowledge that you have gained!

#### Guidance warnings

- Contains conflict or violence.
- 

5.

### To write an essay about the Cold War (Part 2)

#### Pupils will learn

- In this lesson, we will be completing our essay all about the Cold War. You will need to use all of your knowledge about the hot flashes during the Cold War, and how the USSR collapsed. This is a great chance to consolidate and apply all of the knowledge that you have gained!
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# 4. Learn More



## Contents

Section number	Section title
1.	Introduction to Oak's key stage 1 history curriculum
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 1 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.

This section of the document gives an overview of the principles we have held in mind whilst developing our curriculum. In the contents table below you can see how this section is organised.

## **2. Coherence and flexibility**

At key stage 2, 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. The number of units per year group at Key Stage 2 varies between 2 and 3, allowing for other foundation subjects in alternating half terms. This means that schools will have the flexibility to select a unit and teach it at a time that suits their curriculum.

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 the 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 (for example, a Year 4 teacher would be advised to select only units at Year 3 or Year 5 suggested level). 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.

These are the principles behind our selection of knowledge:

- **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.



Within the National Curriculum at Key Stage 2, there are a number of depth studies that schools are able to choose from.

In terms of earliest civilisations, we have selected the Shang Dynasty of Ancient China as this gives pupils the opportunity to study Asian history, which otherwise may not be possible and gives pupils a broader understanding of world history from an earlier age.

The non-European comparison depth study selected is the Benin Kingdom of West Africa. This allows pupils to gain an understanding of a flourishing African civilisation which contrasts starkly with many aspects of British life during the same period. It also celebrates the many achievements of West African culture and society, which we felt was important before pupils learn about the Trans-Atlantic slave trade.

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.

