

Curriculum overview

All phases and settings

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Purpose and principles

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child continues their education, even if they, or their teacher, cannot attend school. We do this by providing a comprehensive bank of ambitious and intellectually stimulating online lessons. We believe that this includes contributing to success in public examinations (where applicable).

We cannot achieve this on our own because Oak cannot replace the school. However, we do believe that we can partner with schools, to help them achieve their ambitions for their pupils. Oak is most effective when woven into the work schools are doing, not when it is used as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.

Coherence and flexibility

We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum. We need to balance this aim with coherence as complete flexibility would imply only standalone lessons where none can build upon any other. In striking this balance, we will lean towards giving the maximum flexibility possible.

Subjects first

Our mainstream curriculum is structured by subject disciplines. Although disciplines sit adjacent to each other and sometimes overlap, each discipline will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders.



Knowledge organisation

Most subjects are made up of a matrix of elements. For example, historians might think about substantive and disciplinary knowledge; geographers might think about theme, place, issue and location. We have to choose one of these elements to organise by, but all of them will be woven into our curriculum. We will make this explicit in our planning and guidance.

Knowledge selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them well. Where there are opportunities to broaden, for example, the diversity, we will do this.

Inclusive and ambitious

We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is for all children to achieve, regardless of starting point. To support this, we will also offer content for those pupils who normally attend a specialist setting. Teachers, who know the needs of their pupils, will be essential in directing pupils to the lessons that will most help them.



Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching.

Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate children through our subjects. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator.

A curriculum of quality

We will judge the quality of our curriculum by its:

- Scope - is it appropriately broad, whilst also covering a high proportion of schools' existing curricula?
- Coherence - does it develop a schema within each subject?
- Sequencing - do the lessons within units build on prior learning?
- Rigour - are the learning objectives of an ambitious enough level?



2. Curriculum structure overview

EYFS

At EYFS we have lessons in Literacy, Numeracy, Understanding the World, Music, and RHE - Social and Emotional. We are producing enough lessons to provide three hours a day of learning throughout the school year. Although the curriculum is not organised by the seven areas of development, all areas will be woven through the curriculum. For example, a literacy lesson might include an expressive arts task in response to a story. We recognise the challenges of providing a rich early years experience through the medium of video lessons. Where possible we will seek to use our lessons as the starting point for broader activities within continuous provision to compensate for the restrictions inherent in this medium.

There are no phonics lessons at EYFS. Please see the explanatory note in the Primary section for more details.

There is a separate overview document for EYFS with more complete details. We recommend Early Years teachers consult this for full details of the offer.



Primary

The table below shows the subjects currently offered at Primary. We have developed these curricula with a certain time allocation in mind, for example we have assumed that English will be studied for five hours a week. However the flexible nature of our curriculum means that a school can set units as they wish. These allocations should be seen as guidance, not a constraint. The Humanities are shown as one row, but are taught as the discrete subjects of History, Geography and Religious Education.

There are no phonics lessons in Primary. This is because schools will already have a phonics programme in place with one of the providers approved by the Department for Education. We expect these providers to offer support for remote learning that is in line with their programme. For us to offer an alternative programme would risk conflicting with the sequence a pupil is studying in school.

Subject	KS1	KS2
English	5 hours per week	5 hours per week
Mathematics	5 hours per week	5 hours per week
Science	1 hour per week	1 hour per week
Humanities	2 hours per week	2 hours per week
Creative Arts (<i>see note below</i>)	1 hour per week	1 hour per week
RHE & Citizenship	1 hour per week	1 hour per week
Computing (<i>Year 5 & 6 only</i>)	Not offered	1 hour per week
Drama	1 hour per fortnight	1 hour per fortnight
Art	1 hour per three weeks	1 hour per three weeks



Languages (<i>French and Spanish Year 5 only</i>)	Not offered	1 hour per week
Design and Technology	1 hour per fortnight	1 hour per fortnight
Physical Education	1 hour per fortnight	1 hour per fortnight

Future developments

The History curriculum currently contains one unit per year group. We are consulting with the sector to develop a plan for broadening this. Our aspiration is to develop a rich and diverse History curriculum that goes beyond the starting point we are publishing at this stage.



Secondary

The table below shows the subjects currently offered at Secondary. We have developed these curricula with a certain time allocation in mind, for example we have assumed that English will be studied for four hours a week. However the flexible nature of our curriculum means that a school can set units as they wish. These allocations should be seen as guidance, not a constraint.

Subject	KS3	KS4
English	4 hours per week	4 hours per week
Maths	4 hours per week	4 hours per week
Science	3 hours per week	3 hours per week
History	2 hours per week	2 hours per week
Geography	2 hours per week	2 hours per week
Religious Education	1 hour per week	2 hours per week
Citizenship	1 hour per week	2 hours per week
MFL (French, German and Spanish)	2 hours per week	2 hours per week
Music	1 hour per week	Not offered
Art	1 hour per week	Masterclasses (see Art guidance)
Computing	1 hour per week	2 hours per week
Latin	1 hour per week for years 7 and 8	Not offered
Design and Technology	1 hour per fortnight	Not offered



RSHE	1 hour per week	1 hour per week
Physical Education	1 hour per fortnight	Not offered