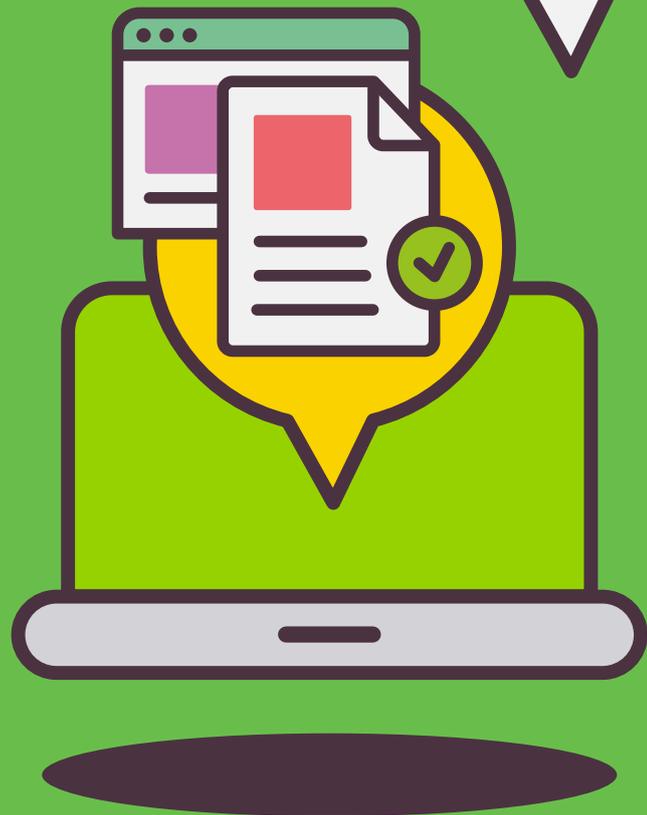


OAK
NATIONAL
ACADEMY

PRIORITY UNITS AND LESSONS: GUIDANCE MATERIALS



INTRODUCTION

Oak National Academy's **Summer Classroom** and **Summer Teacher Hub** have been built to host highlighted **priority units and lessons** to help your efforts in getting pupils back on track.

Specifically curated and available to support summer learning in school or at home, priority units and lessons have been identified across the Oak curricula in

English **page 3**

Maths **page 11**

Science **page 21**

History **page 34**

Geography **page 41**

The lesson selections span from EYFS to Key Stage 4, as a suggested collection of priority strands identified as the fundamental stepping stones to prepare pupils for the next academic year.

Oak's subject specialists have selected which lessons we suggest are most important for pupils to lay the groundwork for the next academic year or key stage with limited teaching time and resources.

This guidance from our subject teams highlights how and why they have picked out the concepts, themes and strands they have, and why they believe those series of lessons can be used to best support each child's progression into September.

Priority units and lessons are not a list for all pupils to 'complete' nor are there any suggested timetables or timeframes. They have been collated to simply give you a starting point to navigate getting pupils back on track over the summer.

ENGLISH

EYFS Literacy

Aa

Rationale

The units chosen are all fiction and narrative units as we believe stories provide the most engaging hook to stimulate reluctant learners or those who need to make accelerated progress for any reason. Importantly, vocabulary, sentence structure and turn of phrase are actively mastered orally which means they are effectively embedded before use in writing. This, in turn, leads to fluent, high-quality independent writing that follows.

Priority unit and lesson selection

EYFS English aims to support pupils to develop the skills and knowledge needed for effective communication. We have selected existing complete units (Bat Learns to Dance, The Lucky Duck) that we feel provide a tried-and-tested framework for quick and efficient teaching of communication skills in a fun and playful context. In this way, accelerated progress can be made in specific areas of the National Curriculum whilst providing a satisfying and meaningful learning experience over the summer.

Recommended use

Unless actively guided by a teacher, these units should be completed by pupils in their entirety and the existing sequence. This will enable the sequential learning and building blocks with which they were designed. Bat Learns to Dance should be completed first, or if you are only able to complete one unit with your pupils.

Year group

R

R

Priority Strands

Action

Problem

ENGLISH

Aa

KS1 English

Rationale

The units chosen are all fiction and narrative units as we believe stories provide the most engaging hook to stimulate reluctant learners or those who need to make accelerated progress. Importantly, vocabulary, sentence structure and turn of phrase are actively mastered orally which means they are effectively embedded before use in writing. This leads to fluent, high-quality independent writing that follows.

Monkeys and Hats focusses on developing pupils' ability to communicate a problem that is engaging for the reader. Honey and Trouble focusses on developing pupils' abilities to convey character, in a way that the reader cares about the choices the character makes. How Coyote Brought Fire to Earth focusses on developing pupils' abilities to describe a scene and paint a clear picture in the mind of the reader. Ganesh gets Married focusses on developing pupils' abilities to set a mood, and evoke an emotional response in the reader.

Priority unit and lesson selection

Key Stage 1 English aims to support pupils to develop the skills and knowledge needed for effective communication. We have selected existing complete units that we feel provide a tried-and-tested framework for quick and efficient teaching of communication skills, in a fun and playful context. In this way, accelerated progress can be made in specific areas of the National Curriculum whilst providing a satisfying and meaningful learning experience.

In Year 1, Monkeys and Hats, and Honey and Trouble have been selected. In Year 2, How Coyote Brought Fire to Earth, and Ganesh gets Married have been selected.

Recommended use

Unless actively guided by a teacher, these units should be completed by pupils in their entirety and the existing sequence. This will enable the sequential learning in the building blocks with which they were designed.

Year group

Priority Strands

1

Problems

1

Character

2

Description

2

Mood

ENGLISH

KS2 English

Aa

Rationale

We have prioritised lessons that deliver 'reading for pleasure', in order to promote a wide range of age-appropriate, rich content and encourage independent reading. An additional single narrative reading unit has been selected to exemplify the focus on background knowledge and vocabulary and an exploration of characterisation and themes.

A complete writing unit has been selected for each year group. This is generally a narrative unit, incorporating the range of knowledge and skills required to write successfully at the specified age range. It will provide a motivating and highly contextualised opportunity to reinforce a wide range of knowledge and skills within a single unit, based on a specific concept.

A selection of discrete grammar and spelling lessons have been chosen which cover key knowledge and skills for the year group – which will help review and reinforce content covered during the year, and prepare a firm basis for what is coming next.

Priority unit and lesson selection

The priority strands within KS2 English are Reading, Writing, Spelling and Grammar. Within each of these strands, a selection of lessons have been chosen to incorporate key learning – knowledge and skills – for the age range, in line with the National Curriculum.

Recommended use

The writing and reading units chosen should be used as a complete unit, as the knowledge and skills build over the sequence of lessons related to the named text. The reading for pleasure, grammar and spelling lessons can be used discretely – to support any identified gaps in knowledge or reinforce and secure what has already been covered. Spelling lessons are organised in pairs, with the first lesson introducing new knowledge and investigating the objective, and the second lesson providing an opportunity to practise and apply what has been learned.

ENGLISH

KS2 English

Aa

Year group	Priority Strands
3	Grammar (Y3)
3	Reading (Y3)
3	Spelling (Y3)
3	Writing (Y3)
4	Grammar (Y4)
4	Reading (Y4)
4	Spelling (Y4)
4	Writing (Y4)
5	Grammar (Y5)
5	Reading (Y5)
5	Spelling (Y5)
5	Writing (Y5)
6	Grammar (Y6)
6	Reading (Y6)
6	Spelling (Y6)
6	Writing (Y6)

Rationale

There is an inherent challenge in trying to decide the most appropriate content for summer learning, because English is a brilliantly complex web of different disciplines. An added complexity is the different ways that knowledge is ordered in English. For example, we might see that knowledge is ordered cumulatively in English literature, but hierarchically in grammar. As a consequence of the cumulative nature of English, the selection of content for summer learning has been fraught with challenges. Who is to decide what content is appropriate? That is to say, what we might consider appropriate in one context is not in another. This is especially true in English literature as we consider the importance of particular texts over others.

Our approach has been to identify the main forms — novel, poetry and play — which act as gateways for teachers to select content. Within each unit are opportunities to explore important texts, but also write about them and develop individual interpretations. Additional selections have been made to meet the requirements of pupils to have grammar content available to study, too. The selection that has been made is not a perfect collection. That is to say, the texts might exemplify a particular form, but they cannot replace a well sequenced and taught curriculum. This is not the intention of this selection, nor is it the rationale for its design. Instead, it is better to think: if a student has missed lots of study over the different lockdowns, what would be the most useful content for them to study?

Priority unit and lesson selection

The KS3 English materials have been separated into four key strands: Novel, Play, Poetry and Grammar. We feel that this combination easily allows pupils, teachers and parents to select an element of English literature to study and enjoy.

Recommended use

The nature of the study of English is that it is almost impossible to study parts of a text. Therefore, it is recommended that whole units are studied. For example, we recommend studying the entirety of *Oliver Twist* or *Annie John*. However, there is more flexibility in the anthology units selected as they are shorter and more self-contained. The only exception to this is the selection of grammar lessons which we recommend studying in order.

ENGLISH

KS3 English

Aa

Year group	Priority Strands
7,8,9	Oliver Twist by Charles Dickens
7,8,9	Annie John by Jamaica Kincaid
7,8,9	Introduction to Tragedy
7,8,9	Julius Caesar by William Shakespear
7,8,9	Introduction to Poetry
7,8,9	Nature poetry
7,8,9	Introduction to the Romantics
7,8,9	Romanticism and Nature
7,8,9	Introduction to the sonnet
7,8,9	'Sonnet 18', Shakespeare
7,8,9	Sentences 1
7,8,9	Sentences 2
7,8,9	Recapping the basics

Rationale

We think that the units selected will be particularly beneficial for pupils who may have suffered disruption to their learning when they were studying a text for the first time. They also offer an opportunity for all learners who feel they would like to deepen their knowledge and understanding of the key GCSE texts. The lessons selected have been chosen to help to develop pupils' knowledge and understanding of the most critical content for each component.

The learning sequence will cover key contextual ideas, significant moments from the text, important characters and themes, and conventions of form/genre. For example, when studying Dickens' A Christmas Carol, pupils will be able to: check their knowledge of what was happening at the time the novella was written and how this influenced Dickens; revise key moments from the novella (e.g. the introduction of Scrooge); understand the function of key characters; and deepen their understanding of the key messages and ideas Dickens wanted to present (e.g. the importance of social responsibility). The poetry strands focus on securing pupils' knowledge and understanding of key poems from each exam board cluster.

The resources can support your summer learning plans as it gives pupils an opportunity to check their knowledge and understanding of key GCSE literature texts, which will provide them with a sound foundation as they move into the next year group in September 2021.

Priority unit and lesson selection

Each KS4 strand consists of a sequence of 8 -10 lessons from across the two Oak units ('First Teaching' and 'Revisiting') provided for each text within the Shakespeare, 19th century text, and modern text components of the exams. There is also a strand for each exam board poetry cluster. The concise combination of lessons will be particularly useful to re-engage pupils with the important content and concepts of the key GCSE texts.

Recommended use

Before you use these materials with your pupils, it is recommended that you consult your own curriculum map to help you decide which materials will have the most significant impact for your pupils. The strands cover key content across the two Oak units for each text. Therefore, the resources can be used by pupils to identify which area of learning is not secure. For example, pupils may identify that their knowledge of the plot is not as strong as it could be, so they can then be directed to additional resources to help to secure this knowledge. The resources can also be used by teachers to identify where further consolidation of key concepts, ideas, and critical vocabulary or terminology may be needed, which should help you to prioritise your teaching or pupils' remote learning time.

ENGLISH

KS4 English

Aa

Year group	Priority Strands
10,11	AQA Love and Relationships
10,11	AQA Power and Conflict Poetry
10,11	Edexcel Conflict Poetry
10,11	Edexcel Relationships Poetry
10,11	Edexcel Time and Place Poetry
10,11	Eduqas Poetry
10,11	OCR Conflict Poetry
10,11	A Christmas Carol by Charles Dickens
10,11	Dr. Jekyll and Mr. Hyde by Robert Louis Stephenson
10,11	An Inspector Calls by J.B. Priestley
10,11	Blood Brothers by Willy Russell
10,11	Macbeth by William Shakespeare
10,11	Romeo and Juliet by William Shakespeare

EYFS Maths

The units and lessons within the existing Oak curricula for EYFS Maths provide the fundamental building blocks for all pupils' life-long learning in Maths, as well as other subjects. Due to this, we have not chosen any specific units as priority over others in EYFS.

For guiding summer learning, we suggest selecting a realistic number of whole units, in topics where you feel your pupils need most development, building on securing existing knowledge, as well as accessible and progressive unit(s).

KS1 Maths

Rationale

These priority units have been selected because they include the National Centre for Excellence in the Teaching of Mathematics (NCETM) 'Ready to Progress' criteria. All lessons from each of these units have been included because of the highly cumulative nature of the learning within each unit.

These were designed as goals for learning for the end of a school year, so can be a helpful guide to identify where pupils have been unable to access the level of knowledge and understanding you would expect them to have by this stage.

Priority unit and lesson selection

The priority strands for KS1 maths include all lessons from 13 priority units in Year 1 and 10 priority units in Year 2.

They have been selected due to the broad-ranging nature and difference in concepts in maths, where pupils' needs can greatly vary across different units and topics. They are not a list for all pupils to 'complete', but have been identified for key learning within those topics and concepts, should you identify that they are where a pupil needs the most focus to progress in preparation for the next academic year in September 2021.

Recommended use

Before you use these materials with your pupils, it is recommended that you consult your own curriculum map to help you decide which materials will have the most significant impact for your pupils. You may also want to use the end of unit quizzes to identify which units pupils have gaps or less secure learning in, to prioritise which ones could best impact your pupils' learning over summer.

Unless guided by your own specific diagnostic assessment, the units chosen should be used as a complete unit, as the understanding of the concepts within each unit builds over the sequence of lessons. Pupils can complete units in key areas where they may have gaps, and you may like to reference lessons in previous year groups or key stages where pupils would benefit from securing the under-pinning foundations to those topics.

Year group	Priority Strands
1	Numbers to 10
1	Numbers to 20
1	Numbers to 50
1	Numbers 50 to 100 and beyond
1	Addition and Subtraction (Y1)
1	Addition and Subtraction (Applying Strategies)
1	Addition and Subtraction Within 10
1	Addition and Subtraction Within 20
1	Addition and Subtraction Within 20 (comparison)
2	Multiplication and Division (Y1)
2	Multiplication and Money
2	Exploring Calculation Strategies Within 20
2	Shape and Patterns
2	Numbers Within 100
2	The Two Times Table
2	Addition and Subtraction of 2-Digit Numbers
2	Addition and Subtraction of 2-Digit Numbers (Regrouping and Adjusting)
2	Addition and Subtraction Word Problems
2	Exploring Calculation Strategies

MATHS

KS1 Maths

1 2 3

Year group	Priority Strands
1	Faces, Shapes and Patterns; Lines and Turns
1	Multiplication and Division: 2, 5 and 10 (Y2)
1	Multiplication and Division: 3 and 4 (Y2)
1	Multiplication: Equal and Unequal Groups (Y2)

KS2 Maths

Rationale

These priority units have been selected because they include the National Centre for Excellence in the Teaching of Mathematics (NCETM) 'Ready to Progress' criteria. All lessons from each of these units have been included because of the highly cumulative nature of the learning within each unit.

These were designed as goals for learning for the end of a school year, so can be a helpful guide to identify where pupils have been unable to access the level of knowledge and understanding you would expect them to have by this stage.

Priority unit and lesson selection

The priority strands for KS2 maths include all lessons from 12 priority units in Year 3; eight priority units in Year 4; and seven priority units in each of Years 5 and 6.

They have been selected due to the broad-ranging nature and difference in concepts in maths, where pupils' needs can greatly vary across different units and topics. They are not a list for all pupils to 'complete', but have been identified for key learning within those topics and concepts, should you identify that they are where a pupil needs the most focus to progress in preparation for the next academic year in September 2021.

Recommended use

Before you use these materials with your pupils, it is recommended that you consult your own curriculum map to help you decide which materials will have the most significant impact for your pupils. You may also want to use the end of unit quizzes to identify which units pupils have gaps or less secure learning in, to prioritise which ones could best impact your pupils' learning over summer.

Unless guided by your own specific diagnostic assessment, the units chosen should be used as a complete unit, as the understanding of the concepts within each unit builds over the sequence of lessons. Pupils can complete units in key areas where they may have gaps, and you may like to reference lessons in previous year groups or key stages where pupils would benefit from securing the under-pinning foundations to those topics.

Year group	Priority Strands
3	Number sense and exploring calculation strategies
3	Place value
3	Graphs
3	Addition and Subtraction (Y3)
3	Length and Perimeter
3	Multiplication and Division (Y3)
3	Deriving Multiplication and Division Facts
3	Fractions (Y3)
3	Angles and Shape
3	Measures
3	Securing Multiplication and Division
3	Fractions: Parts and Wholes
4	2-D Shape and Symmetry
4	Securing Multiplication Facts
4	Reasoning with 4-Digit Numbers
4	Multiplication and Division (Y4)
4	Position and Direction
4	Fractions (Y4)

Year group	Priority Strands
4	Working with Fractions
4	Taking fractions further
5	Multiplication and Division (Y5)
5	2-D Shape, Perimeter and Area
5	Fractions and Decimals
5	Fractions, Decimals and Percentages
5	Converting Units of Measure
5	Calculating with Whole Numbers and Decimals
5	Equivalent Fractions
6	Integers & Decimals
6	Multiplication and Division (Y6)
6	Calculation Problems
6	Fractions (Y6)
6	Missing Angles and Lengths
6	Coordinates and Shape
6	Proportion Problems

KS3 Maths

Rationale

These priority units have been selected because they include key concepts which are foundational for future learning. This is akin to the NCETM's 'Ready to Progress' criteria that we've drawn from for primary maths. All lessons from each of these units have been included because of the highly cumulative nature of the learning within each unit.

These were designed as goals for learning for the end of a school year, so can be a helpful guide to identify where pupils have been unable to access the level of knowledge and understanding you would expect them to have by this stage.

Priority unit and lesson selection

The priority strands for KS3 maths include all lessons from 8 priority units in Year 7; 6 priority units in Year 8; and 5 priority units in Year 9.

They have been selected due to the broad-ranging nature and difference in concepts in maths, where pupils' needs can greatly vary across different units and topics. They are not a list for all pupils to 'complete', but have been identified for key learning within those topics and concepts, should you identify that they are where a pupil needs the most focus to progress in preparation for the next academic year in September 2021.

Recommended use

Before you use these materials with your pupils, it is recommended that you consult your own curriculum map to help you decide which materials will have the most significant impact for your pupils. You may also want to use the end of unit quizzes to identify which units pupils have gaps or less secure learning in, to prioritise which ones could best impact your pupils' learning over summer.

Unless guided by your own specific diagnostic assessment, the units chosen should be used as a complete unit, as the understanding of the concepts within each unit builds over the sequence of lessons. Pupils can complete units in key areas where they may have gaps, and you may like to reference lessons in previous year groups or key stages where pupils would benefit from securing the under-pinning foundations to those topics.

MATHS

KS3 Maths

1 2 3

Year group	Priority Strands
7	Factors and Multiples
7	Order of Operations
7	Positive and Negative Numbers
7	Expressions, Equations and Inequalities
7	Conceptualising and Comparing Fractions
7	Manipulating and Calculating with Fractions
7	Ratio
7	Percentages
8	Sequences
8	Forming and Solving Equations
8	Linear Graphs
8	Accuracy and Estimation
8	Ratio (8.6a)
8	Angles in Polygons
8	FDP Review (9.1a)
8	Solving Linear Simultaneous Equations Algebraically
8	Angle Review (9.5a)
8	Ratio Review (9.7a)

KS4 Maths

Rationale

The lessons chosen for those going on to further education, training or employment, but who are not planning on taking A-level maths, teach key skills useful across a broad range of further study and employment. Those chosen for the pre A-level priority lessons have been chosen to ensure that pupils have the key understanding that is a prerequisite for A-level maths.

The list of 'pre A-level' maths lessons can also be used to support high tier pupils studying for their GCSEs, and those not listed as 'pre A-level' to support those completing foundation tier.

Priority unit and lesson selection

The priority strands for KS4 maths are Number, Algebra, Data and Shape. These priority strands have been chosen as they form four key concepts within learning for maths, and can help teachers and pupils to identify key areas where there may be gaps or additional learning required.

Recommended use

Before directing pupils to these materials, consider to what extent they were covered over the past year. You may want to use the end of unit quizzes to identify which units pupils have gaps or less secure learning in, to prioritise which ones could best impact your pupils' learning over summer.

Direction can then be given so that pupils can make the best use of the time they can dedicate to study over the summer, prior to moving on to their GCSE exams or the next phase in their education.

Year group	Priority Strands
10,11	Algebra
10,11	Shape
10,11	Number
10,11	Data

MATHS

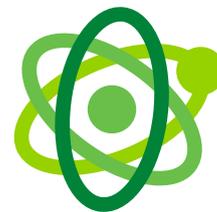
KS4 Maths

123

Year group	Priority Strands
10,11	Algebra (pre A-level)
10,11	Shape (pre A-level)
10,11	Number (pre A-level)
10,11	Data (pre A-level)

SCIENCE

KS1 Science



Rationale

These resources have been chosen to include the most important knowledge for progression in science and to cover, as broadly and ambitiously as possible, all the core knowledge on the National Curriculum. Key ideas such as habitat, materials and nutrition are the foundations of the KS1 science curriculum and the lessons chosen focus on the secure understanding of these principles in order to prepare pupils for future learning in KS2. A selection of investigations have been incorporated into the strands to enable the development of working scientific skills within the content.

Priority unit and lesson selection

KS1 science has been divided into nine priority strands. These strands match the National Curriculum programme of study titles for Year 1 and Year 2. Within each of these strands, a selection of lessons has been chosen from Oak units that cover core knowledge and understanding.

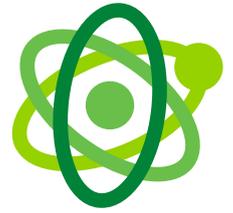
Recommended use

It is recommended that you consider your own curriculum maps and ascertain which units your pupils may be less secure in due to disruptions to coverage over the past year. Units can then be chosen based on the year group of your pupils and where their gaps may be. The units do not need to be completed in a particular order. Lessons within a unit have been sequenced and are best taught in sequence.

Year group	Priority Strands
1	Plants (Y1)
1	Animals, Including Humans (Y1)
1	Everyday Materials (Y1)
2	Seasonal Changes (Y1)
1	Plants (Y2)
2	Animals, Including Humans (Y2)
3	Uses of Everyday Materials (Y2)
2	Living Things and their Habitats (Y2)

SCIENCE

KS2 Science



Rationale

These resources have been chosen to include the most important knowledge for progression in science and to cover, as broadly and ambitiously as possible, all the core knowledge on the National Curriculum. Lessons have been chosen that enable a secure understanding of key scientific concepts that are important at all key stages, such as: forces, electricity, magnetism, particle nature of matter, chemical reaction, nutrition, organisation, ecosystem and evolution. The units have been selected in order to prepare pupils for future learning in their next year of primary school or KS3. A selection of investigations have been incorporated into the strands to enable the development of working scientific skills within the content.

Priority unit and lesson selection

KS2 science has been divided into 17 priority strands. These strands match the National Curriculum programme of study titles for Year 3, Year 4, Year 5 and Year 6. Within each of these strands, a selection of lessons has been chosen from Oak units that covers core knowledge and understanding.

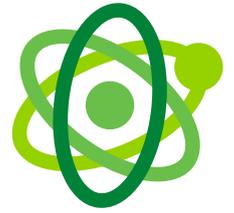
Recommended use

It is recommended that you consider your own curriculum maps and ascertain which units your pupils may be less secure in due to disruptions to coverage over the past year. Units can then be chosen based on the year group of your pupils and where their gaps may be. The units do not need to be completed in a particular order. Lessons within a unit have been sequenced and are best completed in sequence.

Year group	Priority Strands
3	Plants (Y3)
3	Light (Y3)
3	Forces and Magnets (Y3)
3	Animals, Including Humans (Y4)
4	States of Matter (Y4)
4	Sound (Y4)
4	Electricity (Y4)
4	Living Things and their Habitats (Y5)

SCIENCE

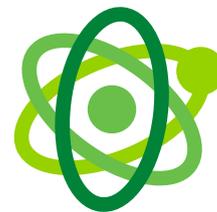
KS2 Science



Year group	Priority Strands
5	Forces (Y5)
5	Earth and Space (Y5)
6	Properties and Changes of Materials (Y6)
6	Evolution and Inheritance (Y6)
5	Animals, Including Humans (Y6)
6	Light (Y6)
6	Electricity (Y6)

SCIENCE

KS3 Science



Rationale

The lessons chosen should enable pupils to secure core knowledge and understanding and enable progression within the subject. Key ideas such as organisation of living things, particle theory and energy are the foundations of any science curriculum, and the lessons chosen focus on securing the understanding of these principles. A selection of investigations have been incorporated into the strands to enable the development of working scientific skills. Using these resources should enable teachers and pupils to be more confident in applying core ideas and skills to the new contexts they will meet in the next year group.

Priority unit and lesson selection

KS3 science has been divided into five priority 'strands' — covering cells, interdependence, particles, energy and forces. Within each of these strands, a selection of lessons has been chosen across several units that cover core knowledge and understanding, as well as developing working scientific skills.

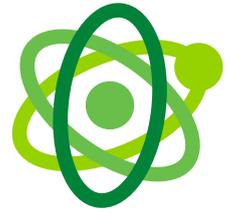
Recommended use

Before using the materials, it is recommended you consult your own curriculum map and evaluate where pupils' needs are greatest. The lessons chosen focus on core knowledge and skills across the whole of KS3, which should allow you to focus on further development as fundamental knowledge should be more secure. In addition, the inclusion of investigation lessons should allow pupils to access core working scientific skills when you return to practical work.

Year group	Priority Strands
7,8,9	Cells, Tissues, Organs and Systems
7,8,9	Energy
7,8,9	Forces
7,8,9	Interdependence
7,8,9	Particles

BIOLOGY

KS4 Science



Rationale

The lessons chosen should enable pupils to secure the core knowledge and understanding needed for progression within the subject as well as begin to make links between topics. The use of required practical lessons should improve confidence in working scientific skills, which pupils will be able to transfer in the next year of study.

Priority unit and lesson selection

GCSE biology has been divided into seven strands which reflect the seven units within the curriculum. Within these strands, core knowledge lessons have been selected, as well as required practicals within the unit, so that working scientific skills are developed alongside the core knowledge for these practicals. In Year 11, lessons have been chosen that would best prepare pupils for the next stage in their biology education.

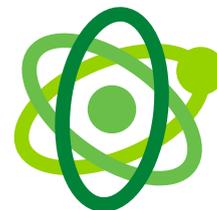
Recommended use

Before using the materials, it is recommended that you consider which units have been most affected by your school's closures this year, and therefore which would have the most significant impact for your pupils.

Year group	Priority Strands
10,11	Bioenergetics FT
10,11	Cell Biology FT
10,11	Ecology FT
10,11	Homeostasis & Response FT
10,11	Infection & Response FT
10,11	Inheritance, Variation & Evolution FT
10,11	Organisation FT

BIOLOGY

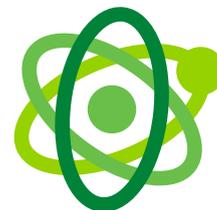
KS4 Science



Year group	Priority Strands - Higher Tier
10,11	Bioenergetics HT
10,11	Cell Biology HT
10,11	Ecology HT
10,11	Homeostasis & Response HT
10,11	Infection & Response HT
10,11	Inheritance, Variation & Evolution HT
10,11	Organisation HT

CHEMISTRY

KS4 Science



Rationale

The lessons chosen should enable pupils to secure the core knowledge and understanding needed for progression within the subject as well as begin to make links between topics. The use of required practical lessons should improve confidence in working scientific skills, which pupils will be able to transfer in the next year of study.

Priority unit and lesson selection

GCSE chemistry has been divided into 10 strands which reflect the units within the curriculum. Within these strands, a selection of lessons have been chosen, covering core knowledge and required practicals within the unit. In Year 11, lessons have been chosen that would best prepare pupils for the next stage in their chemistry education.

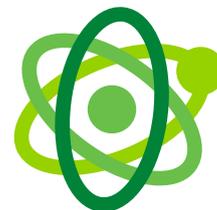
Recommended use

Before using the materials, it is recommended that you consider which units have been most affected by your school's closures this year, and therefore which would have the most significant impact for your pupils.

Year group	Priority Strands - Foundation Tier
10,11	Atomic Structure & the Periodic Table FT
10,11	Bonding & Properties FT
10,11	Chemical Analysis FT
10,11	Chemical Change FT
10,11	Chemistry of the Atmosphere FT
10,11	Energy Changes FT
10,11	Organic Chemistry FT
10,11	Quantitative Chemistry FT
10,11	Rate & Extent of Chemical Reactions FT
10,11	Using Resources FT

CHEMISTRY

KS4 Science



Year group	Priority Strands - Higher Tier
10,11	Atomic Structure & the Periodic Table HT
10,11	Bonding & Properties HT
10,11	Chemical Analysis HT
10,11	Chemical Change HT
10,11	Chemistry of the Atmosphere HT
10,11	Energy Changes HT
10,11	Organic Chemistry HT
10,11	Quantitative Chemistry HT
10,11	Rate & Extent of Chemical Reactions HT
10,11	Using Resources HT

PHYSICS

KS4 Science



Rationale

The lessons chosen should enable pupils to secure the core knowledge and understanding needed for progression within the subject, as well as the mathematical skills needed throughout the course. The use of required practical lessons should improve confidence in working scientific skills, which pupils will be able to transfer in the next year of study.

Priority unit and lesson selection

GCSE physics has been divided into eight strands which match the units within the curriculum. Within these strands, a selection of lessons have been chosen, covering core knowledge, mathematical skills and required practicals within the unit. In Year 11, lessons have been chosen that would best prepare pupils for the next stage in their physics education.

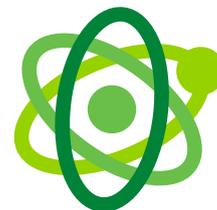
Recommended use

Before using the materials, it is recommended that you consider which units have been most affected by the school's closures this year, and therefore which would have the most significant impact for your pupils, and which would prepare them best for the next stage in their education.

Year group	Priority Strands - Foundation Tier
10,11	Atomic Structure FT
10,11	Electricity FT
10,11	Energy FT
10,11	Forces FT
10,11	Magnetism FT
10,11	Particle Model of Matter FT
10,11	Space FT
10,11	Waves FT

PHYSICS

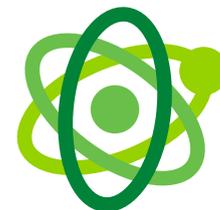
KS4 Science



Year group	Priority Strands - Higher Tier
10,11	Atomic Structure HT
10,11	Electricity HT
10,11	Energy HT
10,11	Forces HT
10,11	Magnetism HT
10,11	Particle Model of Matter HT
10,11	Space HT
10,11	Waves HT

COMBINED SCIENCE

KS4 Science



Rationale

The lessons chosen should enable pupils to secure the core knowledge and understanding needed for progression within the subject, as well as begin to make links between topics. The use of required practical lessons should improve confidence in working scientific skills, which pupils will be able to transfer in the next year of study.

Priority unit and lesson selection

Combined science has 24 strands which match the units in the curriculum across the three sciences. All strands have a foundation and higher tier option, with higher tier lessons containing additional content and higher challenge in terms of areas such as maths. Within each unit, lessons have been chosen to cover core knowledge needed for progression in the subject. Additionally, in Year 10, core practicals have been chosen which will develop working scientific skills as well as the knowledge around that core practical. In Year 11, lessons that would best prepare pupils for the next stage in learning have been selected.

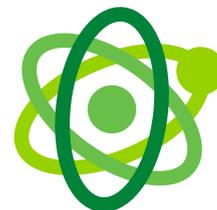
Recommended use

Before using the materials, it is recommended that you consider which units have been most affected by your school's closures this year, and therefore which would have the most significant impact for your pupils.

Year group	Priority Strands - Foundation Tier
10,11	Atomic Structure & the Periodic Table FT
10,11	Atomic Structure FT
10,11	Bioenergetics FT
10,11	Bonding, Structure & Properties FT
10,11	Cell Biology FT
10,11	Chemical Analysis FT
10,11	Chemistry of the Atmosphere FT
10,11	Ecology FT

COMBINED SCIENCE

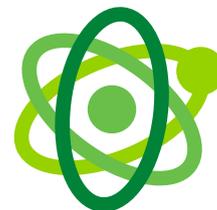
KS4 Science



Year group	Priority Strands
10,11	Electricity FT
10,11	Energy Changes FT
10,11	Energy FT
10,11	Forces FT
10,11	Homeostasis & Response FT
10,11	Infection & Response FT
10,11	Inheritance, Variation & Evolution FT
10,11	Magnetism FT
10,11	Organic Chemistry FT
10,11	Organisation FT
10,11	Particle Model of Matter FT
10,11	Quantitative Chemistry FT
10,11	The Rate & Extent of Chemical Change FT
10,11	Using Resources FT
10,11	Waves FT

COMBINED SCIENCE

KS4 Science



Year group	Priority Strands - Higher Tier
10,11	Atomic Structure & the Periodic Table HT
10,11	Atomic Structure HT
10,11	Bioenergetics HT
10,11	Bonding, Structure & Properties HT
10,11	Cell Biology HT
10,11	Chemical Changes HT
10,11	Ecology HT
10,11	Electricity HT
10,11	Energy Changes HT
10,11	Energy Transfers HT
10,11	Infection & Response HT
10,11	Magnetism HT
10,11	Particle Model of Matter HT
10,11	Quantitative Chemistry HT

HISTORY

KS1 History



Rationale

Each of these strands are prioritised within the National Curriculum, identified as important in helping build pupils' understanding of the past.

Within Changes in Living Memory, for example, pupils will begin to understand that things have changed over the course of their parents' lifetime, and that the world is different now to how it was when they were growing up. Events Beyond Living Memory, on the other hand, should help to support pupils' understanding of 'a long time ago' and how we learn about the past when there are no eye witnesses who can report it today. Finally, Special Days and Significant People help pupils to understand how and why we commemorate events and people today, as well as gauge the importance of some people and events.

Taken together, these strands will ensure that pupils have a solid grounding in historical thinking, even if they have missed out on history lessons due to the pandemic. The lessons selected will prepare them for greater depth of study in KS2 by prioritising the stories of the past, as well as how we know about them.

Priority unit and lesson selection

KS1 history has been split into four strands: Changes in Living Memory, Significant People, Special Days and Events Beyond Living Memory.

Recommended use

We would recommend beginning with Changes Within Living Memory before studying events from the past. An emphasis should be placed upon chronology, but also on how we know about the past and how we can find out more information about it. For Changes in Living Memory, pupils could investigate for themselves by making a list of questions to ask parents, carers and/or grandparents.

Year group	Priority Strands
1,2	Changes in Living Memory
1,2	Events Beyond Living Memory
1,2	Significant People
1,2	Special Days

HISTORY

KS2 History



Rationale

At primary school pupils are expected to develop a broad understanding of the story of our islands in a coherent and chronological narrative. In doing so, pupils should develop an appreciation of change of time, as well as similarities and differences between periods within the same place. They will encounter substantive concepts such as 'monarchy', and through multiple examples develop a more nuanced understanding of such concepts. Another key aim of the National Curriculum is to study ancient civilisations.

As well as giving a broader understanding of history elsewhere around the world, these strands help pupils to appreciate how peoples began to organise themselves, as well as the rise and fall of great empires. Since history at KS2 is tackled, roughly, chronologically within the Oak curriculum, 'earlier' periods of history tend to be pitched a little lower, making them more appropriate for younger year groups. It is also hoped that this linear approach will support pupils in developing a mental timeline, without some of the confusion that arises from skipping around periods.

If pupils are able to complete each of these strands it will mean that they do not leave primary with any major gaps in their knowledge and have at least some understanding of each major period that should be studied in primary school.

Priority unit and lesson selection

KS2 history has been split into two strands: The Story of Britain, and Ancient Civilisations. Each of these strands has then been further divided into either lower or upper KS2 - labelled as (Y3, Y4) for lower, and (Y5, Y6) for upper.

Within the Ancient Civilisations strand, pupils will learn about ancient Rome, ancient Greece, the Shang Dynasty, ancient Egypt and the Celts. The Story of Britain can be broken into the distinct periods of prehistoric Britain, Roman Britain, the Vikings and Anglo-Saxons, and medieval monarchs (which in fact extends beyond the middle ages to include the Tudors and Elizabethan England).

Recommended use

The selected strands give only brief overviews of periods which are fascinating in their own right. These lessons should be treated as a springboard for further study, discussion and debate within the classroom. Interrogating a range of sources (such as those provided by the British Museum's website) will support pupils to improve their skills around interpreting the past based on evidence.

It is also crucial that second order concepts (such as change, similarity and difference, causation and significance) are taught and explored during these lessons. Even greater depth in the study would be achieved by exploring links between different units and periods. For example, asking 'how was Alexander the Great similar to Edward the Great?'

HISTORY

KS2 History



Year group	Priority Strands
3,4	Ancient Civilisations (Y3,Y4)
3,4	The Story of Britain (Y3,Y4)
5,6	Ancient Civilisations (Y5,Y6)
5,6	The Story of Britain (Y5, Y6)

HISTORY

KS3 History



Rationale

When learning about the past, it is important that pupils also learn about how historians construct arguments about the past. This consideration has shaped which enquiries (units) have been identified.

The enquiries that have been selected are ones where pupils will encounter substantive concepts that they are likely to re-encounter in later study e.g. 'the church'. However, crucially, the enquiries selected are also shaped by a range of history's second order concepts and historical methods. For example, within the theme of Medieval Political History, the first suggested enquiry will support pupils to develop their ability to construct change and continuity arguments, whereas the second enquiry will support pupils to develop their causal arguments.

By contrast, if pupils are studying the first enquiry from each medieval theme, then they will study a change and continuity enquiry, an evidential enquiry and a causal enquiry.

Priority unit and lesson selection

KS3 history has been split into three broad chronological periods: medieval (400-1450), early modern (1450-1800/1850) and modern (1800/1850-today) which roughly fit the chronological sequence that many schools adopt if they have a three year KS3.

Within each period, strands have been identified which fit with commonly taught themes: social history, political history and international history. This clumsily named third category of 'international history' refers to units which explicitly explore the connections between British/European history and developments in the wider world. Because the fundamental nature of these connections change, the names for this theme also change: The Medieval World, Early Modern Colonialism, and British Imperialism.

Finally, there is a separate strand for lessons on the Holocaust.

Recommended use

Whatever units are chosen, it is advisable that pupils complete all the lessons within an enquiry. This way their substantive knowledge will build over a sequence of lessons and they will be in the strongest position to develop their disciplinary thinking.

If you have a clear picture of which topics pupils have not covered, then choose Oak enquiries which can compensate for those topic gaps using the themes of social, political and international history. The lesson order will be helpful if pupils will be completing all the lessons within a particular theme. If it is less clear what topics pupils have missed, then it is suggested that pupils complete the first enquiry within each theme.

Finally, if a pupil is finishing their KS3 history and will not be taking history at GCSE, then it is important that they still learn about the Holocaust. In such circumstances, it is suggested that studying one of the two Holocaust enquiries is prioritised.

HISTORY

KS3 History



Year group	Priority Strands
7,8,9	British Imperialism
7,8,9	Early Modern Colonialism
7,8,9	Early Modern Political History
7,8,9	Early Modern Social History
7,8,9	Medieval Political History
7,8,9	Medieval Social History
7,8,9	The Holocaust
7,8,9	The Medieval World
7,8,9	Twentieth Century Conflict
7,8,9	Twentieth Century Political History

HISTORY

KS4 History



Rationale

The KS4 history units were chosen to reflect a range of content that is popular across exam boards. Every strand selected has a powerful knowledge base at its core, focused on people, place, and period. For example, with 'period', every lesson includes a timeline to 'place' the content within a period, in order to help secure chronological disciplinary knowledge.

The nature of a summative enquiry lesson means there is also a focus on a key concept too: for example, 'how much medical progress was made during medieval Britain?'. This approach to our resource selection should accelerate pupil progress with both knowledge and further support their conceptual understanding.

Priority unit and lesson selection

Each KS4 unit will provide a content strand, so we have four key strands: Medicine Through Time, Elizabeth I, Weimar and Nazi Germany, and The Cold War.

Each strand has a selected sequence of four lessons that explores a mini enquiry, within the broader content unit. These resources will be beneficial for engaging pupils with an important element within a unit of study: for example, exploring their conceptual understanding of progress in medicine, tension during the Cold War, and religious change under Elizabeth I.

These concise combinations of lessons will be particularly useful to re-engage pupils and support them with making rapid progress and identify areas for further learning.

Recommended use

Before using these materials with your pupils, it is recommended that you consult your own curriculum map to help decide which materials will have the best impact with your pupils. The selected resources have been chosen to reflect the summative lesson for each enquiry, meaning they cover a lot of content.

Therefore, the resources can be used to quickly identify any learning which is not secure. Any additional learning needs, such as to strengthen knowledge, can then be further supported by the previous 4-6 lessons that led the enquiry lesson in the Oak curriculum. Teachers can then precisely signpost towards, or use directly, those additional learning resources. The resources can also be used by teachers to identify where conceptual understanding is not fully developed. This should help you to prioritise your teaching or pupils' remote learning time.

These unit strands will equally provide a fun, fast-paced refresher to those pupils whose knowledge is progressing well.

HISTORY

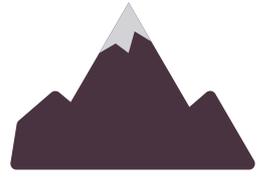
KS4 History



Year group	Priority Strands
10,11	Medicine Through Time
10,11	Elizabeth I
10,11	Weimar & Nazi Germany
10,11	The Cold War

GEOGRAPHY

KS1 Geography



Rationale

These priority units and lessons were selected to balance breadth and depth whilst addressing key aims within the National Curriculum.

At KS1, pupils' geographic understanding remains mostly local (down to the school grounds or local community); however, they should also begin to gain an understanding of the UK, where we live, and its placement in the continent of Europe. One way to better understand the world geographically is to undertake comparisons between and within places, and so we have included lessons that encourage pupils to do just this.

These lessons will help ensure that even if pupils have missed out on geography lessons due to the pandemic, they still gain the foundational knowledge of place, location and key physical processes of the Earth.

Priority unit and lesson selection

KS1 geography has been split into three strands: human geography; physical geography; and locational knowledge.

In reality, sound geography involves bringing all of these elements together, and probing how they dynamically interact with one another. We may wish to question how the world's climate causes movements of peoples, or how human activity has impacted upon wider ecosystems. However, these categories have been selected to ensure that pupils receive a broad and balanced overview of geography over the summer, before bringing them together in the classroom.

Recommended use

These lessons should be tackled in the order provided within each strand, as each lesson builds upon the knowledge and skills provided in those that come before it. However, you may wish to consider which of the strands is most important for your pupils to master (for example, it may be that pupils have not had as much chance to learn physical geography compared to human geography, and so that should be prioritised).

It is also very important that pupils see geography as an activity that they can engage in within their local area. Giving pupils the chance to map their home, park or local community will be both an enjoyable activity and a great way to consolidate and extend the knowledge and skills within each unit.

Year group

Priority Strands

1,2

Human Geography

1,2

Locational Knowledge

1,2

Physical Geography

GEOGRAPHY

KS2 Geography



Rationale

These lessons were selected to balance breadth and depth in terms of local, national and world geography, from both a physical and human perspective. Further to this, pupils begin to gain a more comprehensive understanding of places around the world. Pupils should have the opportunity to 'zoom out' and consider continents, oceans and global processes such as climate, as well as 'zoom in' to understand how local communities interact with their physical environment.

As well as the substantive knowledge (what is known) pupils are also introduced to disciplinary knowledge – how geographers go about gaining this knowledge. Through the fieldwork unit, pupils will not only have the chance to understand some of the different approaches and instruments, but also how data can be collected, analysed, presented and used to draw conclusions and make predictions.

These specific lessons should ensure that pupils have some of the foundational knowledge and threshold concepts necessary to make sense of geography as they progress through primary and secondary — for example, understanding the structure of the Earth and global systems such as climate and weather. This should mean that even if pupils — due to the pandemic — have not received the same amount of geography teaching, they will still be secure in the core concepts and language of the subject.

Priority unit and lesson selection

KS2 geography has been split into four strands: Human Geography, Physical Geography, Locational Knowledge and Fieldwork.

Pupils should be encouraged to see each of these strands as overlapping and mutually reinforcing. As they gain a more secure understanding of the physical processes of the world, they should develop a better appreciation on how this impacts upon human movement and activity, and vice versa.

The fieldwork strand is a shorter unit designed to help pupils understand how geographers collect and analyse data to arrive at their understanding of the world.

Recommended use

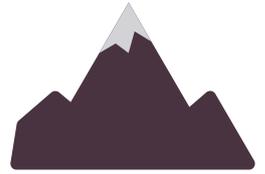
The lesson sequence becomes progressively more challenging, with those lessons towards the end of this priority strand pitched at upper KS2. Therefore, it is advised that lessons are tackled in order to allow pupils to gradually build up in terms of difficulty.

Before beginning, you may, however, wish to consult your own curriculum and consider which topics and areas of geography have already been taught in each year group to allow gaps to be addressed with greater precision.

Finally, there should be plenty of opportunity for extended fieldwork in the local area based on the knowledge and skills provided in the fieldwork strand. This practical aspect of geography is crucial.

GEOGRAPHY

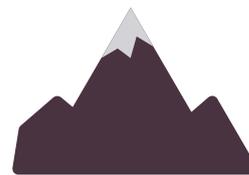
KS2 Geography



Year group	Priority Strands
3,4,5,6	Human Geography
3,4,5,6	Physical Geography
3,4,5,6	Locational Knowledge
5,6	Fieldwork

GEOGRAPHY

KS3 Geography



Rationale

These materials have been chosen to best support geographers who have had a disproportionate impact on their learning in the past academic year. Lessons selected include the most critical content for progression which may not be secure and prioritise the core knowledge and understanding pupils need to take forward into the next step of their geography education.

Using these resources to support your summer learning plans will help to give you more confidence that when moving into the next year (even across a whole phase of their education) in September 2021, pupils will be better prepared with the core knowledge and understanding to succeed in the subject.

Priority unit and lesson selection

KS3 geography summer learning materials have been divided into three priority strands: Physical Geography, Human Geography and Geographical Skills. Within these strands are a selection of lessons across different topics that prioritise a more traditional, thematic unit selection such as Rivers and Development.

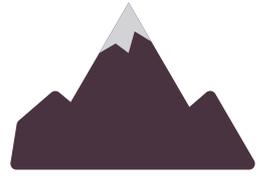
Recommended use

The lesson order will be particularly relevant if your curriculum follows a similar curriculum sequence to Oak's suggested route map. However, it is advised that you consider your own curriculum sequence and content carefully before setting any work to ensure the offer is completely relevant to your pupils. For example, Geology, World of Work and Energy units are not included in these priority strands. This is particularly important considering the modular nature of the Oak units that can be taught at any year within a KS3 geography course.

Year group	Priority Strands
7,8,9	Geographical skills
7,8,9	Human Geography
7,8,9	Physical Geography

GEOGRAPHY

KS4 Geography



Rationale

These particular lessons have been chosen to best support geographers who have had a disproportionate impact on their learning this academic year. Lessons have been selected to help pupils to secure their understanding of the most critical content for progression which may have been missed or not engaged with as it would in a typical academic year. Using these resources to support your summer learning plans will help to give you more confidence that when your pupils move into the next year group in September 2021 (many transitioning into a whole new key stage) — they will be more secure in the core knowledge and understanding needed to succeed in geography.

Priority unit and lesson selection

The seven priority strands contain six core units at GCSE (three in Physical Geography and three in Human Geography). The final strand is comprised of Geographical Skills and Fieldwork.

This offer ensures a balanced and comprehensive coverage of the GCSE course. Each strand pulls together a series of connected Oak units to ensure best ease of use, given the majority of schools teach in this format and can more easily apply this approach to their curriculum sequence.

For example, the Natural Hazards strand brings together the Understanding Natural Hazards, Tectonic Hazards, Weather Hazards and Climate Change Oak units into one whole.

Priority lesson selection prioritises the core knowledge and understanding over lessons involving the application of the processes to landscapes or application of theory to case studies.

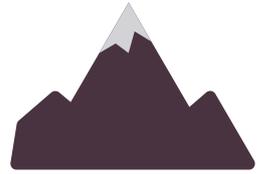
Recommended use

Before using these materials with your pupils, it is recommended that you consult your own curriculum map to help decide which strands and units will have the best impact with your pupils.

The lessons selected target the fundamental principles of geography across a full range of GCSE units. This means that you can better prioritise your teaching time when pupils return to school in September by engaging pupils more with the interactions between physical and human processes. This will include looking at their effects on people and the environment whilst also providing opportunities to engage your pupils with more relevant, local and distant place studies to your context.

GEOGRAPHY

KS4 Geography



Year group	Priority Strands
10,11	Geographical Skills and Fieldwork
10,11	Physical Landscapes in the UK
10,11	The Challenge of Natural Hazards
10,11	The Challenge of Resource Management
10,11	The Changing Economic World
10,11	The Living World
10,11	Urban Issues and Challenges

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