

## History Curriculum Intent

Salford City Academy intends to provide a high-quality History education that will enable students to understand Salford's place within Britain and the wider world by exploring a range of periods, places, and people from the past. The study of History at Salford City Academy will also equip students to study the modern world around them. We aim to create students who are excited and inquisitive about History.

The History curriculum is designed so that students can develop their knowledge of Historical events and skills of analysis. Students will study and evaluate a range of sources and interpretations. Key themes in Salford's History curriculum are:

- **Politics** is taught across all year groups – Year 7 Challenges to Monarchs and Mali. In Year 8 through-out out the Tudor and Stuart units for example the English Civil War and the introduction of the constitutional Monarchy. In Year 9 students address suffrage movements in the UK and dictatorships in Europe.
- **Conflict** is taught throughout Key stage 3 – Crusades Y7, 20<sup>th</sup> Century Conflicts (Y9), Early Elizabethan England (Y10) and The Cold War (Y11)
- **Religion** is taught throughout both key stages namely Crusades Y7, The Middle Ages Y7, reformation (Y8), empire (Y8), Holocaust (Y9). This is also taught at GCSE in Medicine, Elizabethan England and Nazi Germany.
- **Society** is taught in Medieval Religious changes (Y7), Tudor reformation (Y8), Twentieth Century (Y9), Elizabethan Society (Y10).
- **Economics** is an integral part of the History course. This is taught in Monarch's financial issues e.g. King John (Y7) Henry VIII (Y8), 20th Century studies (Y9) and at GCSE in Nazi Germany and the Cold War.

**The History curriculum at SCA is underpinned by the following curriculum principles.**

**Entitlement:** All students have the right to learn what is in the History curriculum. The History curriculum will develop student's confidence in using subject specific terminology throughout the different themes of religion and power. Students will be able to articulate their learning using abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'. Students will experience a knowledge rich curriculum and gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between Salford and Manchester's History alongside national and international history, between cultural, economic, military, political, religious, and social history and between short- and long-term timescales.

**Coherence:** Taking the National Curriculum as its starting point, the History is carefully sequenced so that powerful knowledge builds term by term and year by year. For example, the History curriculum has been carefully considered to ensure students know and understand the history of Britain as a coherent, chronological narrative from 1000 to the present day.

**Mastery:** We ensure that foundational knowledge, skills and concepts are secure before moving on. Students revisit prior learning and apply their understanding in new contexts. This happens in Year 8 when students study The Reformation, they build on their learning on medieval religion to ensure they understand the relationship between the church and society. Another example is in Year 9 when students study the causes of World War One, they build on their understanding of imperialism from the British Empire topic in Year 8.

**Adaptability:** The core content – the 'what' – of the curriculum is stable, but we bring it to life in our local context, and teachers adapt lessons – the 'how' – to meet the needs of their own classes. History at Salford City Academy will help students to understand how people's lives have shaped the world and the role of Salford in how Britain has influenced, and been influenced, by the wider world. For example, in Year 7 we address Salford in the Domesday book and consider the local impact of the Norman conquest, when studying the English Civil War in Year 8 we use Salford as a case study for how the war was fought, in Year 9 we look at how the Blitz impacted on Eccles. The curriculum has been planned for all students, including those with SEND. Modelling is used extensively to ensure that all students achieve their full potential. Ensuring all lessons are clearly scripted, concise, and consistent allows SEND students to use and apply their historical skills.

**Representation:** All students see themselves in our curriculum, and our curriculum takes all students beyond their immediate experience. Explicit and regular reference is given to British values throughout the curriculum, for example the rule of law when studying the Magna Carta in Year 7, the influence of Church and state throughout the Tudor period and the impact of world war. In Year 9 we use the suffrage unit to focus not only on the importance of Democracy but also on the role of local people by studying the Peterloo Massacre and the Great Reform Act as well as Emmeline Pankhurst and the Suffragettes. There is a range of diverse voices in all units with personal testimony being a strong focus of lessons for example in Tudor life lessons we study lives of Britons of African descent to challenge misconceptions.

**Education with Character:** Students will have the opportunity to explore historical concepts beyond the classroom through educational visits and events, in Year 10 we give students the opportunity to deepen their understanding of the GCSE course through a visit to London. Students visit sites relevant to the Year 10 course such as a Victorian surgery museum, the Tower of London, and

Imperial War museums. A festival of remembrance takes place in the Autumn term to commemorate the World Wars. January will observe Holocaust Memorial Day with a focus on Year 9. Students have the opportunity through the curriculum to learn from a range of lived experiences for example by listening to testimony from a Holocaust survivor.