

HUMANITIES

History

A high-quality History education will enable students to understand Salford's place within Britain and the wider world. The History curriculum at Salford City Academy aims to equip students with the skills to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Schemes of work have been developed in order to build on prior knowledge by building on previous skills in a chronological sequence.

The History curriculum has been carefully considered to ensure students to know and understand the history of Britain as a coherent, chronological narrative from 1066 to the present day. History at Salford 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. 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.

Students will have the opportunity to explore historical concepts beyond the classroom through educational visits and events such as a recent trip to the People's History museum which enabled students to explore the history of democracy in Britain. A festival of remembrance takes place in Autumn term to commemorate World War 1, January will observe Holocaust Memorial Day with a focus on year 9.

The History curriculum will develop students' 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.

Students will utilize and understand historical concepts such as continuity and change, interpretations, significance and use them to make connections, draw contrasts, analyse trends, frame historically relevant questions and create their own structured accounts, including written narratives and analyses. 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. The history curriculum will allow students to understand the methods of historical enquiry, including how evidence is used to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Geography

The Geography curriculum at Salford City Academy aims to provide students with the knowledge, skills and understanding of this fascinating, all-encompassing discipline, to prepare them for further study in the field and to acquire the skills to compete in an ever-changing **jobs market**. The curriculum is designed to complement the academy's values and enrich students' appreciation of the human and physical worlds around them. We aim to provide a high-quality geography education that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip students with knowledge about diverse places, people, resources and a wider appreciation of the moral and ethical duties of being of being a **global citizen in the 21st century**. At Salford, students will widen their experiences of people and environments beyond their own locale, consequently the curriculum aims to provide students with a range of out-of-classroom experiences. In Year 7, students will undertake on-site fieldwork outside of the classroom to give them a grounding in collecting primary data. This will stimulate a latent interest in geographical enquiry and complement **the 'scientific method' Geography – dependent and independent variables**. will be an inclusive subject, all students will partake in fieldwork meeting the needs of all groups of students. In Year 8, students are taken to the city centre to examine

urban regeneration. At KS4, students pursue urban and coastal fieldwork data collection in order to prepare them for research in the natural sciences, and for further study in the field.

Salford students will study their own human environments – on the way to school – observing the human and physical features encountered in their journey. They will use these personal geographies to make judgements about wider global events. For example, a regeneration project in Manchester is likely to confer social and economic benefits that students can apply to Rio, Liverpool, etc.

Students will study the River Tees as part of their GCSE, but students learn about the significance of the River Irwell in KS3 – although there are fewer notable physical landforms that can be studied such as waterfalls, etc, meaning that duplication is avoided.

Unit 5 – Y7 - Rivers, builds on Unit 1 – Geographical skills – interpreting OS maps such as in reading height and relief using contours, 4 & 6 figure grid references and using a key. This will be sequenced with relevant units in maths in mind. Maths education, and the sequencing of units between the two subjects is vital. Students must arrive at geography lessons equipped with the skills to read, interpret and plot X and Y variables on a graph. Mathematics skills used across KS4 complement GCSE Papers 1-3 well. For example, in Summer 2019, plotting a line of best fit was taught in Year maths and did not need re-visiting in Geography. Students found this part of the geography paper accessible due to sequencing.

Y8 – Unit 6 Coasts – Students study this unit which transfers skills directly from Rivers (Unit 5) – builds on Unit 1 and Unit 5 – Geology will also be taught at the end of Year 8. This is not taught at GCSE but is used as a foundation for Y10-11 geography. Students learn the types of rock that lies beneath the United Kingdom, helping them to understand the nature of coastal landforms and river valleys.

Tectonics builds on World Development – when tectonic hazards occur, students use knowledge from World Development to understand how the effects and responses vary between countries of differing levels of development. Students will question the moral and ethical dimensions of injustice. Likewise, Unit 8, population and migration ties in with World Development too – students understand the factors that influence the distribution of population at a variety of scales. The reasons why people migrate too.

Unit 9 – Weather and Climate – End of Year 9.

Year 7 – Rivers & Development

Year 8 – Tectonics, Coasts and Population.

Year 9 – Climate Change, and life in an emerging economy – All assessed at the end of the Year – but students will study beyond the UL curriculum, e.g. in Year 7 students study the World of Work – This is because the concepts covered will be built upon in Year 10. The World of Work is also used to inspire early geographers to see the significance of the subject and careers avenues. There is a heavy emphasis on tourism.

Connections with Technology will feature prominently from September. Students will study disaster-risk management in Year 8, they will then complete a project in technology. JLE to lead. In Science, students will have already investigated flows of energy in an ecosystem, which means that when they arrive to geography lessons, they have the knowledge to study a UK example of an ecosystem (hedgerows).

Citizenship

The Citizenship and PSHE curriculum at Salford City Academy aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. The curriculum is designed to support the development of the Academy's values, alongside British values. Schemes of work have been planned to respond to issues that arise in the school and wider community. Flexibility is built in to the curriculum plan to allow teachers to proactively respond to issues in a timely way. Content is informed by student voice; such as the request for knowledge relating to managing future financial decisions.

The Citizenship curriculum aims to foster students' awareness of democracy, government and how laws are made and upheld. Teaching in Citizenship will equip students with the knowledge and interest to explore political and social issues. Explicit and regular reference to British Values is covered throughout the Citizenship curriculum.

The PSHE curriculum takes full account of the governments statutory guidance on RSE and health Education. (February 2019). We aim to prepare students to take their place in society as responsible and risk aware citizens. The curriculum has been carefully sequenced taking into account age appropriateness to provide students with knowledge that will enable them to make informed decisions about their wellbeing, health and knowledge and to develop the resilience to ask for and know when to seek support and advice.

We have carefully considered how the Citizenship curriculum will complement existing national curriculum subjects and whole school approaches to personal wellbeing. For example, in health education we aim to complement what is taught through PE and Science by developing core knowledge and broader understanding that enables people to lead healthy and active lives.

The curriculum has been planned to ensure accessibility for all students. Students with SEND and particularly those who may be considered more vulnerable to exploitation and bullying have been taken into consideration in the planning of individual schemes of work. The curriculum will allow students to discuss potentially sensitive issues. Students will be made aware of how to raise their concerns or make a report and how any report will be handled.

The Academy RSE and Health Education policy is published on the Academy's website. The religious backgrounds of all students is taken into consideration when covering sensitive topics to ensure content is appropriately handled. Within the Academy's RSE policy parents are made aware of their right to withdrawn from some or all of sex education as delivered as part of the RSE curriculum.

Religious Studies

The RS curriculum at Salford City Academy will enable learners to deepen their understanding of relationships between people, become informed about common and divergent views within different traditions in the way that beliefs and teachings are understood and expressed.

Learners will understand that religions in Great Britain are diverse and can include the following six world religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious views such as atheism and humanism.

