

Learning from people and events in the past, to shape the future

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.

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 SCA's History curriculum are:

Politics is taught across all year groups – Year 7 Challenges to Monarchs and Mali. In Year 8, throughout 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. GCSE study focuses on communism, capitalism and fascism in Weimar and Nazi Germany, and Superpower Relations and the Cold War.

Conflict is taught throughout Key Stage 3 – Year 7, including the Battle of Hastings, Wars of the Roses, and the Crusades. Year 8 includes battles in the English Civil War and conflict within and via the British Empire. Year 9 examines 20th century conflicts of WWI, WW2, and the Cold War. GCSE History students study conflict in Early Elizabethan England and the Cold War.

Religion is taught throughout both key stages. It forms a large part of the Year 7 curriculum in order for students to understand the importance of religion in everyday society. Year 8 then build on this knowledge to understand the impact of the reformation and counter-reformation. Year 9 study religion through their study of the Holocaust. GCSE students learn about the power the medieval church had over medieval medicine. They also study the different Christian views under Elizabeth's reign, including Catholic plots against Elizabeth.

Society is taught in Medieval Religion (Year 7) as well as worldviews c.1000. Year 8 look at Tudor society, as well as societal changes in the Industrial Revolution. Year 9 explore post war society and civil rights, as well as the impact of the World Wars on society. GCSE students study Elizabethan Society further including education, poverty and leisure.

Economics is an integral part of the History course. This is taught in learning about the impact of trade on the Silk Roads in c.1000, Monarchs' financial issues e.g. King John (Year 7). Year 8 students explore financial motivations behind the break from Rome in 1534, the English Civil War, the Transatlantic Slave Trade, and the expansion of the British Empire. 20th Century studies in Year 9 explores the financial consequences of WW1 on Germany, as well as post-war migration. At GCSE students study Elizabeth's financial situation, and financial challenges in Weimar and Nazi Germany.

Curriculum Principles

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 students' confidence in using subject-specific terminology. Students will be able to articulate their learning using key terms such as 'empire', 'civilization', 'parliament', and 'peasants'. 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.

Cohherence: Taking the National Curriculum as its starting point, 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. Local history studies play a particular role in the Year 8 Industrial Revolution and Year 9 World War Two units. 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. Scaffolding is added or removed where appropriate to ensure that all students are able to complete independent work.

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 the World Wars. 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 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 the 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. Opportunities include an off-timetable day for Year 7 where students explore bringing history to life, including examining artefacts from the Imperial War Museum. As a school, we recognise historical events throughout the calendar such as Remembrance Day, Holocaust Memorial Day, and VE Day. The History Department offers trips, for example, a group of students visit the cenotaph annually for Remembrance Day. Previous trips have also included visits to the Imperial War Museum in Salford Quays, and a London Residential visit to sites of historical significance such as the Tower of London and Parliament.