

History Curriculum

The Lowry Academy intends to provide students with a high-quality History education that will enable students to understand Little Hulton, Walkden, Salford and Manchester's place within Britain and the wider world by exploring a range of time periods, people and places from the past.

We have designed the curriculum to allow our students to develop a coherent, chronological understanding of Britain's place in the world. We also want our students to become aware of how significant individuals and events have shaped both the local area and the wider world, and how both Salford and Britain have been influenced by the wider world, to create the more cosmopolitan, diverse society we see today.

We also intend for our students to not just become better at remembering and retaining information, but also become better at history as a discipline; to become historians. We aim for students to gain a firm and gradually more nuanced understanding of substantive concepts such as 'empire', 'authority' and 'trade'. We also want students to develop a progressively more sophisticated understanding of disciplinary concepts such as cause and consequence, change and continuity and significance. These disciplinary concepts build in complexity over the course of KS3, for example, in Year 7 students are only expected to explain that historical events can have multiple causes, but by Year 9 they should be able to evaluate the main cause of an historical event and examine the interrelationship between causes. Because of this, each of our units of study are mapped to one disciplinary concept, in the form of an overarching enquiry question.

The following principles have informed the planning of our history curriculum:

Entitlement: All pupils will study a broad range of content from the past 1000 years, they will access a range of evidence and historical scholarship through their enquiries.

Coherence: Our curriculum is chronologically sequenced with a focus on period, place, and people, which deliberately builds on and develops conceptual and disciplinary knowledge.

Mastery: We want our pupils to be able to link new knowledge to previously taught content and understand the different ways they connect. For example, in students' year 8 study of the Reformation, we will explicitly reactivate student understanding of the importance of the Catholic church from Year 7, so that these explicit links can be explored in more depth to build mastery.

Representation: All pupils will encounter a curriculum in which they can see themselves whilst offering a range of diverse experiences that provide an opportunity to broaden their knowledge through the curriculum. For example, at the end of the Year 9 topic on WW1 students study the diversity of the soldiers, with an enquiry into the role of Muslim and Sikh soldiers that fought for Britain in WW1. We also aim to include as much local history as possible, so that students are aware of how their local area fits within the history of Britain and the wider world. In the Year 8 topic on the Industrial Revolution, we look at the importance of Little Hulton and Walkden as a coalmining area, producing coal which enabled Britain to become the richest and most powerful country in the world at that time.

Education with character: Through the curriculum, pupils are given opportunities to debate historical controversy and to share and reflect on a range of topics. Within our school and local communities, there are moments for students to extend their learning beyond the classroom, such as remembrance and commemoration of significant events. We offer opportunities for students to take part in the planning and delivery of assemblies on Remembrance and Holocaust Memorial Day.

‘Why This, Why Now?’

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Year 7 unit 1 begins in Constantinople, where East meets West, ideas are exchanged, religions coexist, and trade flourishes. This provides an understanding of the interconnectedness between different parts of the world, such as tracking the influence of the Spice Roads from China into Europe. Students gain significant context and foundational knowledge about Christianity and Islam for later in the year when they visit this region again in unit 3 through the lens of medieval conflict and the crusades. It also prepares them with a conceptual understanding of the development of scientific knowledge and the spread of ideas. This is built on in unit 6, when they learn about the Renaissance, and explore the age of discoveries. The Year 7 curriculum comes full circle as unit 6 begins with the collapse of Constantinople in the 15th century, 400 years after they initially studied its importance and influence in the region in unit 1.
 - The concepts of power and authority are present throughout Key Stage 3. For example, in Year 7 unit 3 the power struggle between the Crown and the Church are introduced. These are developed in unit 5 when individual challenges to authority are studied, such as Becket, Magna Carta and the Peasants’ Revolt. This power struggle culminates in the English Reformation at the beginning of Year 8 when huge religious upheaval led to long-lasting political and social changes. This is further developed in unit 2 by examining Elizabethan conspiracies and then we consider just how England ended up in a period of civil war. In unit 3, the English Civil War explores changes in power and authority, such as the strengthening of parliament and how the commonwealth briefly interrupted the system of constitutional monarchy for the only time in our national history.
 - In Year 8 the concept of Britain’s emerging empire begins in unit 4 with a study of the British Empire, and the British Empire is addressed at its height including the actions and consequences of colonial rule for different people in different places. A range of diverse stories from across the British Empire provides different experiences and connections. In unit 5, we then go on to study the Transatlantic Slave Trade, which highlights the establishment of an industrial system dehumanizing people to Britain’s benefit. An understanding of the growth of the British Empire and our desire to spread colonialism across the world provides a useful link for students to then go on to study the Slave Trade, as pupils are aware of British desire for slaves to continue the growth and expansion of a burgeoning empire. Links between the slave trade routes and the scale and success of the Industrial Revolution are made between unit 5 and 6, and in Unit 6 we look at the growth of the Industrial Revolution in Britain, with students aware of how slavery allowed cotton to be brought to Britain on the last leg of the Triangular Trade, and then be sold across the world, further developing the empire. The aim of the final 3 units of Year 8 is to tie pockets of information together by analysing links through empire with trade, slavery, identity, migration, race, profit, and political power.
-

- Black and ethnic minority history is integrated throughout Key Stage 3. We look in Unit 1 of Year 7 at Worldviews, studying the importance of the medieval cities of Constantinople and Baghdad, helping students to see the world through a non-European lens, and gain an understanding of how developed the Muslim world was in comparison with much of the Western World, challenging preconceptions students may have about the Middle East from the outset of the curriculum. This is further developed in Unit 4 of Year 7, when students gain an understanding of African history, through a study of the Malian Empire and Mansa Musa (who became the 'riches man who ever lived.' This provides a good starting point to African history, as students do not go the study of slavery in Year 8 with the notion that the continent of Africa is a deprived, poor part of the world. Black History is again picked up in Year 8 unit 2 when migration from Africa is explored again through Henry VIII's court. In unit 4 the role of Black people and their influence is central to the debate around abolition. In Year 9 we draw on the forgotten soldiers of the trenches, where we pause to consider why there is such a lack of evidence of black lives throughout all the periods they have studied. In unit 5 we explore civil rights in 20th century Britain including the roles of local grassroots activists campaigning for a fairer society in education, housing, health and in the workplace. In unit 6 we examine the consequences of Windrush and mass migration both at the time and retrospectively.
 - Protest movements and campaigns feature throughout Key Stage 3 history, and importantly these units are where concepts around identity and belonging are developed. In Year 7 unit 5 the Peasants' Revolt 4 provides a clear moment that ordinary people, downtrodden by feudalism, challenged authority and believed they could make a change for the better. In Year 8 we consider the role of popular campaigns by working-class and middle-class people to abolish the Atlantic slave trade. In Year 9 through the suffrage movement, we explore campaigns led by women and consider which methods were the most successful and why. Through the American Civil Rights Movement, we explore grassroots campaigns, legal challenges, direct action, and the evolution of the Black Power Movement. In unit 6, Postwar Britain, we explore significant moments of social protest for different groups, and we consider how far progress was made.
 - Local history also features throughout Key Stage 3, for students to understand how their local area has influenced both Britain and the wider world, and how the wider world has influenced Britain. We aim to examine the role of Salford throughout the ages. For example, In Year 7 Unit 2, we look at Salford's entry in the Domesday Book to gain an understanding of the social and economic makeup of the area nearly 1,000 years ago, and then in Year 7 Unit 5, we examine the impact that the Black Death had upon Salford's peasantry, drawing comparisons between the local area and the national picture. In Year 8 we examine the central role that the north-west and Salford had in making Britain the most dominant country in the world, analysing the inter-relationship between the Transatlantic Slave Trade, British Empire and Industrial Revolution. In Year 9, we look at Salford and Manchester's continuing importance to Britain during the 20th century, with a focus on the Salford Pals during Year 9 Unit 1's study of WW1, and the role local Suffragettes played on women suffrage in 1918.
-