

Curriculum Overview – History

Principles and purpose of our history curriculum

History at the Lowry Academy enables students to understand the local area and how its history has been shaped by wider influences, and how wider influences have shaped the local area, by exploring a range of periods, people and places from the past. Our curriculum is knowledge rich allowing our students to develop a coherent, chronological understanding of Britain's place in the world.

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, ensuring students' progress in their understanding of concepts such as causation, change and continuity, and how historians work with historical evidence to create their interpretations of the past. Students will also develop a sophisticated and nuanced understanding of substantive concepts so they can understand the world around them, with concepts such as 'authority', 'trade' and 'empire', appearing in various contexts throughout our curriculum.

Our curriculum provides students with powerful knowledge, giving students access to the best that has been thought and said, taking our students beyond their usual lived experience, so that students leave us with a powerful knowledge base that allows them to become active citizens of the modern world.

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 substantive 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.
- **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. Therefore, we 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.
- **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 their school and local communities, there are moments for students to extend their learning beyond the classroom, such as 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 'richest 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.
- 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 4, 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 soldiers from the local area during Year 9 Unit 1's study of WW1, and the role local Suffragettes played on women suffrage in 1918.