

Curriculum History Intent

The key intent of the History Curriculum at Albion Academy is to provide a high- quality education offer to pupils that will develop and expand their understanding and knowledge of their own and wider world History. We aim to create students who are aware and inquisitive about Salford's place with History as well as an appreciate and engage with a variety of time periods, locations, and key figures from global history. We ensure that we create a learning space that fosters a love for History and an appreciate of pupils' place within History. Our main aim is for pupils to leave Albion Academy with a secure understanding of both core knowledge but also second order concepts which will help them develop into well rounded individuals and contributory members of the community. This will further pupils' life opportunities and then enhance their chances of success in education and all aspects of life.

The History curriculum at The Albion Academy is designed and constructed to inspire and engage with pupils' curiosities to delve into the past and ask questions which are both inquisitive and perceptive. We implore pupils to think critically, apply knowledge, assess interpretations, develop perspective and be able to form judgements through our curriculum. This is with the intent and the aim to develop pupils' communication skills and prepare them for further skills such as empathy, diversity and an appreciation for the complexity and challenges of historical issues and current affairs.

Our curriculum is sequenced chronologically but also with an extra appreciation towards relevance for pupils and the local community. For example, when pupils join us in year 7, they are met with a unit which reviews the dynamics and historical context where East meets West in Constantinople. Within this, ideas are exchanged, religions coexist, and trade flourishes. This provides an understanding of the interleaving factors 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 Half Term 3 through the lens of Medieval Conflict and the Crusades. This then comes full circle in our final half term when the collapse of Constantinople in the 15th Century is reviewed for pupils to compare the importance of religion throughout time

Moving through Key Stage 3, the concepts, and dynamics of the relationship between Crown and Church are introduced. These are developed throughout Key Stage 3 when individual challenges to authority are studied, such as Becket, Magna Carta, Peasants' Revolt, the Reformation, Elizabethan England, and the English Civil War. An investigation and exploration into the changes in power and authority, such as the strengthening of parliament and the brief interruption of the British monarchy. This idea of power and subsequent struggle is further referred to by reviewing key examples such as the formation and establishment of trade and its links to industrialisation and Slavery. The British Empire is put under a microscope and explored, and pupils are invited to form judgements by reviewing the impact, both positive and negative of the British Empire. A range of diverse stories from across the British Empire provides different experiences and connections are revisited to tie pockets of information throughout Key Stage 3 together by analysing links through empire with trade, slavery, identity, migration, race, profit, and political power. Within this, a key focus upon Salford and Manchester's role in this is investigated through examples and topics such as the Industrialisation of towns and cities such as Salford.

Social Justice is a key theme towards the end of Key Stage Three as pupils explore key examples of Black History. Our curriculum lends heavy emphasis on the impact of migration, racism, imperialism and movements with clear examples such as William Cuffey, The Civil Rights Movements in USA, The Empire Windrush, Post War Britain and the key reasons for protest through Britain and the wider world, from Peasants Revolt (1381) to Selma, Alabama (1965) and from Peterloo (1819) to the Suffragettes (1880). We ensure that our wide and diverse Albion community feel not only represented but also appreciated by reviewing key events and concepts such as Medieval Mali, The Renaissance, The Holocaust and the impact of Commonwealth soldiers in war. Additionally, further key themes and substantive knowledge concepts in The Albion Academy's History

curriculum revolve around Politics (Monarchy, Civil War, Constitution, Dictatorship), Conflict (Crusades, WWI, WWII, The Cold War), Religion (Crusades, Reformation, The Holocaust) and within each topic: key Societal changes and continuities. These link closely to our own Albion curriculum and give pupils a sense of the importance of Salford in both World Wars and within the importance of Manchester's role in the fight for people's rights.

Due to this integral and important Historical analysis at the Albion Academy through our curriculum, pupils are able to access a range of pathways such as A-Levels, BTECs and further education and employment through the substantive and disciplinary knowledge given to them by our History curriculum.

The History curriculum at Albion Academy is underpinned by the following principles:

Entitlement: All pupils will study a broad range of content from the past 1000 years which 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 to build their knowledge.

Adaptability: Teachers can adapt and differentiate our resources for their specific cohorts. Local history will be embedded by each department throughout their curriculum where it is relevant for their context.

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.

Education with character: Through the curriculum, pupils are given opportunities to debate 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 commemoration of significant events such as Holocaust Memorial Day.