

History Curriculum Anti- Racist Audit 2020 – 2021

De – colonising the curriculum to ensure that . . .

- Increasing representation of events and individuals who are the ‘Global World Majority’ i.e. BAME
- Move away from solely focusing on the history of white, Western Europeans with political power
- Representation is not merely one of ‘historical oppression’ but diverse in its specific historic enquiry, highlighting role models
- The work of social historians is at the forefront of more historical enquiries
- The intersection between different characteristics e.g. class is recognised whilst acknowledging there is no hierarchy of oppression
- Recognition that changing the content of the curriculum is not enough, staff must be racially literate in order to effectively deliver this curriculum in an anti – racist way
- Key
 - Red; no BAME representation or historical enquiry is solely focused on oppression
 - Amber; representation is present and historical enquiry begins to challenge dominant white, Western narrative
 - Green; presentation is positive role models and historical enquiry is re – focused to the history of all people globally

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	To what extent did migration and invasion disrupt life for native populations from 1st - 11th century?	What changed the most after the Norman Conquest?	•To what extent was Medieval England a place of "fear and decay"?	How remarkable was the reign of Henry VIII?	Exploration or colonisation' How can we explain the reign of Elizabeth I?	•Why do interpretations of the British Empire differ so greatly?
Year 8	•How did enslaved Africans drive the abolition of slavery?	•How 'revolutionary' was the Industrial Revolution in Salford and Manchester?	•How did working people fight for their rights in 19th century Britain?	Why did James Hudson claim "no power on earth can make me into soldier" during WWI?	To what extent was WWI a turning point for women in Britain?	To what extent did Manchester and Salford embody a 'Blitz Spirit' in World War II? 2021 ONLY
Year 9	To what extent did Manchester and Salford	How was the Holocaust possible?	How did the Arab - Israeli conflict develop?	How did the Civil Rights Movement develop in Britain?	Work with Jeff - LGBTQ+ history in the NW?	TBC

	embody a 'Blitz Spirit' in World War II?					
Year 10	GCSE Paper 1 Crime and Punishment; Historic environment of Whitechapel including consolidation of paper 1	GCSE Paper 2 American West	GCSE Paper 2 American West	GCSE Paper 2 Anglo - Saxon and Norman England	GCSE Paper 2 Anglo - Saxon and Norman England	GCSE Paper 3 Weimar and Nazi Germany
Year 11	GCSE Paper 3 Weimar and Nazi Germany	GCSE Paper 3 Weimar and Nazi Germany	Consolidation	Consolidation	Consolidation and exams	

Year group	Original curriculum OCL content	Changes made 2019 – 2020	Further changes made 2020 - 2021	Future considerations and proposed changes
Y7	<ul style="list-style-type: none"> Norman Conquest Black Death Break from Rome Abolition of the slave trade Interpretation of Empire; Olusoga v Ferguson Revision for EoY exam 	<ul style="list-style-type: none"> Abolition of slave trade enquiry moved to Y8 and added a lesson on pre-slavery African Empires and added the role of Black Abolitions 	<ul style="list-style-type: none"> Introduction of new OAMC unit on Migration 1st – 11th century to dispel myths about 'whiteness' and 'British' Break from Rome topic amended to focus on Henry VIII's impact on wider society with mini – enquiry on Black Tudors 	<ul style="list-style-type: none"> Review of HT4 topic to focus on Elizabethan exploration and the beginnings of British colonisation Creation of new OAMC unit of the Black British Civil Rights movement in the 20th century

Y8	<ul style="list-style-type: none"> • Crime and Poverty in Victorian London • WWI significance for women • Nazi Germany • Holocaust • Post 1945 immigration to London • EoY revision 	<ul style="list-style-type: none"> • Introduction of new OAMC unit on Manchester and Salford in the Industrial Revolution • Introduction of new OAMC unit on 19th century development of democracy • Abolition of slavery enquiry moved to HT3 • Removal of Nazi Germany unit at KS3 • Movement of Holocaust unit to Y9 • Removal of immigration unit (to be refocused on Britain as a whole in terms of Black British Civil Rights) 	<ul style="list-style-type: none"> • OAMC unit on Manchester and Salford in the Industrial Revolution amended to include the link between Manchester as a 'cottonopolis' and the Transatlantic Slave Trade • OAMC unit 19th century development of democracy amended to include the role of Black Chartists • Abolition of slavery changed to HT2 and enquiry on the role of Black Abolitionists with 4 lessons on the kingdoms of Benin, Mali and the role of Mansa Mensa • Introduction of OAMC WWI unit to include the role of colonial soldiers and conscientious objectors 	
Y9	<ul style="list-style-type: none"> • Crime and Punishment • Whitechapel • Anglo – Saxon and Norman England 	<ul style="list-style-type: none"> • Shortening of Crime and Punishment, GCSE unit • Removal of Anglo – Saxon and Norman England, GCSE unit • Adding of Holocaust unit to Y9 • Introduction of a OAMC unit on WWII including role of colonial soldiers and experiences of Manchester and Salford 	<ul style="list-style-type: none"> • Creation of OAMC unit on Arab – Israeli conflict for Y9 • Creation of OAMC unit Black British Civil Rights 	

Y10	<ul style="list-style-type: none"> • Anglo – Saxon and Norman England • American West 	<ul style="list-style-type: none"> • None made 	Reframing of the American West to be an enquiry of the destruction of an indigenous population's way of life at the will of colonisers and colonisation	<ul style="list-style-type: none"> • EMA Looking at the research of the Historical Association on using historical enquiries at KS4 to increase scope of knowledge • EMA Looking at the potential of the new Edexcel unit on migration to replace crime an punishment, has been involved in conversations with the Pearson History subject advisor and how this would work from Sept 2021
Y11	<ul style="list-style-type: none"> • Weimar and Nazi Germany 	None made	None made	<ul style="list-style-type: none"> • How revision can be used to widen scope outside of the exam specification