

## Cultural Capital Opportunities in History

History helps to develop pupils' cultural capital in order to boost their confidence and equip them with the knowledge and experiences that will help them succeed. Our curriculum is designed to give pupils access to diverse voices, a range of historical thinking and scholarship and an appreciation of significant historic events and people. Pupils are also exposed to a variety of cultural examples including literature, artwork, music, craftwork and architecture from a range of time periods and cultures.

	Term 1	Term 2	Term 3
Year 7	<p>Bayeux tapestry and medieval manuscripts including the Anglo-Saxon Chronicle.</p> <p>Local historic sites e.g. Cuerdale Viking hoard, Penwortham castle (remaining motte) etc. explored through photographs.</p> <p>Silk Roads unit introduces pupils to history of globalisation, the pivotal position of Persia/Mesopotamia in Medieval era before emergence of the 'West', sharing of technology and ideas/faith as well as material goods.</p>	<p>Medieval manuscripts including Luttrell psalter depicting medieval life.</p>	<p>Impact of English Reformation on architecture (Dissolution of the Monasteries).</p> <p>Tudor portraits (Elizabeth I portrait comparisons). Challenging misconceptions about cultural diversity in Tudor England through use of extracts from Black Tudors.</p> <p>Establishment of empire: exploration in the Americas, importance of sea routes for trade and decline of Silk Road, new goods, origins of Transatlantic slave trade.</p>
Year 8	<p>English Civil War/French Revolution introduces idea of absolutism, the Divine Right which justified existence of monarchies, the role of government and the importance of political representation in modern democracies.</p>	<p>Imperialism and British empire: importance of oral traditions versus written traditions (western), sculpture/artwork as form of recording histories (e.g. Benin bronzes).</p> <p>This is important for understanding debate on restitution of imperial cultural artefacts.</p>	<p>Industrial Revolution in Lancashire:</p> <p>Trip to Quarry Bank Mill and apprentice house.</p> <p>Statues debate: discussion of Peel statue in Winkley Sq. and links to recent discussion of controversial historic figures.</p>
Year 9	<p>Access to contemporary voices of the war through using Imperial War Museum <i>voices from WW1</i> podcasts including recruitment, role of women, life in the trenches.</p>	<p>Political spectrum and understanding of left/right wing and different political parties (historic and contemporary).</p> <p>Holocaust education develops understanding of prejudice, persecution and genocide. Origins of anti-Semitism.</p>	<p>Study of the Berlin Wall and elements of protest.</p>
Year 10	<p>Britain health and the people: Importance of Ancient texts of Greek/Roman philosophers (Hippocrates/Galen) and the authority of the Catholic Church in shaping European thought and approaches to medicine throughout Middle Ages. Importance of Renaissance thought in challenging authority of these ancient texts/the Church, origins of scientific enquiry. Links to modern science and current events e.g. vaccinations and antibiotic resistance, genetic engineering.</p>	<p>Germany 1890-1945: Examples of Weimar culture e.g. Bauhaus, cinema etc, propaganda including political cartoons and posters.</p>	<p>Germany 1890-1945: Nazi propaganda posters, paintings, Berlin Olympics, Disney anti-Nazi wartime propaganda. Links to recognisable brands e.g. BMW, VW, Hugo Boss.</p> <p>Holocaust education develops understanding of prejudice, persecution and genocide.</p>
Year 11	<p>Contextual understanding of the Cold War/iron curtain and political ideologies. Study of Pol Pot and the Cambodian genocide.</p> <p>Vietnam protest music: Crosby Stills and Nash, John Lennon, CCR etc.</p>	<p>Norman England: Bayeux tapestry, impact and evidence of Norman architecture. Saxon and Norman manuscripts including the Anglo-Saxon Chronicle and the Lindisfarne Gospels.</p>	