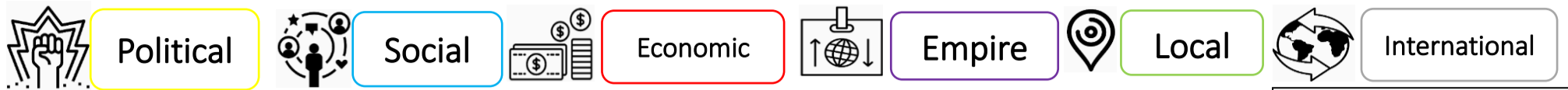


St. Paul's School for Girls. KS3 History Curriculum Model

"Helping to explain the world as it is by exploring the world as it was".

DNA - A complex molecule that contains all of the information necessary to build and maintain an organism.
The history curriculum - The information necessary to build and maintain a tolerant and harmonious society.



<p>In Focus Terrorism</p>	<p>C & C</p>	<p>Y9 Enquiry 7 How has war changed the world that we live in today?</p>	<p>Focus throughout on chronological understanding.</p>	<p><i>Year 7: How did monarchy and faith affect people in Britain, 750-1588?</i> <i>Year 8: In what ways did war, empire and protest ignite change, 1649-1914?</i> <i>Year 9: How have ideas and conflict shaped the modern world, 1914-1991?</i></p>
<p>In Focus Bristol Bus Boycott</p>	<p>Interpretation</p>	<p>Y9 Enquiry 5 Was there a 'whole new world' after 1945? Why was the 1965 Race Relations Act passed in Britain?</p>	<p>Y9 Enquiry 6 Was there a 'whole new world' after 1945? What were the key crises of the Cold War and how did it end?</p>	<p>In Focus Vietnam War</p>
<p>In Focus Influence of Ideologies</p>	<p>Significance</p>	<p>Y9 Enquiry 3 Was there a 'whole new world' after 1945? Why did the Cold War begin?</p>	<p>Y9 Enquiry 4 Was there a 'whole new world' after 1945? How did the American Civil Rights Movement progress 54-69?</p>	<p>In Focus Women: Hidden Figures.</p>
<p>In Focus Hitler's aims and actions</p>	<p>Causation</p>	<p>Y9 Enquiry 2 How did the pillars of C19th century civilisation crumble into the flames of war? (Hobsbawm)</p>	<p>Y9 Enquiry 3 The Holocaust-why is it so important to remember Hitler's treatment of the Jews?</p>	<p>In Focus: Holocaust and Genocide since WW2</p>
<p>In Focus Class division</p>	<p>Interpretation</p>	<p>Y8 Enquiry 5: Was the Titanic really a microcosm of Britain in Edwardian times?</p>	<p>Y9 Enquiry 1 Were WW1 and WW2 'consecutive acts of the same drama'? (Fischer)</p>	<p>In Focus The Treaty of Versailles</p>
<p>In Focus The transatlantic slave trade</p>	<p>Significance</p>	<p>Y8 Enquiry 3 How should we remember the British Empire?</p>	<p>Y8 Enquiry 4 Did protest bring power between 1832 and 1928?</p>	<p>In Focus The Suffrage campaign</p>
<p>In focus Parliament Civil War in Birmingham</p>	<p>C&C</p>	<p>Y8 Enquiry 1 Church, Monarchy, People: Where did power lie by 1750?</p>	<p>Y8 Enquiry 2 Is Liberty's Dawn a true reflection of life in Britain during the Industrial Revolution??</p>	<p>Local History Jewellery Quarter/Pen Museum-women</p>
<p>In focus Monarchy Papacy</p>	<p>C&C</p>	<p>Y7 Enquiry 2 Where did Medieval power lie?</p>	<p>Y7 Enquiry 3 Was the Tudor period a religious rollercoaster?</p>	<p>In Focus Black Tudors</p>
<p>Local History School archives and</p>	<p>Source</p>	<p>Y7 Transition What do I already know and how did I get here?</p>	<p>Y7 Enquiry 1 How did William conquer and control England?</p>	<p>Meanwhile Elsewhere ... in Baghdad</p>

Students will know more and remember more. The curriculum is spiral. Concepts, knowledge, understanding and skills are re-visited and embedded throughout KS3, 4 and 5.

Years 7,8, 9 – Chronological Approach.