

History at Norbury High

Overview

The History Department at Norbury High aims to provide a broad, challenging, diverse and culturally rich programme of study for pupils of all backgrounds, preferences and abilities. The curriculum provides students with a coherent knowledge and understanding of Britain's past and that of the wider world. We hope to equip pupils with skills that allow them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, regardless of background or ability.

Key Stage 3

Year 7 History

Theme: Society, State and Power

UNIT 1: Local History module - "How would a historian tell the story of Norbury?"

We begin year 7 with a local history thematic study focusing on Norbury through four time periods: medieval, industrial, wartime and modern. This unit helps students to learn about finding evidence from sources.

UNIT 2: "What have the Romans ever done for us?"

This unit begins with the Roman invasion of Britain in 43CE and explores the transformational impact the Romans had on British life, answering the age-old question 'what have the Romans ever done for us?'

UNIT 3: "How golden was the Golden Age of Baghdad?"

We next look at the Abbasid Empire, examining what made Baghdad and the Islamic Empire the scientific and cultural centre of the world. This enquiry focuses on trade, power, art, scientific discoveries and architecture of Baghdad to assess what made Baghdad the "centre of the universe".

UNIT 4: Conquest and Confrontation: Anglo Saxon and Norman England

After completing our study of the Abbasid Empire we move back to Britain exploring the Norman conquest of 1066 which saw the successful invasion of England by William the Conqueror, and examine the impact the Norman invasion had on Anglo-Saxon society.

UNIT 5: Power and Authority: Medieval England

In Unit 5, students examine life in medieval England for the rich and poor, the powerful and powerless. We exploring landmark moments of English history which

limited the power of the monarchy including: the Peasants' Revolt, the murder of Thomas Becket and the signing of the Magna Carta.

UNIT 6: African Civilisations

Finally, students will learn about pre-colonial African Civilisations, comparing similarities and differences between both these societies and Medieval England.

Year 8 History

Theme: Conquest, Reform and Protest

UNIT 1: The Tudors: Reformation and Religious Turmoil

To begin year 8 we start with everyone's favourite royal family, the Tudors! Students will examine how the Tudors came to power in 1485 as well as the radical religious changes that took place over their 118-year rule.

UNIT 2: The Tudors: The Golden Age of Elizabeth I

Continuing with the Tudors, students will then examine interpretations of Elizabeth I's reign to ascertain to what extent it was or was not a "golden age". Students will study Elizabeth's religious policy, the beginnings of empire, Mary Queen of Scots and plots against Elizabeth, the Spanish Armada and life for ordinary people. From 2026-2027 year 8 will study a new module on the English Civil War and Oliver Cromwell, and the current Autumn 1 and Autumn 2 modules will be combined.

UNIT 3: Local History module - "How would an historian tell the story of Norbury?"*

*From 2026-2027 year 8 will study an Istanbul enquiry for Unit 3 ("What can artefacts reveal about early modern Istanbul?") However, as the current year 8 group have already studied the Istanbul enquiry as part of their year 7 curriculum in 2024-2025, current year 8 students will study the Local History enquiry ("How would a historian tell the story of Norbury?") as part of the year 8 programme of study as they have not done that enquiry previously. The Istanbul module will transport our students to the Ottoman capital city of Istanbul. In this scheme of work students use artefacts to recreate the early modern city of Istanbul looking at what it was like to live in the Ottoman capital.

UNIT 4: "How is Britain's past shared with Africa and the Caribbean?"

This unit explores the history of black people in Britain and effects of British imperialism and slavery on African society. Students go on to examine the abolition movement in Britain which led to the transatlantic slave trade being abolished in 1807 and slavery being abolished across the British Empire in 1833.

UNIT 5: "When and why did we become addicted to fossil fuels?"

This unit was planned in collaboration with University College London and charts the history of energy, beginning with pre-Industrial Revolution, the Industrial Revolution proper, eventually looking at modern energy use and the future.

UNIT 6: “What can my name teach us about migration to Britain in the 20th Century?”

Having looked at Britain’s complex imperial legacy in Unit 4, Unit 6 revisits this legacy to explore different groups of migrants to have settled in Britain in the 20th century. We start with the Windrush generation before looking at South Asian, West Africa, East African and European migration to Britain in the 20th century.

Year 9 History*

Theme: Conflict and Consequences

*From 2026-2027 year 9 students will study a women’s suffrage enquiry for Autumn 1 (“How did women’s rights improve in the 20th century?”) and Units 1 and 2 will become Units 2 and 3 respectively. The Hitler module will be removed from the curriculum because the topic is already adequately covered in the Holocaust module. However, as the current year 9 students have already studied the suffragette enquiry as part of their year 8 studies in 2024-2025, they will continue with the 2024-2025 curriculum as below. Current year 8 students will study the suffragette enquiry in 2026 as part of the year 9 programme.

UNIT 1: “How should the Indian Rebellion of 1857 be remembered?”

Beginning with the achievements of the great Mughal Empire, this unit traces the history of India from 1526 to the present day, focusing on the role of the British and in particular examining the causes and consequences of the Indian Rebellion of 1857. This enquiry focuses on significance.

UNIT 2: WWI: “How did one bullet kill 20 million people?”

Leaving India, our next unit fast forwards nearly 60 years and aims to teach students the causes and events of one of the most destructive wars in history whilst also evaluating how its consequences would go on to shape the modern world.

UNIT 3: “Why did Germans vote for Hitler?”

Following the First World War Unit 3 comprises an exploration of the years between 1918 and 1939 which saw the rise of evil that would eventually cause the Second World War.

UNIT 4: WWII: “Was D-Day the main reason the Allies won WWII?”

In unit 4, students learn about the Second World War, looking at events such as Dunkirk, the Battle of Britain, D-Day and the dropping of atomic bombs on Hiroshima and Nagasaki. This enquiry will focus on differing interpretations on the reasons for

Allied victory in WWII.

UNIT 5: The Holocaust: “How should the Holocaust be remembered?”

This unit explores one of the most harrowing events in human history and attempts to answer key questions regarding the Holocaust including: what was the Holocaust? Why the Jews? and how could ordinary people let the Holocaust happen?

Unit 6: “How did Ireland win its Independence?”

In our final unit of KS3 students will study the complex and often violent shared history of Ireland and the UK. In this scheme of work students will start off by examining life in Ireland prior to the Anglo/Norman invasion before looking at some of the key moments of Anglo/Irish history including the The Siege of Drogheda and the Great Hunger. Finally, students will explore how Ireland finally won its independence and the long lasting impact this has had.

KS4 History

Pupils will sit Edexcel GCSE History at the end of year 11. The GCSE course provides pupils with access to a broad range of time periods and builds on their knowledge from key stage 3.

Year 10 History

Medicine in Britain c1250–present – Paper 1 Option 11: this option comprises a thematic study, Medicine in Britain c1250–present, as well as examining the historic environment of the British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Weimar and Nazi Germany, 1918–39 – Paper 3 Option 31: this option looks at the establishment of a new German government following the First World War, how it was replaced by the Nazi Party in 1933 and what life in Nazi Germany was like.

Year 11 History

The American West, c1835–c1895 – Paper 2 Option P3: this option covers a period in American history during which white Americans moved thousands of miles across the country to settle in lands previously uninhabited by their kind. It therefore also examines the impact of this migration on the lives of Native Americans, how their way of life was ultimately destroyed by white settlers, and how white settlers were able not only to survive but to thrive in inhospitable landscapes.

Anglo-Saxon and Norman England, c1060–88 – Paper 2 Option B1: this option examines Anglo-Saxon England, the Norman Conquest including the Battle of Hastings, and how William the Conqueror transformed England. As well as the Conquest and Hastings, other major themes include life in Anglo-Saxon England, the

Feudal System, the Domesday Book, William securing power and dealing with rebellions, as well as the role of the Church in the lives of ordinary people.