

History Department

Nicholas Chamberlaine School is dedicated to educating successful learners and world citizens. Underpinning this commitment is our focus on Proud Traditions, Wide Horizons and High Achievement. The History department plays an integral role in this commitment throughout all three Key Stages.

History is a requisite subject for Key Stage Three (years 7-8): A two year KS3 requires drive and pace to expose the students to as many Historical ideas and events as possible to give them a broad understanding of the world around them. Currently Year 7 focusses on Early British History, specifically the Norman Conquest, Castles, Medieval Life, Power and Conflict (Beckett, John), and the development of Modern Britain. At Year 8 the focus is on international relations and conflict throughout the 20th Century, including the two world wars. With the move towards Age Expected Outcomes, there is the opportunity to remodel the curriculum to reflect a focus on developing skills and preparing students for GCSE.

At Key Stage Four (years 9-11) GCSE History currently follows the new AQA specification. This includes a Germany (1890-1945) depth study and Conflict and Tensions between East and West 1945-1972 for Paper 1. Paper 2 looks at Power and the People and Elizabethan England. The course will be taken over three years to allow for the embedding of skills, a deeper, more rounded understanding of key concepts and the consolidation of synoptic links.

At Key Stage Five (Post-16): The History department offers the AQA A Level, and currently teach the Tudor England and Germany; Democracy and Dictatorship options. There is also an expectation that students develop their own studies within an area of Historical interest to them with the coursework element.

The Department is committed to collaborative work and raising standards through sharing good practice. As a School we are strongly focused on using assessment for learning to advance progress and strongly value student voice. The Department utilises a wide range of teaching styles and has a commitment to developing enquiring, reflective and independent learners. Lessons are consistently engaging, challenging and relevant.