

History

Course Description	<p>The study of world history is the broadest and most searching approach to the question of who we are as both individuals and members of groups. Exploring how humankind has changed since its hominid ancestors walked the earth is the best way to grapple with the question of what makes us special, in fact, unique, in relation to other living species. National history teaches us what is distinctive about a particular land and people. World history throws light on the distinctive characteristics of human beings and how their thought, behavior, and interactions have changed over time.</p> <p>World history helps prepare young people for college studies, international experience, and active participation in civic life. It helps get them ready for the roles they will inevitably play as citizens of both their country and the world. A "global citizen" is simply a national citizen who knows and cares about the history and contemporary affairs of all humankind, a person who can in some measure think, speak, and write about world issues and problems intelligently and confidently.</p> <p>World history contributes to our cultural literacy. Human beings, unlike other species, have the gift of language, that is, symbolic thinking and communication. That means that humans also have the ability to learn from one another and to transmit knowledge from one generation to the next.</p>
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Course Aims	<p>The aims of History as a school subject are to:</p> <ul style="list-style-type: none">• stimulate an interest in and enthusiasm for learning about the past• promote the acquisition of knowledge and understanding of individuals, people and societies in the past• ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence• promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference• provide a sound basis for further study and the pursuit of personal interest• encourage international understanding• encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.
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<p>Course Content</p> <p>(Major Concepts and Areas Covered)</p>	<p><u>Year 7</u></p> <p>Before History Began</p> <ul style="list-style-type: none">• Early Humans• Hunter-gatherers• The first farmers <p>Ancient Mesopotamia</p> <ul style="list-style-type: none">• The Sumer• The Akkadian Empire• The Babylonian Empire• The Assyrian Empire• The Persian Empire• Code of Hammurabi <p>Ancient Egypt</p> <ul style="list-style-type: none">• Old Kingdom• Middle Kingdom• New Kingdom• Late Period and Persian Rule• Greek and Roman Rule• Ancient Egyptian Pyramids <p>Ancient Greece</p> <ul style="list-style-type: none">• The City of Athens• The City of Sparta• Government• Persian Wars• Peloponnesian War• Ancient Greek Mythology• Olympics <p>Ancient Rome</p> <ul style="list-style-type: none">• Early History of Rome• The Roman Republic• Republic to Empire• Wars and Battles• England and the Roman Empire• Barbarians• The Fall of Rome• Roman Gods and Mythology
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Year 8**Middle Ages**

- Feudal System
- Guilds
- The Monastery
- Daily Life
- Catholic Church and Cathedrals
- Byzantine Empire
- The Franks
- Charlemagne
- Anglo-Saxons
- Vikings
- Norman Conquest
- King John and the Magna Carta
- The Crusades
- The Black Death Plague
- Hundred Years War
- Joan of Arc
- Wars of the Roses
- Reconquista and Islam in Spain

Renaissance

- How did it begin?
- Daily Life
- Italian City-States
- Famous People
- Leonardo da Vinci
- Galileo Galilei
- Age of Exploration and Discovery
- Christopher Columbus
- Ottoman Empire
- Elizabethan Era
- Queen Elizabeth I
- Reformation

Year 9**World War I****Overview:**

World War I Timeline
Causes of World War I
Allied Powers

	<p>Central Powers The U.S. in World War I Trench Warfare</p> <p>Battles and Events: Assassination of Archduke Ferdinand Sinking of the Lusitania Battle of Tannenberg First Battle of the Marne Battle of the Somme Russian Revolution Post-WWI and Treaties</p> <p>World War II</p> <p>Overview: Allied Powers and Leaders Axis Powers and Leaders Causes of WW2 War in Europe War in the Pacific After the War</p> <p>Battles: Battle of Britain Battle of the Atlantic Pearl Harbor Battle of Stalingrad D-Day (Invasion of Normandy) Battle of the Bulge Battle of Berlin Battle of Midway Battle of Guadalcanal Battle of Iwo Jima</p> <p>Events: The Holocaust Japanese Internment Camps Bataan Death March Fireside Chats Hiroshima and Nagasaki (Atomic Bomb) War Crimes Trials Recovery and the Marshall Plan</p>
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	<p>The Cold War</p> <p>Overview: Arms Race Communism Space Race</p> <p>Major Events: Berlin Airlift Suez Crisis Red Scare Berlin Wall Bay of Pigs Collapse of the Soviet Union</p> <p>Wars: Korean War Vietnam War Chinese Civil War Yom Kippur War Soviet Afghanistan War</p>
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Suggested Texts and Materials	<p>Textbook: Kovacs, Z. (2015). <i>World History Compilation</i> (Year 7, 8 and 9)</p> <p>Website: www.ducksters.com/history</p>
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Delivery and Methodology	<p>Duration of course: 3 years Number of hours taught per week: 4</p> <p>The methodology used in Year 7-9 is interactive and varied.</p> <p>It includes interactive class discussions, explanation of concepts by the teacher, evaluation of sources, both written and visual, learner-centred activities like debates, group discussion, oral and power point presentations by students, role plays and project work.</p> <p>Trips related to local history or a major historical development may be organised from time to time.</p>
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	Homework is set each week and involves students in a variety of tasks. They may be asked to practice skills learnt in class, undertake research or work on a long-term project for example.
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<p>Assessment Objectives</p> <p>(Specifications and Standards)</p>	<p>AO1: Knowledge of historical concepts and events Students should be able to recall, select, organise and deploy knowledge of the syllabus content.</p> <p>AO2: Understanding and explanation Students should be able to construct historical explanations using an understanding of:</p> <ul style="list-style-type: none"> • cause and consequence, change and continuity, similarity and difference • the motives, emotions, intentions and beliefs of people in the past <p>AO3: Research and presentation skills Students should be able to understand, interpret, evaluate and use a range of sources as evidence, in their historical context</p>
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<p>Scheme of Assessment</p> <p>(Evaluation of Student Performance)</p>	<p>Assessment will be an on-going process and the overall grade will be based on formative and summative assessments.</p> <p>Type of assessment and weightage (%)</p> <p>Assignments: 40% Tests: 60%</p> <p>Some of the widely used forms of assessments are:</p> <ul style="list-style-type: none"> • Written assignments including essays • Oral presentations e.g. debate, discussions, quizzes, role-plays. • Research work on a particular topic/whole project • Board displays by students • Tests <p>Approximate weighting of assessment objectives for qualification: AO1: 40% AO2: 40%</p>
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	<p>AO3: 20%</p> <p>Weighting of formative and summative assessments (Y7-9):</p> <p>Formative (progressive) assessments: Before midterm: 20% After midterm: 20% Midterm Examination: 30% Final Examination: 30%</p>
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<p>Grading Policy and Additional Expectations (if any)</p>	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in teacher's semester projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a mark, a grade or a comment. It values teacher judgment and informs the learner about strengths and weaknesses as well as next steps. All summative assessments are graded on a scale as published in the whole school assessment policy. The grades and grade boundaries for Science are:</p> <p>90-100%: A* 80-89%: A 75-79%: B+ 70-74%: B 65-69%: C+ 60-64%: C 55-59%: D+ 50-54%: D 0-49%: F</p>
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