History Curriculum Units
with examples of teaching activities

Form 1

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012
History Curriculum
HISTORY CURRICULUM UNITS – FORM 1

HIS 7.1  Studying History
HIS 7.2  Before History
HIS 7.3  Meeting Civilisations
HIS 7.4  The Roman Eagle spreads its wings
HIS 7.5  Malta Under The Roman Eagle
HIS 7.6  Under Arab Rule
Subject: History

Unit Title: HIS 7.1 Studying History

Strand: Mastering historical concepts and nurturing historical skills

Unit Duration 9 sessions of 40 minutes

OBJECTIVES:
The teacher will:
1. illustrate the importance of studying history in our lives and explain how history is written
2. explain the importance of time, chronology and sequence
3. teach the concepts of change and continuity
4. highlight the importance of cause and consequence
5. explain the importance of empathising with the protagonists
6. train students in working with sources.

Key Words
historian, primary, secondary, archaeologist, evidence, time, chronology, timeline, sequence, anachronism, change, continuity, similarity, difference, cause, consequence, immediate, long-term, empathy, sources.

Points to note
Concepts and skills are important in studying history. Key historical concepts which help students to organise knowledge and ideas about history, make generalisations, recognise similarities and differences, find patterns and establish connections should be emphasised. Thus students may understand how historians work, what they are interested in and how historical knowledge and understanding is constructed and created.

Resources
1. Various Internet hyperlinks which have been inserted and which contain a number of activities which students can do.
2. Publication Concepts and Skills in the Teaching of History by George Calleja
3. Grajjet Malta 1 issued by Education Division
4. Timeline charts
5. Various sources which can provide evidence such as diaries, letters, newspapers, magazines, pictures and photographs of times past, maps and coins.
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Possible teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will:</td>
<td>Students are made aware that history can teach us a lot about life and that we can learn various lessons from it. They should realise how man progressed throughout the ages. In a group work session they may identify various areas in which progress was registered such as housing and communications.</td>
<td>Students will understand the importance of evidence in history and that everybody, even the common people, are part of history. They will understand that it is not political events that form history but also social, cultural, economic and religious aspects. They will understand that history can teach us some lessons for life and that progress throughout the centuries was a gradual and incremental process. (Level 8)</td>
</tr>
<tr>
<td>1. illustrate the importance of studying history in our lives and explain how history is written. (2 lessons)</td>
<td>Students are then invited to discuss who makes history. They should realise that not only important people and events are important but also the common people. They are invited to name important people and events that they know about. They may do some research about an important historical person who interests them.</td>
<td>Students will understand that history is based on sources and that primary sources are very important. They will begin to understand that everybody, even the common people, are part of history. They will begin to understand that it is not political events that form history but also social, cultural, economic and religious aspects. (Level 7)</td>
</tr>
<tr>
<td></td>
<td>Students are then introduced to how history is written. They should become aware that sources are divided into primary and secondary ones with primary sources being more important because of their reliability. In a group work session they should list various sources and identify whether they are primary or secondary sources.</td>
<td>Students will understand that any source or form of evidence may be important in writing history. They will understand how we came to know about the time when we do not have any written sources. (Level 6)</td>
</tr>
<tr>
<td></td>
<td>Students may write their personal history through consulting primary sources such as their parents, photographs, examination results and other personal documents.</td>
<td>Students will begin to understand that any source or form of evidence may be important in writing history. They will begin to understand how we came to know about the time when we do not have any written sources. (Level 5)</td>
</tr>
<tr>
<td></td>
<td>Students may engage in a discussion of from where one can retrieve sources. They should also understand that for the time before man started to write, we do not have any written evidence but we have to rely on various remains which are studied by archaeologists.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An artificial pit may be devised and students are invited to</td>
<td></td>
</tr>
</tbody>
</table>

| Level 8 |

| Level 7 |

| Level 6 |

| Level 5 |
2. explain the importance of time, chronology and sequence.  
   (2 lessons)

<table>
<thead>
<tr>
<th>Work</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should become aware of the importance of putting historical events in their proper perspective in time (Activities 7 &amp; 8). They should be trained in the mathematical concept involved (Activity 1) and how to calculate by centuries (Activity 4).</td>
<td></td>
</tr>
<tr>
<td>This should be done through the use of visual evidence. They should become familiar with simple timelines and retrograms which will help them to understand time better. They should be able to put in a particular period of time or date on a timeline or retrogram. They should be provided with various pictures such as those of costumes or ships to help them understand different times and form a good chronological framework. Various activities dealing with putting different years in their proper centuries (Activity 2) or naming a year from a particular century (Activity 3) can be attempted. Students should also try to rank various periods of time according to their length and put them in chronological order (Activities 5 &amp; 6). Activities dealing with sequence (Activity 9) in which they place various events in their proper order to form a story should be resorted to. This activity can be done through both pictures and sentences.</td>
<td></td>
</tr>
<tr>
<td>Students will be able to draw timelines using scale and place an event or person correctly on it. They will use dates and terms that describe general historical periods and the passing of time. They will start to make time charts which record different aspects of history. (Level 8) Students will use good terminology about the passing of time and learn key dates. They will understand how dating by centuries works and will know the basic sequence of the main historical periods. They will be able to draw a simple timeline without using scale and place an event or person correctly on it. (Level 7) Students will realise that the past can be divided into different periods of time which were different from each other. They will be able to put historical events in sequence and start to understand the meaning of century and how dating by centuries works. (Level 6) Students will show an emerging sense of chronology and can place some events in the correct order they happened. They will start using simple terminology about the passing of time. They will be able to do a simple activity involving sequence. (Level 5)</td>
<td></td>
</tr>
</tbody>
</table>

3. teach the concepts of change and continuity.  (1 lesson)

<table>
<thead>
<tr>
<th>Work</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher should emphasise that change is a clear break with the past which affects people. It does not necessarily mean progress but may be regress. S/he should help students</td>
<td></td>
</tr>
<tr>
<td>Students will be able to display in writing a sound awareness of change and continuity and will identify changes and similarities within and across different</td>
<td></td>
</tr>
</tbody>
</table>
understand that continuity does not necessarily mean that nothing has changed at all but it might mean that a gradual and evolutionary process (Activity 1) took place. S/he should also deal with the technical concepts of similarity and difference.

Students should be given pictures of long ago which show places which are familiar with them today. Activities dealing with sequence can also help students understand change and continuity.

Activities dealing with anachronisms (Activity 10) can be an interesting strategy to understand change. This can be done through finding anachronisms in a given paragraph or picture.

Students can also be given a list of objects and they have to tell whether these objects existed at a particular time (Activity 2). This can be done during class or group discussions. Constant repetition and reinforcement by the teacher helps students to master these concepts.

4. highlight the importance of cause and consequence. (1 lesson)

Through a class discussion students should understand the importance of cause and consequence in history. They should be presented with practical examples. An example would be that of an accident. Students are shown pictures in sequence (1st boy breaks glass bottle, 2nd car gets puncture due to broken glass, 3rd car skids and hits a man on a bicycle, 4th man ends up in hospital with broken foot). Students identify how a result of one cause may also be the cause for another result.

Students should understand what a motive is and how causes and results are intertwined and may be long-term or short-term. They are given an activity dealing with events and their causes and have to identify whether these causes were long-periods. (Level 8)

Students will identify changes within different periods and will show an understanding of different historical periods. They will be able to describe past events or situations recognising similarities and differences with the present day. (Level 7)

Students will be able to explore change and continuity and can tell that different things in the past had some things that were the same. (Level 6)

Students will realise that some things changed while others remained the same. They will be able to identify similarities and differences. (Level 5)

Students will be able to explain the complex reasons for the main events and changes that were brought about and their results. They will supply a multiplicity of causes or consequences and will be able to evaluate the significance of these different causes or results. (Level 8)

Students will realise that there are different types of causes for any event and that these in turn bring about other results and changes. They will understand that causes are connected to one another and act in combination. (Level 7)
| **5. explain the importance of empathising with the protagonists. (2 lessons)** | Students should understand that they have to **empathise with the protagonists** *(Activity 4)* if they want to really understand the options that were open to them. They must use their imagination, think with the mind of someone in the past and feel the same sentiments they felt such as sadness, happiness, fear, love, sympathy antipathy, humiliation and anger. They should be aware of the political and social context in which they lived such as existing governments and issues, prevailing levels in education and living conditions.

Students may do activities dealing with **anachronisms** *(Activity 3)*. Similarly they may try to identify from a given list of things **whether these existed during a particular period** *(Activity 2)*.

Students may do an activity in which they have to identify **what happens today and what happened at a particular period long ago** *(Activity 1)*. An example would be that of an eighteen year old girl who goes to a party where she falls in love a boy who she later marries. One thousand years ago the matchmaker together with her parents would choose a husband for her.

Students may imagine and describe an experience in a particular setting such as the situation of a child who saw the

| | Students will understand that events and changes are brought about by some causes. They will be able to give two causes of why any event happened. They will understand that the main events brought about some results and changes. *(Level 6)*

Students will begin to understand that things happen for some reason. They will be able to name one reason why an event happened. *(Level 5)*

| | Students will be able to empathise with the different reactions of various people from the past in a given situation. They will show some understanding of the viewpoints of persons whom they do not like. They will be able to make an imaginative reconstruction which is not anachronistic of a past historical situation. *(Level 8)*

Students will be able to reconstruct different reactions of different people in the past through the use of simple empathy. They will be able to act out (role play) any given historical situation. *(Level 7)*

Students will understand some reactions of people in the past and realise that they felt emotions like joy, fear and hunger in the same way that people can feel them today. *(Level 6)*

Students will begin to understand how people may have felt when faced with a particular situation. *(Level 5)* |
| 6. train students in working with sources. (1 lesson) | Students should become aware that sources may be primary or secondary and understand the importance of primary sources as evidence. They may find old things such as family photographs or a stone stove (*kenur*) and discuss the object thus understanding why it was used and what it tells us about time long ago.

They may choose between primary or secondary sources from a given list. This list may include personal evidence (dairies, letters, biographies, oral stories), official documents (parliamentary debates, treaties, reports, political speeches, statistics), newspapers and magazines (reports, editorials, articles, letters to the editor), visual evidence (paintings, films, photographs, maps, advertisements), objects from the past (coins, arms, clothes, means of transport, tools) and other forms of evidence (literature, songs, radio broadcasts, prehistoric or historical sites).

Students may be further motivated through previously prepared simulated sources such as a newspaper dealing with the granting of the title of *Municipium* to Malta or a letter written by the Maltese to the Bishop of Rome explaining how they have become Christians.

Students may empathise and write simulated sources such as a petition of Maltese citizens to the Roman Senate regarding the Cajus Verras misconduct or a newspaper announcing the advent of the Arabs. | Students will be aware that there are different historical interpretations of events. They will be able to compare two accounts of the same events and note contrasts and similarities. They will distinguish between fact and opinion and recognise gaps in evidence. They will investigate using a wide range of sources and use these critically to reach and support conclusions. (Level 8)

Students will be familiar with evidence, can distinguish between primary and secondary sources and will be aware of a variety of historical evidence from different periods. They will begin to understand that written sources may be biased. They will be able to make simple inferences from various sources of evidence. (Level 7)

Students will start to be familiar with evidence and are able to infer some information from various types of evidence. They will be able to identify sources that are useful to answer a question. They will understand the difference between primary and secondary sources. (Level 6)

Students will begin to understand the importance of evidence and identify different types of evidence. They can answer questions about the past by looking at pictures and easy written sources. (Level 5) |
Subject: History
Unit code and Title: HIS 7.1 Studying History
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills

Unit duration: 9 lessons of 40 minutes

Objectives at Attainment levels: 5,6,7,8

The Teacher will:
1. illustrate the importance of studying history in our lives and explain how history is written
2. explain the importance of time, chronology and sequence
3. teach the concepts of change and continuity
4. highlight the importance of cause and consequence

Objectives at Attainment Levels: 1,2,3,4

The teacher will:
- help students to understand their own past and that of others
- increase students’ understanding of time and sequence
- illustrate how some things change while others remain the same in our lives.
- develop in students an awareness of emotions in themselves and others
- help students to explore old objects and to understand their connection with the past.

<table>
<thead>
<tr>
<th>Key words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today</td>
<td>Long time ago</td>
<td>Publication: Concepts and Skills in the Teaching of History by George Calleja</td>
</tr>
<tr>
<td>Now</td>
<td>Then</td>
<td>Various websites and Hyperlinks</td>
</tr>
<tr>
<td>Present</td>
<td>Past</td>
<td><a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a></td>
</tr>
<tr>
<td>Old</td>
<td>Modern</td>
<td>BoardMaker Plus</td>
</tr>
<tr>
<td>Feelings</td>
<td>Yesterday</td>
<td>CLICKER 5</td>
</tr>
<tr>
<td>Happy</td>
<td>Sad</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>Roman</td>
<td>Story</td>
<td>Camera</td>
</tr>
<tr>
<td>Photos</td>
<td>Pictures</td>
<td>Laptop</td>
</tr>
</tbody>
</table>

Objectives in this unit may be cross-curricular and may be linked to Literacy, PSD and ICT units. Please refer for more information on e-learning, to the last page of the SEN Units.

Teacher may focus on one aspect or on a limited number of aspects in the unit, that is appropriate to the age and level of the student. Teaching and Learning approaches may include Individual, Paired, Group Work, Teacher/LSA supported activities.

When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.

Activities in the unit are under the guidance of the teacher, nonetheless there will be times when learning activities are directly led by the LSA. Thus when teacher support is indicated, the same term also indicates support given by LSAs.
<table>
<thead>
<tr>
<th>Teaching objective</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher will:</strong> 1.1 help students to understand of their own history and that of others. (2 lessons)</td>
<td>Students will be supported to look up information and find pictures about a historical figure or an important person in their life, such as an uncle/grandfather and discuss their history with the teacher. Students need to develop their understanding of selves, their families and to make a distinction between their past and the present. They can be asked to bring photos of past and recent family events and discuss whether a photo belongs to the past or the present category. Another activity can include the key words, Today and Long time ago. Students should be aided to talk about today by asking: Where are we? Who is here/away? They can understand their own past through previous events and activities. Students may be invited to look at own photos (when younger) with their teacher and can be prompted to put pictures in sequence. Some students may refer to the sequence of events by referring to a Visual Communication Board. While with other students, reference can be made to an Object of Reference Time-table by asking: What are we doing this morning? Or to associate event with day of the week, e.g. Yesterday we had PE.</td>
<td>Students will: start to handle evidence especially pictures or artefacts and answer questions or pass short comments to show that they know that this evidence gives us some information about their life in the past. (Level 4) start connecting activities to pictures putting them in the correct sequence. (Level 3) are able to respond in different ways, by using one or two word answers or symbols to communicate about objects or past events. (Level 2) can cooperate with shared exploration and supported participation e.g. in a familiar activity or when handling objects. (Level 1)</td>
</tr>
<tr>
<td>2.1 Increase students' understanding of time and sequence. (2 lessons)</td>
<td>Students are made aware of a variety of clothing that was worn throughout the ages through PPP or pictures e.g: Pre historic, Ancient Egypt, Shakespearian, modern clothing and are aided to describe clothing in short sentences or single words. Students are asked to observe details in the clothing and then can be supported to place pictures of clothing in their chronological sequence, along a time line. Students can help each other to record the information in writing. Peers in class can also support students to create a sequence of life events on a timeline by using photos of students’ own personal history (as described above) Another activity can be a follow up to a historical site visit. Photos can be taken at different times during the visit. Back at school, teacher recounts main highlights of trip, while referring to photos. Students are aided to give feedback by pointing to a photo.</td>
<td>Students will: be able to talk about episodes from the past and know some details. (Level 4) make distinctions between present and past life and can communicate this in simple phrases. (Level 3) recognise photos of self and others, taken some time before. Utilises vocabulary, symbols and signs to communicate. (Level 2)</td>
</tr>
</tbody>
</table>
and asking, Where did we go ?(student is aided to point to site remains)

| 3.1 Illustrate how some things change while others remain the same in our lives. (2 lessons) | ActiOld objects related to daily living can be brought to school and students can be included in group work to discuss how these objects are different from a modern version. Some students are asked to discuss pictures of such items and whether each, actually existed at a particular time or not. Students can attempt to do an activity linked to topic e.g. Homes Now and Then.

Students can be invited to look at PPP or pictures about Roman times. Students need to be made aware that pictures are about a Long time ago. They can be supported to observe what the Romans are wearing and doing in the pictures.

The key words Today and Long time ago should be consistently used, and students are asked to look at recently taken photos that represent Today. Students should be asked, What are they wearing? What are they doing? On a large worksheet students are invited to put recent photos under the Today category and pictures of Roman times under the Long time ago category.

| 4.1 Develop in students an awareness of emotions in themselves and others (1 lesson) | Students should be helped to understand that people in the past had the same feelings that we have today. Students can participate in class Role-play activity (suggested in mainstream section).

Students are given the setting of a Long time ago when marriages between young people were arranged by a matchmaker, in contrast to Today’s situation i.e. of young people meeting, choosing their partners, falling in love and then getting married. Class group can be divided in two, one group acts out what happened at particular period long ago, while other group role plays what happens today. Students can be asked to describe in words/ signs or symbols how they felt in a particular role.

Photos can be taken during role plays and during another activity students may be supported to discuss the pictures. A story board can be created from a selection of the photos, and put in sequence.

| | sustain concentration for short periods and participate in shared activities with less support. (Level 1) |
| | identify characteristics that have survived from the past through simple observation and note other characteristics that have changed with progress. (Level 4) |
| | be able to separate objects according to different criteria namely separate old things from new ones. (Level 3) |
| | respond appropriately to keywords and simple questions related to a picture, e.g. ‘What is this? (Level 2) |
| | participate in shared activities with less support, e.g. by pressing with hand to fix picture on worksheet. (Level 1) |
| | Students will:
| | be able to orally answer whether a person was happy, sad, angry or afraid under the given circumstances. (Level 4) |
| | start to use vocabulary, symbols and signs to indicate how people felt. (Level 3) |
| | react positively or negatively to the wearing of masks, hats or the dressing up of costumes related to time gone by. (Level 2) |
| | exhibit a response to the wearing of masks, |
The use of key words **Now** and **Then**, will help students understand the concept of **Now** by referring to recent photos taken with current class. While photos of past school events, outings or family life, will help students recall their involvement in past activities and understand that these belong to the **Then** category.

| 5.1 Help students to explore old objects and to understand their connection with the past. (2 lessons). | Students will be aided to understand that they can learn new things when they look carefully at objects from the past. The students can be invited to bring old items to school e.g. a paraffin lamp. They can be included in a group discussion with peers to describe who may have used it. Can be aided to draw or to create a visual representation of the objects.

Students may be supported by teacher to explore old items in contrast to modern versions of the same item, e.g. old clothing and school shirt, paraffin lamp and torch, old rag doll and talking doll. Some students need to have more time to manipulate and handle items, while teacher describes obvious differences between objects. | **Students will:**
start to handle evidence especially pictures and pass short comments to show that they know that this evidence gives them some information about life in the past. They can orally describe what they see. *(Level 4)*

learn to connect an activity to a picture, make short comments and answer the question ‘What do you see?’ *(Level 3)*

observe pictures of persons in familiar routine activities and communicate their feelings and ideas in words, or visual symbols. *(Level 2)*

explore materials and reach out to touch historical artefacts or parts of clothing that are being used for a role play. *(Level 1)* |
**Subject:** History

**Unit title:** HIS 7.2 Before History

**Strand:** Learning about events, people and regions in the past, mastering historical concepts and nurturing historical skills

**Unit Duration** 9 sessions of 40 minutes

### OBJECTIVES:

The teacher will:

1. help students understand the Għar Dalam phase when the Maltese Islands were not yet inhabited by people
2. explain to students how man came to Malta and how life in the Stone Age was, highlighting the main remains of that period
3. illustrate to students the progress registered during the Temple Age and make them aware of the rich legacy of that period
4. help students understand the Bronze Age in Malta and be aware of the main remains of that period.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>prehistory</td>
<td>Modern technology should be tapped so that students will be motivated to do further research.</td>
<td>1. Inserted Internet hyperlinks containing a number of activities and games in which students can engage.</td>
</tr>
<tr>
<td>archaeology</td>
<td>The use of various visual primary and secondary sources is of paramount importance to empower students to empathise with the particular period being studied.</td>
<td>2. Map of the Mediterranean basin issued by the Education Division.</td>
</tr>
<tr>
<td>Għar Dalam</td>
<td>Students should be motivated through discussions, role plays, drama, brainstorming sessions, group work and art and craft work.</td>
<td>3. A map of Malta</td>
</tr>
<tr>
<td>fossils</td>
<td>Students should be exposed to a varied methodology which should include the use of time lines and retrograms, audio-visual material, news sheets, maps and simulated games.</td>
<td>4. CD Rom <em>The Built up Environment</em> by George Calleja, PPP. No. 1 Il-Preistorja: Żmien il-Ħaġar.</td>
</tr>
<tr>
<td>hippopotami</td>
<td>Students should gain first hand experience through an educational visit to a prehistoric site. During such a visit they should ideally fill in a work directive.</td>
<td>5. CD Rom <em>The Built up Environment</em> by George Calleja, PPP. No. 2 Il-Preistorja: Żmien it-Tempji.</td>
</tr>
<tr>
<td>Stone Age</td>
<td></td>
<td>6. CD Rom <em>The Built up Environment</em> by George Calleja, PPP. No. 3 Il-Preistorja: Żmien Il-Bronž.</td>
</tr>
<tr>
<td>agriculture</td>
<td></td>
<td>7. <em>Grajjet Malta 1</em> issued by the Education Division.</td>
</tr>
<tr>
<td>fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pottery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dwellings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skorba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temple Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tarxien</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ġgantija</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypogeum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bronze Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>megaliths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dolmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cart ruts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weapons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fortified dwelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching objectives</td>
<td>Possible teaching experiences and activities</td>
<td>Indicators of Learning outcomes</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>The teacher will:</td>
<td>Students are introduced to the <strong>main divisions</strong> of Maltese prehistory namely the Ghar Dalam phase, the New Stone Age phase, the Temple period and the Bronze Age through a time-line. They should pay particular attention to understanding the mechanical aspect of time since they would be dealing with centuries <strong>Before Christ</strong>. Students should first understand what prehistory and archeology mean. They should be made aware that we do not have anything written coming down to us from those days and all that we know about those times is through the remains that were dug up and studied by archaeologists. Due importance should be given to the <strong>Ghar Dalam</strong> phase. Students may be provided with various pictures or a chart showing the various layers of remains found at Ghar Dalam. They are then invited to decipher which layers of fossils were the oldest. They would thus realise that the farthest in time we go, the greater were the animals living here. The fossils of hippopotami, elephants, deer and bears should lead students to conclude that these large animals couldn’t have lived on an island without much water. They would thus become aware that Malta was joined to Europe and Africa. Students should then be invited to explore other reasons in support of this hypothesis such as the depth of the surrounding sea.</td>
<td>Students will understand the mechanical aspect of time namely time vocabulary and the mechanics of time-dating systems and thus develop a sense of time and chronology. The extent of this will naturally depend on the individual student. Students will place this particular period from prehistory within the proper chronological framework and understand and analyse its significance. They can draw timelines using scale.  <strong>(Level 8)</strong> Students will use good terminology about the passing of time and understand the meaning of century and how dating by centuries works. They will know the basic sequence of the main prehistoric periods.  <strong>(Level 7)</strong> Students will use a better terminology about the passing of time and realise that the past can be divided into different periods of time which were different from one another.  <strong>(Level 6)</strong> Students will start to use simple terminology about the passing of time.  <strong>(Level 5)</strong> Students will understand the importance of</td>
</tr>
</tbody>
</table>
2. explain to students how man came to Malta and how life in the Stone Age was, highlighting the main remains of that period. (2 lessons)

Students should discuss and try to guess from where the first men came to Malta and how they came. They should deal with the advantages they found in Malta and emphasise the ideal climate for agriculture and the nearby sea for fishing.

Students should then be encouraged to try to decipher what were the first jobs these men had. They should discuss in groups what activities prehistoric people were able to do such as farming the fields, catching fish, making pottery ware, digging graves in the rock to bury their dead, building megalithic temples, making sculpture statues and figurines, making tools and weapons, making jewelry from bones and pebbles, knitting clothes using leather skins and sheep’s wool and cooking food.

Students should decipher why this period is called the Stone Age. They should also find out how man used stone to help him in his work, learnt to make a fire by using flint, put on various leathers as clothing, started to barter various things and used various utensils.

They may work out activities dealing with sequence about various aspects of Maltese prehistory.

Students should be provided with a worksheet with a list of jobs from different historical times. They may choose which jobs existed and which did not exist in prehistoric times. This list should include other jobs which weren’t done at that time such as technician, mechanic, plumber, pilot, teacher, lawyer and policeman.

Through a brainstorming session students may realise the constant progress that man made in spite of lack of commodities.

Students will develop the ability to look at issues from the perspective of people in the past. They will empathise what life was like in the Stone Age and how these people used to live.

Students will empathise with Stone Age man in Malta and will be able to make an imaginative reconstruction which is not anachronistic. They can comprehensively act out (role play) a given situation. (Level 8)

Students will be aware of how Stone Age people could have felt. They will be able to reconstruct some of their reactions. They can act out (role play) a given situation. (Level 7)

Students will demonstrate some sense of empathy and realise that stone Age people felt emotions such as fear and hunger in the same way that people can feel them today. (Level 6)

Students will be able to mention and will begin to understand how Stone Age people may have felt. (Level 5)
### 3. Illustrate to students the progress registered during the Temple Age and make them aware of the rich legacy of that period. (3 lessons)

Students should be made aware of the religious beliefs prevalent at that time and discuss the significance of having so many temples in such a small area. They should discuss the theory of Malta as a ‘Holy Island’ where temples were built as ex voto for delivery from drowning by sailors.

Students should be supplied with various pictures of prehistoric temples. They should decipher how the building of various temples such as Ħaġar Qim, Ta’ Ħaġrat, Ġgantija, Mnajdra, the Hypogeum and Tarxien denoted the progress that was being registered. They should embark on a more detailed study of the temples of Tarxien and Ġgantija and the Hypogeum as fine examples of these temples.

Students should become aware of the building structures used, the various reliefs and spirals found in some temples, the significance of the Fat Lady and other remains such as tombs, pottery and tools. They should realise why these temples are being preserved and how some of these sites have even been declared by UNESCO as World Heritage Sites.

Students may be supplied with a large map of the Maltese Islands.

---

<table>
<thead>
<tr>
<th>This progress can be seen in the tools he used, in the dwellings that he adopted and in the boats he built. Students should discuss the importance of remains found in the most ancient prehistoric village found at Skorba near Mgarr. Students may empathise with children in those times and write about a day in their life. Through a PPP (Ref. Resources No. 3) students should understand the main aspects of this phase.</th>
<th>Students understand that man made progress in those days in spite of the lack of commodities. Students will understand the difference between primary and secondary sources.</th>
</tr>
</thead>
</table>

Students should discuss the importance of remains found in the most ancient prehistoric village found at Skorba near Mgarr.

Students may empathise with children in those times and write about a day in their life.

Through a PPP (Ref. Resources No. 3) students should understand the main aspects of this phase.

---

Students will display a very good factual knowledge and understanding of the importance of these prehistoric temples. They will appreciate their importance and offer suggestions about how this environment can be preserved. They will describe and begin comprehensively to analyse their use both in the past as well as in the present showing a good mastery of chronology. They will use evidence to describe past societies and periods. Using the appropriate data they will be able to produce structured explanations and descriptions of these temples. (Level 8)

Students will show good factual knowledge of these temples and will be able to make observations about them linking them within and across different periods of time. They will describe and begin to analyse more deeply the use of these temples both in the past as well as in the present showing an awareness of chronology. Students will use the data.
and pictures of the main prehistoric sites such as Ġgantija and Hagar Qim. In groups they may stick the different photographs in their proper location on the map. Through a class discussion they understand the historical importance of these sites and their usage.

Students may be supplied with a template listing the names of some prehistoric sites in the Maltese Islands. In a computer laboratory they work in pairs and browse for pictures on the History Department’s website and other sites they may find. They then insert the pictures of the named sites on the template. They may also write brief notes on each of the historical sites mentioned.

Through the use of a PPP (Ref. Resources No. 4) they may understand the main aspects of this Temple Phase.

Alternatively they may use an interactive map to learn where the main prehistoric sites in Malta are.

Students may play a matching game in which they match pictures with the relevant names or places. Another similar game dealing with the Maltese megalitical temples may also be attempted by students.

| 4. help students understand the Bronze Age in Malta and be aware of the main remains of that period. (2 lessons) | The detailed study of Tarxien should lead students to the study of the last phase of Maltese prehistory, the Bronze Age. They should realise and understand the continuity prevailing and how the Tarxien temple was used during the Bronze Age for burial. Students may discuss the fortified village of Borg in-Nadur through the help of a picture. They should also be made aware of available appropriately and indicate their conclusions in structured work. (Level 7) Students will demonstrate some knowledge of these temples and will be able to make observations about them. They will identify and question their use both in the past as well as in the present. Students will begin to record their findings and will be able to write a paragraph to describe these temples. (Level 6) Students will be able to talk about these temples recalling simple facts and understanding their importance. They can write a simple sentence about a particular temple. (Level 5) Students will become aware of the work of UNESCO and how this rich legacy is being catered for. Students will understand the importance of concrete evidence and will be able to infer information through investigations. (Level 8) |
other Bronze Age remains such as the high number of weapons found. This should lead them to decipher that life had changed, fear seemed to have set in and the inhabitants had started to make their dwelling on high fortified land.

Students should decipher and discuss various building structures such as the dolmen and the menhir, why various defensive walls can be found and how people started using metal for their tools and weapons.

Using a picture of the cart ruts students should discuss and work out what these were used for and empathise with the various difficulties which our forefathers had to face.

Through the use of a PPP (Ref. Resources No. 5) students may understand the main aspects of this phase.

Students may be supplied with replicas or visual material of various primary and secondary sources and try to empathise with the people living during the period being studied.

Students may attempt one of the interactive quizzes dealing with prehistoric remains in Malta. (Quiz 1, Quiz 2 and Quiz 3). They may work out one of the worksheets dealing with prehistoric remains.

To refine their chronological framework they should attempt an interactive game dealing with chronology.

Students will be able to identify changes in use from the Copper to the Bronze Age and comprehensively recognise similarities and differences with the present day. (Level 7)

Students will be able to discuss the similarities and differences between the original temples and the remains one can see today and know how these were rather abandoned during the Bronze Age. They will be able to name some similarities and differences. (Level 6)

Students will be able to talk about how temples, though rather abandoned during the Bronze Age, remained the same. They will be able to identify similarities and differences between different temples. (Level 5)

Students will become familiar with the question How do we know?

Students will be able to recognise gaps in evidence.

Students will be able to ask significant questions and use the answers critically to reach and support conclusions.
Subject: History
Unit Code and Title: HIS 7.2 Before History
Unit duration: 9 sessions of 40 minutes

Strand 1: Learning about events, people and regions in the past
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills

Objectives at Attainment levels: 5,6,7,8
The Teacher will:
1. help students understand the Ghar Dalam phase when the Maltese Islands were not yet inhabited by people
2. explain to students how man came to Malta and how life in the Stone Age was, highlighting the main remains of that period
3. illustrate to students the progress registered during the Temple Age and make them aware of the rich legacy of that period
4. help students understand the Bronze Age in Malta and be aware of the main remains of that period.

Objectives at Attainment Levels: 1,2,3,4,
1.1 help students understand what the work of an archaeologist is about and learn how Malta was before there were any inhabitants.
2.1 explain to students that pre-historic people had jobs, like farming, fishing, made pottery, clothing and cooked their food.
3.1 Enlarge students’ knowledge about the past by learning more about how temples were built.
4.1 Explain to students that remains like the Menhir and the Dolmen are part of the past.

Key words

| Ghar Dalam | A diversified approach needs to be applied that can include, individual, paired, group work or Teacher or LSA supported activities. Students can be exposed to different learning situations to discover the best fit for their individual needs. |
| Archeologist | When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. |
| Tools, Dig, find | ICT is a tool that can help students of all abilities to experience success. Various Hyperlinks and websites can be utilized to give access to short videos on the subject. |
| Look for Pottery Old, Time-line, Temples | Please refer for more information on e-learning, to the last page of the SEN Units. Unit can be linked to other subjects across the curriculum. Activities in the unit are as a rule under the guidance of the teacher, nonetheless there will be times when learning activities are directly led by the LSA. Thus were teacher support is indicated, the same term also indicates support given by LSAs. |

Points to note

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various websites and Hyperlinks</td>
</tr>
<tr>
<td>BBC The Phoenicians and Phoenician Experience</td>
</tr>
<tr>
<td>Boardmaker Plus!</td>
</tr>
<tr>
<td>SWITCH IT! JIGSAW, CLICKER 5, Digital Photography, Laptop, Brochures, Magazines, Recycled materials.</td>
</tr>
<tr>
<td>History Department’s website. <a href="http://www.maltain360.com/default.aspx#100009446">http://www.maltain360.com/default.aspx#100009446</a></td>
</tr>
<tr>
<td>TWM Archaeology - Excavations, (TYNE &amp; WEAR, archives &amp; Museums)</td>
</tr>
<tr>
<td>Publication: Concepts and Skills in the Teaching of History by George Calleja</td>
</tr>
<tr>
<td>Teaching objective</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>The teacher will:</td>
</tr>
<tr>
<td>1.1 Help student</td>
</tr>
<tr>
<td>understand what</td>
</tr>
<tr>
<td>the work of an</td>
</tr>
<tr>
<td>archaeologist</td>
</tr>
<tr>
<td>is about, and learn</td>
</tr>
<tr>
<td>about how Malta</td>
</tr>
<tr>
<td>was before</td>
</tr>
<tr>
<td>there were any</td>
</tr>
<tr>
<td>inhabitants</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>[2 Lessons]</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.1 Illustrate to</td>
</tr>
<tr>
<td>students that</td>
</tr>
<tr>
<td>prehistoric people</td>
</tr>
<tr>
<td>had jobs, farming,</td>
</tr>
<tr>
<td>fishing</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – History – 2012
made pottery, clothing and cooked their food. [2 lessons]

- how the first men used the land for farming
- how they used the sea for fishing.
- why their parents need to have a job and go to work

The keywords: farming, fishing, cooking, made clothing will be used. Using the above keywords, with some support students will make up a worksheet by matching a relevant picture to each keyword, e.g: farming, fishing, cooking. Students can alternatively colour in pictures of food and clothing of that period.

Alternatively students are included in a group project with class peers, to make up a model of Ghar Dalam or a Stone Age temple. Students participate with peer/teacher/LSA support. Students are encouraged to manipulate clay/plasticene, corrugated cardboard or construction materials. Students need to be given time to respond. For some students, the lesson objective will be specific to the handling and enjoyment of materials used.

<table>
<thead>
<tr>
<th>3.1 Enlarge students’ knowledge about the past by learning more about how temples were built. [3 Lessons]</th>
<th>Initially the teacher can access sites and resources mentioned above in Primary and Secondary section e.g. History Department’s website were many resources can be found on Hagar Qim, the Hypogeum and Tarxien Temples. A number of interactive games can also be adapted to suit the needs of diverse students. Ideally an educational school visit can be organised to the above sites. Photos will be taken of four main activities during trip. They are adapted through Clicker 5 into a Story Board. The sequence of these activities will be discussed with the students. Students will put photos (activities) of visit in the proper sequence. Some students can work in pairs to have peer support to complete the exercise. The key words: old and Temples will be used This topic can be linked to Art and Design, and models of the temples can be constructed by students as a class project. The Spirals Pattern carved at Tarxien temples can also be linked to the Patterns Galore Topic in Art and Design.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Level 4)</td>
<td>remark in simple words and identify what people do by looking at pictures and giving an answer. (Level 3)</td>
</tr>
<tr>
<td></td>
<td>listen to discussion and give short answers when prompted to. (Level 2)</td>
</tr>
<tr>
<td></td>
<td>be able to appropriately answer very simple questions about temples and talk about three activities that were carried out during a visit to a temple. (Level 4)</td>
</tr>
<tr>
<td></td>
<td>comment in simple sentences about things seen during educational outing. (Level 3)</td>
</tr>
<tr>
<td></td>
<td>be able to answer simple questions about activities carried out. (Level 2)</td>
</tr>
<tr>
<td></td>
<td>show an intentional response when shown photos of selves taken during visit. (Level1)</td>
</tr>
</tbody>
</table>
| 4.1 Explain to students that remains like the Menhir and the Dolmen are part of the past [2 Lessons] | A discussion between the students and the teacher can focus on the ages of persons in the students’ families, explaining that mother and father are older than them by many years, and that their grandparents are much older them. In the same way the temples are very old, but some are older than others.

With some students it will be more appropriate to use photos of selves, their parents and grandparents. The key words: old and older, can be repeatedly used while students are guided to place photos along a simple timeline.

Students can participate in group work with peers to discuss the Borg in-Nadur remains and will be supported to find a photo of the site. They will also be shown pictures of a Menhir and Dolmen. They can be involved in a group activity with peers, to make a clay, plasticene or cardboard model of a Dolmen or Menhir.

|  | identify characteristics that have survived from the past and other characteristics that have changed with time. (Level 4) comment in simple words about temples or photos. (Level 3) supply simple one-word answers about various remains with some prompting. (Level 2) show an intentional response when shown photos of any remains of this period. (Level 1) |
**Subject:** History  
**Unit Title:** HIS 7.3 Meeting Civilisations  
**Unit Duration:** 9 sessions of 40 minutes

**Strand:** Learning about events, people and regions in the past, mastering historical concepts and nurturing historical skills

### OBJECTIVES:

The teacher will:

1. Illustrate the importance of the Egyptian civilisation and offer guidance about some of the most important aspects of this civilisation.
2. Highlight the importance of the Golden Age of Greece and its legacy to the world.
3. Explain the importance of the Phoenicians as traders and sailors and the progress they brought about with their founding of Carthage.
4. Teach about the Phoenicians and Carthaginians in Malta and their remains.

---

### Key Words

- Nile
- Pharoah
- pyramids
- sphinx
- picture alphabet
- papyrus
- mummy
- democratic elements
- polis
- Parthenon
- education
- Sidon
- shipbuilding
- Phoenician Star
- Murex Trunculus
- alphabet
- Cathage
- Punic Wars
- Cippi
- sarcophagus
- Punic tombs

### Points to note

- Students are to be motivated through the use of modern technology. The inserted hyperlinks include worksheets, word searches, fun activities and quizzes.
- Students should be exposed to a varied methodology which should include the use of discussions, brainstorming sessions, group work, art and craft work, audio-visual material, news sheets, maps and simulated games.
- Students may pay an educational visit to the Museum of Archeology where they can see various Punic remains such as pots, ornaments, trinklets and a sarcophagus. They should also work out a work directive dealing with Punic remains.

### Resources

1. Various hyperlinks which have been inserted which contain a number of activities which students can do.
2. CD Rom *The Built up Environment* by George Calleja, PPPs No. 4. Fdaliijiet miż-Żmien Puniku.
3. Regional map of the Mediterranean Sea issued by the Education Division.
4. *Grajet Malta 1* issued by the Education Division.
<table>
<thead>
<tr>
<th><strong>Teaching objectives</strong></th>
<th><strong>Possible teaching experiences and activities</strong></th>
<th><strong>Indicators of Learning outcomes</strong></th>
</tr>
</thead>
</table>
| The teacher will:  
1. illustrate the importance of the Egyptian civilisation and offer guidance about some of the most important aspects of this civilisation. *(3 lessons)* | In a brainstorming session students are invited to name the most important necessity in the life of a human being thus inferring the importance of a fresh water supply. Through a map of the Mediterranean basin *(Ref. Resources No. 3)* students realise the importance of the Nile and how the first civilization, based on agriculture, developed around this river.  
Students may review the main archaeological sites such as the pyramids, the sphinx, the valley of the kings and the route of the river Nile through the use of a PPP and various charts and photographs.  
Students may follow the process of the building of the pyramids and the sphinx through a video clip from Youtube. They can attempt various activities on the pyramids such as Wordsearch and Quickquiz.  
Students may understand the role of the Pharaoh as a divine ruler through an empathy exercise.  
Students may attempt to do various models such as the Pyramids, or a mummy.  
A brainstorming session followed by a discussion can enlighten students on the structure of Egyptian society and other aspects such as the life of the peasants and slaves, commerce, paintings and religion. Students can attempt the Wordsearch and Quiz about the Egyptians. | Students will understand the significance of the Egyptian civilization.  
Students will understand, analyse, and evaluate the significance in history of the Egyptian civilization and the effects it had on other civilizations. *(Level 8)*  
Students will begin to understand the significance in history of the Egyptian civilization and understand some of the effects it had on other civilizations. *(Level 7)*  
Students will become aware that the Egyptian civilisation was important in those far off days. *(Level 6)*  
Students will start to become aware of the importance of the Egyptians in those far off days. *(Level 6)*  
Students will develop the ability to look issues from the perspective of people in the past and empathise what life was like in those days and how people dealt with their problems.  
Students will be able to empathise what life was like along the river Nile and can make an imaginative reconstruction of those days which is not anachronistic. They can comprehensively act... |
Students may attempt a stimulating activity dealing with the use of papyrus for writing and the picture alphabet (hieroglyphs) and numerals used by the Egyptians.

Students should be aware of other aspects of daily life such as houses, food, clothing and farming. They may attempt the Word searches and Quick tests found in these links.

Through playing the game Walk the Plank students may attempt the interactive quiz dealing with their knowledge about the Egyptians.

Students will understand and reconstruct most of the aspects of the common life of the Egyptians through the use of simple empathy. (Level 7)

Students will demonstrate some sense of empathy by understanding various aspects of life in Ancient Egypt. (Level 6)

Students will begin to understand some of the feelings of the common people living in Ancient Egypt. (Level 5)

Students will be able to compare and contrast life in ‘tyrannical’ Sparta and ‘democratic’ Athens. They understand how some democratic elements were already visible in ancient Athens.

Students will understand elements of change and continuity through the example of the Olympic games.

Students will display a sound awareness of continuity and realise how from a humble beginning these games were the forerunners of the very popular modern Olympic Games. They will understand how most of the Olympic contests are based on disciplines which ancient soldiers were expected to master. They will understand the changes from primitive games to practically professional contests. (Level 8)

Students will show some awareness of continuity
| 3. explain the importance of the Phoenicians as traders and sailors and the progress they brought about with their founding of Carthage.  
(2 lessons) | On a map of the Mediterranean students may identify and mark the original land of the Phoenicians (the cities of Tyre, Sidon and Beirut) and the strategic Phoenician colonies which were used as centres for their trade and suitable markets.  
Working in groups students discover why such colonies were founded, what type of trade flourished, why ship building was important, how the nature of their country facilitated this industry and why the North Star has been called the Phoenician Star. The Phoenician impact on sea travel should also be discussed.  
Students should be supplied with artifacts or pictures of Phoenician objects such as pottery, statuettes, jewelry, tools and weapons and in a brainstorming session they may try to identify the importance of those objects in and will identify some changes when they compare the ancient primitive games and the modern Olympic games. They will recognise some similarities and differences with the present day.  
(Level 7) | Students will explore change and continuity and will become aware of similarities and differences between the original Olympic games and the modern ones. They will tell that different things in the past had some things that were the same.  
(Level 6) | Students will understand and talk about how games have changed and what has remained the same.  
(Level 5) |

| Students may also do another activity such as identifying the five disciplines of the modern pentathlon namely running, swimming, shooting, fencing and show jumping (horses). They should infer that these were the disciplines which a good soldier was expected to master in those days. This should lead to the various contests which the Greeks used to organise which were the forerunners of the modern Olympics.  
Students may become aware of daily life in Ancient Greece and play the game about Greek houses. They may also work out the interactive quiz about the Greeks. | philosophy (Plato, Socrates and Aristotle) and education (schools, reading, writing, drama, music and physical education).  
Students will develop a sense of time and chronology and will be able to put the Phoenician and Carthaginian rules within their proper chronological frameworks.  
Students will have a very sound concept of time and chronology and will place the Phoenicians and Carthaginians within the proper chronological framework. They will be able to place their rule on a timeline using scale.  
(Level 8) | Students will use good terminology about the passing of time and will understand and learn key dates. They will understand the meaning of century and how dating by centuries works. They will draw a simple timeline without using scale and will place the times of the Phoenicians and Carthaginians |
| 4. teach about the Phoenicians and Carthaginians in Malta and their remains. **(2 lessons)** | Students may discuss the strategic importance of Malta for the Phoenicians and the Carthaginians both as a trading base and a port for shelter.  
They should emphasise how daily life in Malta was during Punic times. They should be aware of how the | Students will empathise what life was like in during the Phoenician and Carthaginian rule over Malta.  
Students will be able to empathise with people living under the Phoenicians and the Carthaginians and can make an imaginative reconstruction which | daily life.  
Working in groups or in pairs students may discuss and reach conclusions on the importance of cloth and its dying in those days and the use of salt as a primitive unit of currency.  
Students may empathise with the Phoenicians on their religious beliefs and the most important deities such as Ba’al and Astarte. They may also discuss why writing was important to the Phoenicians and how they refined the alphabet.  
Using a map of the Mediterranean Sea students may discuss the strategic position of Carthage and its origin.  
Students may discuss the change and continuity and similarities and differences between the original Phoenicians and their descendants the Carthaginians in various aspects of daily life. The change from peaceful traders to warriors and empire builders (epitomised by the Punic Wars which will be dealt with in another unit) should be discussed.  
Students may emphasise and write about a day in the life of a soldier in those days when wars, expeditions, armies and strategies were the order of the day. |

| Students will understand that the past can be divided into different periods of time. They will tell that there were differences between different times in the past such as those of the Phoenicians and the Carthaginians. They will put historical events in sequence and will start to understand the meaning of century and how dating by centuries works. **(Level 6)** | Students will show an emerging sense of chronology by placing some events dealing with the Phoenicians and the Carthaginians in the correct order they happened. They will use simple terminology about the passing of time. They will be able to do a simple activity involving sequence. **(Level 5)** |

| correctly on it. **(Level 7)** | Students will understand that the past can be divided into different periods of time. They will tell that there were differences between different times in the past such as those of the Phoenicians and the Carthaginians. They will put historical events in sequence and will start to understand the meaning of century and how dating by centuries works. **(Level 7)** |...
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 8</strong></td>
<td>Students will understand and will be able to comprehend most of the aspects of life in Malta under the Phoenicians and the Carthaginians and can act out a given situation.</td>
</tr>
<tr>
<td><strong>Level 7</strong></td>
<td>Students will demonstrate some sense of empathy by understanding some aspects of Maltese life under the Phoenicians and the Carthaginians.</td>
</tr>
<tr>
<td><strong>Level 6</strong></td>
<td>Students will begin to understand how the Maltese felt during the Phoenician and Carthaginian rule.</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>Students will demonstrate some sense of empathy by understanding some aspects of Maltese life under the Phoenicians and the Carthaginians.</td>
</tr>
</tbody>
</table>

The Phoenicians and the Carthaginians ruled over Malta and how they influenced the islanders such as the influence on their language.

Students may label and describe the major sanctuaries such as Tas-Silġ, and Ras il-Wardija on a map worksheet or follow the Phoenician and Carthaginian legacies and remains in the Maltese Islands through a PPP (Ref. Resources No. 2).

Students may discuss the importance of the Cippus and understand how through the inscriptions on the Cippus, the Phoenician alphabet was deciphered.

Students should do an empathy exercise and discuss the beliefs that were prevalent during Punic times and how burial was done in those days. Students may be exposed to various pictures of the main Punic tombs such as those of Ghajn il-Klieb, Ghajn Qajiet and Tal-Liedra and they may discuss their similarities and differencies.

Students may discuss the major sanctuaries such as Tas-Silġ, and Ras il-Wardija on a map worksheet or follow the Phoenician and Carthaginian legacies and remains in the Maltese Islands through a PPP (Ref. Resources No. 2).

Students may discuss the importance of the Cippus and understand how through the inscriptions on the Cippus, the Phoenician alphabet was deciphered.

Students should do an empathy exercise and discuss the beliefs that were prevalent during Punic times and how burial was done in those days. Students may be exposed to various pictures of the main Punic tombs such as those of Ghajn il-Klieb, Ghajn Qajiet and Tal-Liedra and they may discuss their similarities and differencies.

Students may label and describe the major sanctuaries such as Tas-Silġ, and Ras il-Wardija on a map worksheet or follow the Phoenician and Carthaginian legacies and remains in the Maltese Islands through a PPP (Ref. Resources No. 2).

Students may discuss the importance of the Cippus and understand how through the inscriptions on the Cippus, the Phoenician alphabet was deciphered.

Students should do an empathy exercise and discuss the beliefs that were prevalent during Punic times and how burial was done in those days. Students may be exposed to various pictures of the main Punic tombs such as those of Ghajn il-Klieb, Ghajn Qajiet and Tal-Liedra and they may discuss their similarities and differencies.
Subject: History  
Unit Code and Title: HIS 7.3 Meeting Civilisations  
Unit duration: 9 sessions of 40 minutes

Strand 1: Learning about events, people and regions in the past  
Strand 2: Mastering historical concepts  
Strand 3: Nurturing historical skills

<table>
<thead>
<tr>
<th>Key words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Today, a long time ago, Past Egypt, Pharaoh Clothes, Food, Artefacts, Boats, Greece, Phoenicians | When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Objectives in this unit may be cross-curricular and may be linked to Art, Literacy, PSD and ICT units. Learning approaches may include Individual, Paired, Group Work, Teacher/LSA supported activities Please refer for more information on e-learning, to the last page of the SEN Units. Activities in the unit are as a rule under the guidance of the teacher, nonetheless there will be times when learning activities are directly led by the LSA. Thus were teacher support is indicated, the same term also indicates support given by LSAs. | Various websites and Hyperlinks  
History Department’s website.  
BoardMaker Plus  
SWITCH IT! JIGSAW  
CLICKER 5  
Digital Photography  
Laptop  
Brochures, Magazines, Recycled materials.  
Publication: Concepts and Skills in the Teaching of History by George Calleja |
<table>
<thead>
<tr>
<th>Teaching objective</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Increase students’ understanding about aspects of the life of people who lived in Egypt, in the past.</td>
<td>Initially Students can look at enlarged pictures of the Egyptian pharaoh, pyramids, peasants and slaves, and these are contrasted with recent photos of students together with peers doing an activity. Key vocabulary <strong>today</strong> and <strong>a long time ago</strong> are emphasised. The following questions are discussed with the students, What are the Pharaoh and other Egyptians in the picture wearing? What are you and the others in the photo, wearing and doing? Give students a picture of the pharaoh and make clear that this picture is of a person who lived <strong>‘a long time ago’</strong>. Activity for the students can involve the making up of a cardboard 2-D mask of the Pharaoh’s face. In another activity the students can be involved in an empathy exercise carried out by peers, dealing with the role of the pharaoh as a divine ruler and students can participate in the Pharaoh’s role by putting on his mask. Moreover a PPP on aspects of daily life, such as family, houses, food and clothing can be shown with emphasis on the key words <strong>Long time ago</strong> and <strong>today</strong>. Students can use visual symbols, words or signs to express themselves and give their observations about pictures of Egyptians going about their daily life e.g. cooking, eating and working. Some students can be aided to match pictures of Egyptian pharaoh or clothing in contrast to students’ photos. Alternatively SwitchIT! Jigsaw Maker can be used to create a related activity.</td>
<td>Students will: know some information the Egyptian Civilisation and comment on pictures and artefacts shown. <strong>(Level 4)</strong> communicate in simple phrases about some aspects of the Egyptian Civilisation such as through looking at pictures. They will begin to pick out historical artefacts from a selection. <strong>(Level 3)</strong> start to communicate and with support responds using different means to simple questions. <strong>(Level 2)</strong> communicate with intent and use vocalisation or gesture in response to simple items from the past like clothing. <strong>(Level 1)</strong></td>
</tr>
<tr>
<td>2.1 Help students to be more familiar with aspects of the life of people who lived in Greece a long time ago</td>
<td>Students are invited to look at Pictures/PPP of the 5 sport disciplines of the modern pentathlon, running, swimming, shooting, fencing and show jumping (horses). In the past the games were organised by the Greeks and today we have similar games called Olympic Games. The key word <strong>Greece</strong> will be used. As a main activity students can look at a selection of pictures illustrating Greek artefacts e.g. the Parthenon, Greek architecture and pottery, along with a few pictures of daily life in ancient Greece. The activity can be followed up with an exercise on the understanding of the differences between the past and the present.</td>
<td>observes and comment about pictures or PPP of Greek historical artefacts and sport activities. <strong>(Level 4)</strong> begin to pick out historical artefacts from a selection of other pictures of present day items. <strong>(Level 3)</strong> answer simple questions or describe...</td>
</tr>
<tr>
<td>3.1 Enlarge their experience about the Phoenicians and Carthaginians in Malta, who were good sailors and traders. [2 Lessons]</td>
<td>During another activity students can be supported to compose a picture from collage materials depicting one of the five sports disciplines. Single words or simple sentences on flashcards can be added to label the picture or sport discipline. During another activity students can be supported to compose a picture from collage materials depicting one of the five sports disciplines. Single words or simple sentences on flashcards can be added to label the picture or sport discipline. students will be aided to understand that in the past, the Phoenicians were good sailors and travelled to different places in their boats. The Key words boats and Phoenicians need to be emphasised. A selection of pictures of clothing, pottery, jewellery, tools or artefacts can be shown and an explanation given to the students. Students can be aided to look for pictures on websites and to speak in simple sentences, symbols or words about them. Moreover students can work in small groups with peers and through group discussion and observation of pictures related to the topic, they will improve their understanding of the life of the Phoenicians. Alternatively students can be supported to create a simple collage from 3D materials e.g. cardboard and create a collage or picture of a Phoenician sailing boat.</td>
<td>things they are observing in single words. (Level 2) sustain concentration for longer periods while handling and exploring simple items from the past like clothing. (Level 1) give simple sentences about activities carried out by the Phoenicians e.g. sailing to different places in their boats. (Level 4) begin to pick out pictures of Phoenician artefacts found in websites (aided by LSA or peers). (Level 3) use some words to describe what they are observing on pictures or story board. (Level 2) anticipate making up of the picture and respond by pressing materials. (Level 1)</td>
</tr>
<tr>
<td>4.1 Help students to begin to make the connection between people of the past, and remains of old sites in Malta. [2 Lessons]</td>
<td>Initially students can be involved in group work with class peers in a discussion about why the Phoenicians and the Carthaginians needed to use our Maltese ports for shelter. Students can be involved in the making of a large map, on which major historical sites and remains related to the Phoenicians and Carthaginians are marked and labelled. e.g. Tas-Silq, San Pawl Milqghi and Ras il-Wardija, Pictures of these can be printed out and fixed onto map, so that the student can connect name of the site with photo. Student can be involved in the writing of captions (may need support to do so)</td>
<td>Can comment and give a reason for putting the photos and the names of the historical sites onto large map. (Level 4) Can observe that the historical sites are very old and comment in short sentences about this. (Level 3) can observe, look at photos or pictures, handle tools well and help when gluing photos in their folder. (Level 2)</td>
</tr>
</tbody>
</table>
Alternatively students can be supported to create a booklet with the photos of important sites related to the above sites. Students will need guidance to match the photo of the site to the correct name of the historical site.

Additionally, students can be supported to stick a photo of themselves in the centre of a large sheet of paper. Photos of an activity at historical sites taken during educational trips may be fixed, together with rock pieces/souvenirs picked from the site. Teacher supports students to draw lines to link their photo to other pictures or items.

will actively explore objects for more extended periods e.g. exploring variety of rock pieces. **(Level 1)**
**Subject:** History  
**Unit Title:** HIS 7.4 The Roman Eagle spreads its wings  
**Unit Duration:** 9 sessions of 40 minutes

**Strand:** Learning about events, people and regions in the past, mastering historical concepts and nurturing historical skills

<table>
<thead>
<tr>
<th><strong>Key Words</strong></th>
<th><strong>Points to note</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>strategic position</td>
<td>Students are to be motivated through the use of modern technology. The inserted hyperlinks range from the simple colouring of pictures for lower achieving groups to more difficult activities such as worksheets, fun activities and quizzes. These websites include interesting material such as pictures, site plans and models.</td>
<td>1. Various hyperlinks which have been inserted which contain a number of activities which students can do.</td>
</tr>
<tr>
<td>Empire</td>
<td></td>
<td>2. Regional map of the Mediterranean Sea issued by the Education Division.</td>
</tr>
<tr>
<td>Punic Wars</td>
<td></td>
<td>3. Regional map of Europe issued by the Education Division.</td>
</tr>
<tr>
<td>Roman Lake</td>
<td></td>
<td>5. Grajjet Malta 1 issued by Education Division.</td>
</tr>
<tr>
<td>Pax Romana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julius Caesar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soldiers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colosseum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>laws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>towns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>villas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>murals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sculpture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thermae</td>
<td></td>
<td></td>
</tr>
<tr>
<td>roads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aqueducts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constantinople</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Empire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>barbarian invasions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OBJECTIVES:**
The teacher will:
1. explain what the Roman Empire was and how it grew and extended over most of Western Europe and North Africa
2. teach about Roman life and society, the Roman army and Roman roads
3. highlight the causes for the fall of this Empire and explain the importance of its legacy
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Possible teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
</table>
| The teacher will:  
1. explain what the Roman Empire was and how it grew and extended over most of Western Europe and North Africa. *(3 lessons)* | On a regional map of the Mediterranean basin *(Ref. Resources No. 2)* students may identify various countries both from Europe and Africa and then fill up the various countries on an outline map.  
They should try to identify whether these countries existed two thousand years ago and if they know how some of these regions were called at that time. They will thus become exposed to the idea of the Mediterranean as a Roman Lake ruled by one people. Working in groups or through a brain storming session students should try to find out the advantages and disadvantages of such a situation.  
Students should then become aware of how Rome grew up from a humble beginning to become a great empire. On a regional map of Europe they are to find out the extent of this empire. *(Ref. Resources No. 3)*.  
Students should become aware of the rivalry between Carthage and Rome and the resultant Punic Wars *(These will be dealt with in more detail in another unit)*. They should infer how the destruction of Carthage resulted in making Rome supreme in the Mediterranean area.  
Students should become aware of the exploits of Julius Caesar who increased the extent of the Roman Empire in Western Europe. They should also learn about the murder of Julius Caesar and become aware of the Pax Romana which was later to characterise the Empire. | Students will develop a sense of time and chronology. The extent of this will naturally depend on the individual student.  
Students will be able to place events in their proper chronological framework. They will be able to draw timelines about the Roman Empire using scale and place events correctly on it. They can comprehensively use terms that describe the passing of time. *(Level 8)*  
Students will use good terminology about the passing of time. They will understand the meaning of century and how dating by centuries works and know the basic sequence of the main historical events covered. They will be able to draw a simple timeline dealing with the history of the Roman Empire without using scale and place an event correctly on it. *(Level 7)*  
Students will be able to put events from the history of the Roman Empire in sequence and start to understand the meaning of century and how dating by centuries works. They will realise that the past can be divided into different periods of time and that there were differences between these different times. *(Level 6)*  
Students will show some sense of chronology by placing various events from the history of the
Students can act out (role play) the murder of Julius Caesar.
Students may be supplied by a simulated news sheet prepared by the teacher dealing with some important event such as Hannibal’s adventure, the victory in the Punic Wars or the murder of Caesar. Alternatively students themselves may write such a simulated news sheet.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2. teach about Roman life and society, the Roman army and Roman roads. | (5 lessons) Students should work in groups to find out what they know about the Romans and then give their feedback to the whole group. In line with their interests, they should deal with the most important aspects of Roman life. These should include:  
- how Roman society was divided (patricians, plebeians, soldiers, slaves) and how they dressed.  
- what life was like in the towns and in the countryside.  
- life in the family  
- the Roman Senate  
- how the Romans used to spend their free time (amphitheatres and gladiators)  
- why various aqueducts were built  
- why the Romans were concerned with public and personal health (public baths)  
Students may be exposed to a photo story dealing life in Ancient Rome prepared by the teacher. They may then work in groups and list the main aspects of life in Ancient Rome. |
| Students will develop the ability to look at events and issues from the perspective of people in the past. They will empathise what life was like in Roman times and how the Romans dealt with their problems. Students will be able to empathise with various people from the time of the Roman Empire and can comprehensively act out (role play) a given historical situation. They show some understanding of the viewpoints of persons whom they do not like. They will be able to make an imaginative reconstruction which is not anachronistic of a past historical situation. | (Level 5) Students will develop the ability to look at events and issues from the perspective of people in the past. They will be able to do a simple activity involving sequence.

(Level 8) Students will know how various people living in the Roman Empire could have felt. They will be able to reconstruct some of their different reactions. They will be able to act out a historical situation interpreting the role of any person living at the time of the Roman Empire. Students will demonstrate some sense of empathy by understanding some of the feelings of people. |
In different groups students may empathise how the life of particular person was. They may deal with the life of a senator, a gladiator, a slave and the common people (plebeians).

Students may do another motivating exercise based on finding out anachronisms. *(Ref. Resources No. 4)*

Students are exposed to a movie clip from one of the many historical movies dealing with the Romans. They are invited to name various movies where they have seen Roman soldiers and should realise the importance of defence in the Roman Empire.

Students may empathise in groups how a typical day in the life of a Roman soldier was. They may discuss in a brainstorming session how Roman soldiers dressed, what their equipment was and what Roman towers and fortified cities looked like.

Academically challenged students may attempt various drawing activities dealing with generals, centurions and Roman soldiers.

Working in groups or through a brainstorming session students should identify the importance of roads to Romans. They should learn how these were laid out, the significance of these first roads and how they affected daily life.

Students may work out other worksheets, fun activities, games and interactive quizzes dealing with the family, religion, Roman roads, Roman murals, and the Roman from various strata of Roman life. They will be able to describe their emotions. *(Level 6)*

Students will begin to understand and will be able to mention some of the feelings of people from various strata of Roman life. *(Level 5)*

Students will understand the importance of causes (why amphitheatres and gladiators, aqueducts, public baths) and consequences.

Students will understand the differences from today in the typical life of a soldier and his equipment.

Students will empathise with the hardships which a soldier had to endure in those days and realize the enormous progress that has been achieved in warfare equipment.

Students will understand the significance of these first roads.

They will understand the similarity and difference of these roads when compared with those of today.

They will understand the cause (why they were built) and consequence (better control of Empire due to faster transport of soldiers) of these roads.
3. highlight the causes for the fall of this Empire and explain the importance of its legacy. (1 lesson)

| Students should find out how, for defence purposes, the empire was divided in two after the building of Constantinople. They should realise that it was only natural that various barbarian hordes began to infiltrate the Empire. In a group work session students are invited to imagine why such a great empire was eventually to collapse. They should try to provide causes why the Roman Empire came to an end such as various epidemics, the extent of the Empire which made it very difficult to defend, the exaggerated number of slaves which became a threat to security, disputes between different classes of people, the erosion of values (corruption, decadence) and the dictatorial role assumed by the Emperor at the expense of the Senate. Good points elicited from students should be elaborated upon by the teacher. Students may be shown a movie clip from the film Spartacus in which they will empathise how the large number of slaves in the Roman Empire became a threat to its security and peace. They should realise and understand the bad conditions in which these slaves lived. Students may empathise how life in the Roman Empire could have been in those final turbulent years. They may be supplied with a simulated news sheet prepared by the teacher dealing with life during the last years of the |

| Students will understand the causes for the fall of the Roman Empire. Students will examine the complex reasons for the fall of the Roman Empire and the results of this event. They will be able to supply a multiplicity of causes and can evaluate the significance of the legacy of the Roman Empire. (Level 8) Students will realise that there were different types of causes for the fall of the Roman Empire and will understand that these causes acted in combination. They will begin to understand the significance of the legacy of the Roman Empire. (Level 7) Students will understand that the fall of the Roman Empire was brought about due to some causes and can give two different causes. They will understand that this brought about some results and changes. (Level 6) Students will begin to understand that things happen for a reason and can give one reason for the fall of the Roman Empire. They will know that this brought about some other events. (Level 5) Students will understand the progress that has been made and that though things had changed |
Roman Empire. Alternatively they may write such a simulated news sheet.

Through a brain storming session or in groups students may discuss the effects of Roman rule and their important legacy. They may give particular attention to some of these aspects: the codification of laws, the use of Latin as the language of civilization, the idea of unity that emerged from the Mediterranean Sea as a Roman Lake, the Pax Romana leading to no warfare for a long time, architecture, sculpture, roads, the Colosseum, bridges, aqueducts, the 365 day calendar based on the sun and the advances in agriculture.

Academically challenged students may attempt various drawing activities dealing with the Colosseum, bridges and aqueducts. They may also fill in an outline map of the Mediterranean basin colouring the land occupied by the Romans and thus showing that the Mediterranean Sea was practically a Roman Lake.

| there are still elements of continuity. |
| Students will learn to construct and communicate historical expositions using reasoned arguments based on historical evidence. |

Using the appropriate data students will be able to produce structured narratives, descriptions and explanations about Roman rule which should include examples of causation and change in a somewhat analytical manner.  **(Level 8)**

Students will be able to use the information they have gathered about Roman rule and will put forth their reasoning and conclusions in structured work.  **(Level 7)**

Students will be able to begin to write a paragraph to describe some aspects of Roman rule.  **(Level 6)**

Students will be able to write simple sentences about some aspects of Roman rule.  **(Level 5)**
Subject: History
Unit Code and Title: HIS 7.4 The Roman Eagle Spreads its Wings
Strand 1: Learning about events, people and regions in the past
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills

Objectives at attainment levels: 5,6,7,8
The teacher will:
1. explain what the Roman Empire was and how it grew and extended over most of Western Europe and North Africa.
2. teach about Roman life and society, the Roman army and Roman roads.
3. highlight the causes for the fall of this Empire and explain the importance of it's legacy.

Objectives at attainment levels: 1,2,3,4
The teacher will:
1.1 explain that Malta is surrounded by the Mediterranean sea and that in the past the Romans occupied Malta for a period of time.
2.1 help students understand differences between past and present by contrasting the present with life in Roman times.
3.1 explain about the end of Roman times, the aqueducts and the Colloseum

<table>
<thead>
<tr>
<th>Key words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today, Long ago, Past, Old, Family Photo, Picture, Romans, Soldiers, Roads, Clothes, House, Food.</td>
<td>Objectives in this unit may be cross-curricular and may be linked to Literacy, ICT, Art &amp; Craft. ICT is a tool that can help students of all abilities to experience success, please refer for more information on e-learning, to the last page of the SEN Units. When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Teacher /LSA may focus on one aspect or on a few aspects in the unit, that are suited for the age and level of the student. Teaching and Learning approaches can include Individual, Paired or Group work. Activities in the unit are as a rule under the guidance of the teacher, nonetheless there will be times when learning activities are directly led by the LSA. Thus were teacher support is indicated, the same term also indicates support given by LSAs.</td>
<td>Various hyperlinks which teachers can access to support students, including: <a href="http://www.bbc.co.uk/schools/primaryhistory/romans/family">www.bbc.co.uk/schools/primaryhistory/romans/family</a> and children <a href="http://www.bbc.co.uk/schools/primaryhistory/romans/roads">www.bbc.co.uk/schools/primaryhistory/romans/roads</a> and places <a href="http://www.teachingideas.co.uk/history/files/romans2pdf">www.teachingideas.co.uk/history/files/romans2pdf</a> <a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a> Assistive Technology, Clicker 5 Paint, Clicker 5 Software, Videos, brochures, catalogues and digital photos. Publication: Concepts and Skills in the Teaching of History by George Calleja</td>
</tr>
<tr>
<td>The Teacher will:</td>
<td>Example of teaching activities / experiences</td>
<td>Indicators of Learning outcomes</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| **1.1** explain that Malta is surrounded by the Mediterranean sea and that in the past the Romans occupied Malta for a period of time. | Students are introduced to the topic by looking at the location of Malta, on the IWB, through Google Earth strategically placed in the centre of Mediterranean sea. Students can be aided to look for Italy, find Rome and locate the Colosseum. Students then focus again on Malta and learn that other Roman remains can be found at Ghajn Tuffieha and Rabat in Malta. Video clips/photos/PPP are used to illustrate Roman Remains in Malta. Students learn through various modes of communication that originally the Romans came from Rome in Italy. A long time ago Roman soldiers travelled by boat to different countries around the Mediterranean and came to Malta. Additionally the key words **today, long ago, Past** and **Present** will be emphasised. Students may be aided by peers, to create a Past and Present Chart. Pictures of roman remains and present day buildings will be discussed. Students can use visual symbols, words and signing to communicate, whether a picture should be in the Past or Present category. Students will be helped to understand the significance of different times and to develop an awareness of **today** and **long time ago**. Students listen to familiar stories about their past. They are aided to identify selves in (clearly identifiable) photos taken when much younger. The teacher may also explain that they belong to a class and school community. Students are aided to listen to stories of important people in their school. PPP can be used to show they are part of a family/class/school community. | **Students will:**  
Show that they have know-how about aspects that occurred during Roman times especially about important happenings. (**Level 4**)  
Talk about episodes from the past and know some details about historical events. They are able to answer simple questions about their families. (**Level 3**)  
be able to identify themselves [when younger] in photos from a number of other pictures. (**Level 2**)  
seek attention and begin to communicate intentionally; they request events or activities. Show awareness of their personal history and are curious to see videos/photos about themselves. (**Level 1**) |
| **2.1** help students to understand differences between past and present by contrasting the present with life in Roman times | Initially students are invited to look at PPP or pictures of daily life of Roman times. Type of clothing used by a Roman citizen, senator, gladiator and slave is discussed. Students are aided to understand differences, between the present and past in relation to how Roman society lived. Students can join groups to discuss aspects of life under the Romans. Peers can support students to access internet links and look for pictures related to aspects of Roman life, including: | show they can distinguish between events which are related to the present and aspects of life in Roman times. They describe some differences in simple sentences. (**Level 4**)  
are able to distinguish between the past and present lives of other people, as well as to understand the differences between life in Roman times. (Level 4) |
- Roman roads and transport
- Roman family life at the time

Students are invited to record information about the topic in pictures or in writing. Later they give their feedback to the class, this can be rehearsed beforehand if necessary.

In another activity, students in class may be divided in groups, each group is invited to do a role play about a particular Roman. They may deal with the life of a senator, soldier, slave or a common person. Students may participate by giving Yes /No answers. After the role play, the students will be asked whether they would have liked to be e.g. a Roman soldier.

Moreover a video clip from the epic film Ben Hur can be shown to all students. The Student can be asked to start video clip on the class monitor by having his Big Switch connected to the DVD player.

Students can be supported to distinguish between clothing that was worn in Roman times and modern clothing. Students can sort pictures in two categories. A Picture of Roman soldier’s helmet can be compared with a modern hat, or Roman soldier’s sandals with modern boots.

Another activity can include the use of pictures of Roman soldiers. A jigsaw puzzle can be created by using Switch It! Jigsaw Maker 2. The number of pieces in puzzle is determined by student’s ability. Moreover the teacher can access the site of the Museum of London, to watch a short video about a Roman mosaic floor tile. Student can be supported to use a big switch to rotate mosaic tile and to view it from different angles.

3.1 Explain about the end of Roman times, aqueducts and the Colosseum (1 lesson)

Some students may be invited to join class peers in the group discussion about why the Roman Empire finally came to an end. They may take part in a role play depicting the various difficulties that arose at the time. A person sick with dysentery can portray epidemics, large number of slaves in Rome and the role of the dictatorial emperor are some roles that may be included. This will help students to get a better understanding of the times.

as their own. (Level 3)

know that they are part of history and listen to familiar stories about their past. They will distinguish pictures of modern clothing [their own] from pictures of Roman clothing. (Level 2)

communicate intentionally, bring attention through eye contact and can give a basic response when asked to choose. (Level 1)

be capable of acquiring simple information from different sources of evidence including pictures and text, short sentences or alternative means of communication. (Level 4)
| With the support of peers some students will be able to access Google Earth and be able to find Italy and then localise the building of the [Colosseum](https://en.wikipedia.org/wiki/Colosseum). Pictures may be printed out and students will mount these on a chart with an appropriate title (may need support).

Alternatively some other students can watch a PPP on Roman aqueducts and on how these supplied water for Roman baths and other purposes. Students can participate in the making of a collage of a Roman aqueduct. | communicate in simple words about the main parts of a role play and know some details. **(Level 3)**

communicate about activity and respond by different means. They will point to photos of the Colosseum or aqueducts. **(Level 2)**

communicate intentionally and participate in activity. **(Level 1)** |
Subject: History
Unit Title: HIS 7.5 Malta Under The Roman Eagle
Unit Duration 9 sessions of 40 minutes
Strand: Learning about events, people and regions in the past, mastering historical concepts and nurturing historical skills

OBJECTIVES:
The teacher will;
1. explain how the Romans took over Malta
2. illustrate how the Romans ruled over Malta and what the plight of the Maltese was
3. highlight the importance of Roman remains in Malta
4. explain how the Byzantines came to rule over Malta and the resulting Paleo-Christian period.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>strategic position</td>
<td>Students are to be motivated through the use of modern technology. The inserted hyperlinks include</td>
<td>1. Various hyperlinks which have been inserted which contain a number of activities which students can do.</td>
</tr>
<tr>
<td>Empire</td>
<td>simple information, pictures, site plans and models as well as worksheets, fun activities and quizzes.</td>
<td></td>
</tr>
<tr>
<td>Punic Wars</td>
<td>Students should be exposed to a varied methodology which should include discussions, brainstorming</td>
<td></td>
</tr>
<tr>
<td>Hannibal</td>
<td>sessions, group work, the use of time lines and retrograms, art and craft work, audio-visual material,</td>
<td></td>
</tr>
<tr>
<td>Xipjo</td>
<td>news sheets, maps and simulated games. Role play may also help them empathise with the various situations under review.</td>
<td></td>
</tr>
<tr>
<td>Foederata Civitas</td>
<td>An educational visit to the Domus Romana may be a very stimulating experience.</td>
<td></td>
</tr>
<tr>
<td>Patronus</td>
<td>Academically challenged students may attempt differentiated activities in line with their abilities.</td>
<td></td>
</tr>
<tr>
<td>cives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pax Romana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Municipium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kajjus Verres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cicero</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Paul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christianity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domus Romana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>musaic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thermae</td>
<td></td>
<td></td>
</tr>
<tr>
<td>towers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Byzantine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paleo-Christian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Paul catacombs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – History – 2012
### Teaching objectives

1. **explain how the Romans took over Malta (2 lessons)**

### Possible teaching experiences and activities

- Students should consider the geographic position of Rome and Carthage on a map of the Mediterranean Sea and understand why the bitter rivalry developed between them and how this led to the Punic Wars which were eventually to make Rome supreme in the Mediterranean Sea.

- Students can do an empathy exercise dealing with Hannibal’s adventure into Italy during the Second Punic War. They should realise and understand the disadvantages which he had to face.

- Students may also be exposed to a photo story dealing with the Punic Wars prepared by the teacher.

- A very stimulating experience may be for the students themselves to write a news sheet dealing with this adventure.

- Through a class discussion students should realise the strategic importance of Malta in the centre of the Mediterranean Sea. They may discuss how Malta was used and affected by the Punic Wars. They thus become aware how Malta came to form part of the Roman Empire during the Second Punic War.

2. **illustrate how the Romans ruled over Malta**

### Indicators of Learning outcomes

- Students will understand why the Punic Wars were fought, will become aware of the importance of Hannibal’s adventure into Italy and will comprehend why Rome was victorious.

- Students will be able to examine and explain the complex reasons for the Punic Wars and their results. They will be able to supply a multiplicity of causes for these wars and can evaluate the significance of these different causes.  
  **(Level 8)**

- Students will know that there were different types of causes for the Punic Wars and that these in turn brought about other results. They will understand how various causes were connected to one another and acted in combination.  
  **(Level 7)**

- Students will understand that the Punic Wars were brought about due to some causes. They will be able to supply two causes. They understand that these wars brought about some results and changes.  
  **(Level 6)**

- Students will begin to understand why war broke out between Rome and Carthage and will be able to give one reason for this. They will also know that these wars brought about some results.  
  **(Level 5)**

- Students will display good factual knowledge and...
Malta and what the plight of the Maltese was. (2 lessons)

the Romans was a milestone in the history of our islands. They should then be exposed to the history of Malta under Roman rule and become aware of the first years of this rule, the new role of Malta, the changes which occurred, the privileges that Malta was given at that time, how Malta was governed and the industries that thrived.

Working in groups students should try to identify what difficulties the Maltese had to face under the Romans. They should empathise what it was like to live under the Romans.

Students may prepare a simple timeline of Roman rule in Malta.

Students may be supplied with a simulated news sheet prepared by the teacher dealing with some important event such as the arrival of the Romans in Malta, their victory in the Punic Wars, the granting of the title of Foederata Civitas, the granting of the title of Municipium to Gozo or the trial before the Senate of Kajjus Verres. Alternatively they themselves may be invited to write such a simulated news sheet.

In group work sessions students may do an empathy exercise and imagine and describe what it felt like to be a Patronus or a cives. Alternatively they may empathise with the common people and try to decipher what they did for a living thus understanding the importance of agriculture, fishing and the pressing of olives.

Students may further empathise with the plight of the understanding of the history of Malta under Roman rule. They will use evidence to describe those times and are able to analyse them and make comparisons. They will produce good structured narratives, descriptions and explanations. (Level 8)

Students will show good factual knowledge and understanding of the history of Malta under Roman rule. They will be able to describe the prevailing situation and are able to clearly indicate their reasoning and conclusions in structured work. (Level 7)

Students will demonstrate some knowledge and understanding of the history of Malta under Roman rule. They will begin to record their findings and can write a paragraph to describe some of the main events and people. (Level 6)

Students will be able to recall some facts about Malta under Roman rule and can use their knowledge to write simple sentences. (Level 5)

Students will be able to empathise with various people from Roman times. They will be able to comprehensively act out (role play) a given situation. They will understand the viewpoints of persons whom they do not like. They can make an imaginative reconstruction which is not anachronistic of a past historical situation. (Level 8)
3. highlight the importance of Roman remains in Malta  **(2 lessons)**

| Maltese by resorting to role play and act out the trial of Kajjus Verres before the Roman Senate.  
  
  Academically challenged students may attempt various drawing activities dealing with the arrival of the Romans in Malta, **Roman soldiers**, the trial before the Senate of Kajjus Verres or the olive pressing mills. | Students will be aware of how people living under Roman rule could have felt. They will be able to reconstruct some of the reactions of different people in the past. They can act out a given historical situation.  
  
  (Level 7) | Students will demonstrate some sense of empathy by understanding some reactions of people in Roman times.  
  
  (Level 6) | Students will begin to understand how people in Roman times may have felt.  
  
  (Level 5) |

Students should become aware of **Roman remains** in Malta and understand their importance. They should be supplied with photographs of various Roman remains and try to decipher information from them through working in groups. These may include the **Roman Baths**, villas, coins, anchors, plaques (inscriptions) and other remains associated with the coming of St Paul to Malta.

Likewise students may discuss and try to find out when the **Roman towers** were built, why they were built and how they were used. They may be supplied with photographs of these remains and try to locate their position on an outline map of Malta.

Students may understand the importance of these remains through the PPP dealing with Roman remains in Malta *(Ref. Resources 3)*. They may try to test their knowledge by playing the game dealing with **Roman remains** in Malta.

Students will learn the importance of evidence and how history should always be based on primary sources.

Students will be able to investigate using a wide range of sources dating from the Roman period in Malta. They will be able to ask and answer significant questions, will evaluate sources of this period and will use these sources critically to reach and support conclusions.  
  
  (Level 8) | Students will distinguish between primary and secondary sources and are familiar with the importance of evidence from Roman times. They will understand and make simple inferences from various sources of evidence such as written sources, pictures and artefacts.  
  
  (Level 7) | Students will understand the difference between primary and secondary sources and will start to
Students may go on an educational visit to the Domus Romana in Mdina where most of the Roman remains are kept. On such a visit students may be supplied with a work directive and they may have a number of questions which they will have to investigate. This hands-on experience may be appropriately followed up by the teacher later on in class.

Academically challenged students may make drawings of various remains such as Roman baths, villas, mosaics, coins, and anchors. They may also make a model of a Roman villa or a pressing mill.

Academically challenged students may make drawings of various remains such as Roman baths, villas, mosaics, coins, and anchors. They may also make a model of a Roman villa or a pressing mill.

**4. explain how the Byzantines came to rule over Malta and the resulting Paleo-Christian period. (3 lessons)**

Students should become aware of the division of the Roman Empire into two parts and how Malta ended up under Byzantine rule, its capital Constantinople and its strategic position for military and commercial reasons. They may work in groups and emphasise how a day in the life of a merchant in Constantinople could have been.

Academically challenging students may draw a market scene in Constantinople. They may also try to make a model of the city of Constantinople surrounded by bastions.

Students should then become aware of how the Byzantines buried their dead and the Byzantine remains in Malta.

Students may be motivated through a photo story dealing with the Byzantine rule over Malta and their legacy. Working in groups they may try to list the main reasons for the decline of the Byzantine Empire.

**Students will realise that with the coming of the Byzantines things did not change much in Malta.**

**Students will display a sound awareness of change and continuity and will identify changes and similarities within and across the Roman and Byzantine periods. (Level 8)**

**Students will show an understanding of the Roman and Byzantine periods and will be able to describe events and situations recognising similarities and differences with the present day. (Level 7)**

**Students will be aware of similarities and differences under the Roman and Byzantine rules. They will be able to tell that different things in the past had some things that were the same. (Level 6)**

**Students will identify some similarities and differences under the Roman and Byzantine rules. They will be able to tell that different things in the past had some things that were the same. (Level 6)**
### Byzantine remains.

Students may do a group work session in which they are given pictures of the remains at Tas-Silġ, Sant’Agatha, San Katald, San Pawl tad-Dejr, Hal Resqun and tal-Bistra. They may discuss the main characteristics of these remains and note any differences and similarities.

A motivating experience for students to learn more about these remains would be to play the game on the Byzantine remains in Malta.

Students may understand the importance of these remains through the PPP dealing with Paleo-Christian remains *(Ref. Resources No. 4)*.

To refine their chronological framework students should play an interactive game dealing with chronology.

Students may also attempt the Revision Worksheet (p. 7) dealing with the Byzantines in Malta.

Academically challenged students may draw a picture of some catacombs.

### Differences under the Roman and Byzantine rules.

- **(Level 5)**
  - Students will place events, people and changes during the periods of Roman and Byzantine rules within the proper chronological framework. They will be able to draw timelines using scale and place an event or person correctly on it. They will be able to use dates and terms that describe general historical periods.

- **(Level 8)**
  - Students will use good terminology about the passing of time during Roman and Byzantine times and understand and learn key dates. They will know how dating by centuries works and the basic sequence of historical periods. They will be able draw a simple timeline without using scale and place an event or person correctly on it.

- **(Level 7)**
  - Students will use a better terminology about the passing of time during the Roman and Byzantine rules and will start to understand how dating by centuries works. They will be able to do more complicated activities involving sequence.

- **(Level 6)**
  - Students will use simple terminology regarding time when dealing with the order of events under Roman and Byzantine rule. They will be able to do a simple activity involving sequence.

- **(Level 5)**
  - Students will use simple terminology regarding time when dealing with the order of events under Roman and Byzantine rule. They will be able to do a simple activity involving sequence.
Subject: History
Unit Code and Title: HIS 7.5 Malta Under The Roman Eagle
Unit duration: 9 sessions of 40 minutes

Strand 1: Learning about events, people and regions in the past,
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills

Objectives at Attainment Levels: 5, 6, 7, 8.
The teacher will:
1. explain how the Romans took over Malta
2. illustrate how the Romans ruled over Malta and what the plight of the Maltese was
3. highlight the importance of Roman remains in Malta
4. explain how the Byzantines came to rule over Malta and the resulting Paleo-Christian period.

Objectives at Attainment Levels: 1, 2, 3, 4,
The teacher will:
1. illustrate how the Romans came to rule over Malta.
2. explain about life under the Romans and about types of food eaten at the time.
3. increase students’ knowledge about important Roman remains in Malta.
4. highlight some aspects about remains of the catacombs.

Key words
Yes, No, Past, Today, Hot, Cold, Romans, Roman remains, Roman Baths, Archaeologist, Food, Menu

Points to note
When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.

Objectives in this unit may be cross-curricular and may be linked to Literacy, ICT, Art and design. ICT is a tool that can help students of all abilities to experience success, please refer to the last page of the SEN Units.
Teacher/LSA may focus on one aspect or on a limited number of aspects in the unit, which is suitable for the age and level of the student concerned. Teaching and Learning approaches may include Individual, Paired, Group Work, Teacher/LSA supported activities. Activities in the unit are under the guidance of the teacher, nonetheless there will be times when learning activities are directly led by the LSA.

Resources
Various hyperlinks which teachers can access to support students, including:
- www.bbc.co.uk/schools/primaryhistory/romans/family and children
- www.bbc.co.uk/schools/primaryhistory/romans/roads and places
- www.teachingideas.co.uk/history/files/romans2pdf
- www.primaryresources.co.uk
- Clicker 5 Paint
- Clicker 5 Software
- Videos and cuttings from brochures, catalogues and digital photographs.

Publication: Concepts and Skills in the Teaching of History by George Calleja.
<table>
<thead>
<tr>
<th>Teaching objective</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
</table>
| **The Teacher will:**  
1.1 illustrate how the Romans came to rule over Malta  
(2 lessons) | As a starter activity, students can watch a PPP to learn and understand what the word war means. The Romans and people from Carthage were often at war because they wanted to be the largest empire, their ships used to meet when at sea and used to attack each other.  

When the Romans took over Malta, Roman Ships used to visit our sea ports. Students can discuss what these ships might carry, what the sailors/soldiers from the ships would need to take with them before leaving. Students will be aided to use the link Roman soldiers  

Moreover students can be involved in creating a chart with two categories, **Today** and the **Past**. Students can be aided to find pictures of Roman ships, weapons, soldiers, to go under ‘Wars in the Past’ category and of modern ships and weapons to put under ‘Wars Today’.  

During another activity Hannibal’s adventure into Italy can be narrated with the aid of visual resources. Students can be included in empathy exercise with peers, to help them understand the hardships that Hannibal and his soldiers faced. With some students the teacher can use Yes/No questions e.g. Was it hot or cold when Hannibal went with his soldiers? Were they happy or sad? Visual communication symbols dealing with emotions may need to be used. | Students will:  
be able to speak about past events by using simple vocabulary. They will begin to understand why the Romans and people from Carthage acted in the way they did.  
(Level 4)  
listent attentively to stories about important people and events that have occurred, like Hannibal’s adventure. They are capable of separating objects or pictures under different criteria and will be able to sort pictures of present day warfare from pictures of the Past.  
(Level 3)  
respond appropriately to keywords and simple questions related to a picture, They are able to listen to stories about important people and events that have occurred. They answer questions like Who is this?  
(Level 2)  
be able to communicate intentionally, seek attention and request an activity like being willing to do Roman soldiers activity.  
(Level 1) |
| 2.1 Explain about life under the Romans, and about types of food eaten at the time.  
(3 Lessons) | Initially students learn about the years of Roman rule and changes that came about for the Maltese. During the first years the Maltese were treated badly. They were made to pay lots of money to their governors. They rebelled and sent their representatives to Rome. Students can be included with peers in the role play of the trial of Kajjus Verres, to get some understanding of the feelings of the Maltese.  

Moreover students understand that life under the Romans eventually got better because later on, the governors of the islands were more kind hearted. | be able to recall some events about the Romans in Malta in some detail and are able are able to answer simple questions, mainly from pictures.  
(Level 4)  
listen attentively to stories about the Romans in Malta and recount some details about events that occurred.  
(Level 3) |
and treated the Maltese better. The importance of agriculture, fishing and pressing of olives should be emphasised.

Types of food eaten by the Romans and the Maltese should be highlighted. Rich Romans could afford to eat big dinners, some favourite foods being snails fattened on milk and roast parrot. The Maltese however ate vegetable soups, fish, bread and olives. Students can be aided to draw up a menu for a rich roman or for the Maltese.

Students may be supported to cut out pictures of food from catalogues, stick to a sheet of paper and put Roman Menu or Maltese Menu on top.

Students may be supported to cut out pictures of food from catalogues, stick to a sheet of paper and put Roman Menu or Maltese Menu on top.

3.1 Increase students’ knowledge about important Roman remains in Malta. (2 Lessons)

Students can watch PPP/ links and learn that today we have a number of roman remains, Domus Romana in Rabat and Roman towers and the Roman Baths. Students will also understand that the wealthy Romans liked to live a life of luxury and many used to go Public baths for leisure and to meet their friends. A choice making can be created through ChooseIT! Maker. Photos of Roman remains (listed above) are compared with photos of modern Maltese buildings. Students are asked to comment about the photos.

Students can work together with peers in group work. They can look at photos of Roman remains, including coins and amphorae. While peers decipher and write information about the remains. Teacher supports students to mount photos and fix titles under pictures. Group presents information to class. Students can be supported to say title.

Moreover the teacher can explain that archeologists both in Malta and abroad have found different types of amphorae, that were used by the Romans and the Maltese for storage e.g. for olive oil, wine and honey. Olives were crushed in Olive pressing mills.

Alternatively students can have various sensorial activities related to the

respond by different means to simple questions about the Romans, like pointing to pictures of fish, bread and olives that are used in food activity. (Level 2)

remember learned responses over more extended periods. They will understand the relationship of reaching out hand to get picture of food that will be glued to sheet. (Level 1)

will identify and make short comments about the photos of activities or answer the question ‘What are you doing there?’. They will recall some details about how the Romans liked to live and spend their time. (Level 3)

start communicating about events and happenings that occurred in the past and respond by different means to simple questions about the Romans. (Level 2)

sustain concentration for longer periods and can focus on fixing pictures and titles to background.
| 4.1 highlight some aspects about the catacombs (2 lessons) | Students can once again be involved in the matching game about **byzantine** remains, which was done in previous unit. Students matched two sets of pictures of the remains. Difficulty of activity will be adapted according to students’ ability. Teacher/LSA can start off with two sets of pictures and gradually increase difficulty of task, by adding more sets.

During another activity, photos of one of the catacombs and The Greek Gate of Mdina, can be printed out. These photos can be used to create a jigsaw with SwitchIt! Jigsaw Maker. Or they can be mounted on cardboard and can be cut in two pieces or more, to form a simple jigsaw puzzle.

Students may also be included with class peers in group work on the large collage depicting market scene in Constantinople. | (Level 1) show that they know about aspects that occurred in the past especially about important happenings and people. (Level 4)

distinguish between the past and present. Separate objects and events according to different criteria namely old and new. (Level 3)

start to communicate about events that occurred in the past. Will be able to make up two piece jigsaw and respond to simple questions about the picture. (Level 2)

initiate and participate in the some part of collage making activity. (Level 1) |
Unit Title: HIS 7.6 Under Arab rule

Unit Duration 9 sessions of 40 minutes

Strand: Learning about events, people and regions in the past, mastering historical concepts and nurturing historical skills

OBJECTIVES:
The teacher will:
1. briefly teach about the life of Mohammed and the new religion of Islam
2. explain how the Arabs spread throughout the Mediterranean and took over Malta
3. highlight the Arab rule over Malta and the results of their stay
4. empower students to understand the importance of the Arab remains in Malta.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohammed</td>
<td>Modern technology should be tapped to ensure that students feel more at home and interested. Hyperlinks will help in this respect.</td>
<td>1. Various hyperlinks which have been inserted which contain a number of activities which students can do.</td>
</tr>
<tr>
<td>Islam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hegira</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mecca</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Koran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaghba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramadan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>belief in one God</td>
<td>Students should be motivated through discussions, brainstorming sessions, photo stories, group work and art and craft work.</td>
<td>2. CD Rom <em>The Built up Environment</em> by George Calleja, PPPs No. 7 Fdalijiet ta’ Zmien l-Gharab u Żmien Medjevali.</td>
</tr>
<tr>
<td>mosque</td>
<td></td>
<td></td>
</tr>
<tr>
<td>minaret</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algabine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dimmi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semitic language</td>
<td>Students should be exposed to a varied methodology which may include the use of time lines and retrograms, audio-visual material, simulated news sheets, maps and simulated games. Students may empathise with the various situations under review especially through role play.</td>
<td>3. Regional map of the Mediterranean Sea issued by the Education Division.</td>
</tr>
<tr>
<td>tombs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majmuna slab</td>
<td>Academically challenged students should attempt differentiated activities in line with their abilities.</td>
<td>4. <em>Grajet Malta 1</em> issued by the Education Division.</td>
</tr>
<tr>
<td>farmhouses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arab cemetery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rubble walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching objectives</td>
<td>Possible teaching experiences and activities</td>
<td>Indicators of Learning outcomes</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The teacher will: 1. briefly teach about the life of Mohammed and the new religion of Islam. (3 lessons)</td>
<td>Through the use of pictures students may be invited to note the difference in clothing between Arab and with western clothes. They should then try to mention other differences such as that of religion.</td>
<td>Students will display a sound awareness of change and continuity and will identify changes and similarities when dealing with the religions of Christianity and Islam. (Level 8)</td>
</tr>
<tr>
<td>Students should become aware of the life of Mohammed. They should be aware of his earlier life, his claiming to chosen by God as his Special Prophet, his flight from Mecca to Medina and his writing of the Koran.</td>
<td>Students will be aware of and will tell that different things in the past had some things that were the same.</td>
<td>Students will notice some similarities and differences between Christianity and Islam. (Level 6)</td>
</tr>
<tr>
<td>In groups students may discuss what the new religion promoted by Mohammed entailed. They should become aware of the five pillars on which the Islamic faith is based namely the belief in one God, the importance of prayer, fasting during Ramadan, doing charity and visiting Mecca at least once in a lifetime.</td>
<td>Students will be able to write a paragraph about Mohammed or the religion of Islam. (Level 6)</td>
<td>Students will produce structured narratives and analytical explanations and descriptions when writing about Mohammed or the religion of Islam. (Level 8)</td>
</tr>
<tr>
<td>Students may list the similarities and differences between the Catholic faith and Islam.</td>
<td>Students will be aware of and will tell that different things in the past had some things that were the same.</td>
<td>Students will show an awareness of historical concepts in their reasoning when writing about Mohammed or the religion of Islam. (Level 7)</td>
</tr>
<tr>
<td>Academically challenged students may attempt various drawing activities such as drawing a mosque, a minaret, an Arab trader or a caravan.</td>
<td>Students will be able to write a paragraph about Mohammed or the religion of Islam. (Level 6)</td>
<td>Students will be able to write a paragraph about Mohammed or the religion of Islam. (Level 6)</td>
</tr>
<tr>
<td>Students should become aware why this religion was immediately a success and why many people adopted this faith.</td>
<td>Students will be able to write a paragraph about Mohammed or the religion of Islam. (Level 6)</td>
<td>Students will be able to write a paragraph about Mohammed or the religion of Islam. (Level 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 2. explain how the Arabs spread throughout the Mediterranean and took over Malta.  
(2 lessons) | Students should become aware of how the Arabs started extending their reach to other lands, how Sicily had already been taken over by the Arabs and how they cast their attention on Malta. They should understand how Malta was attacked twice in 869 u 870 A.D. and thus our islands passed under Arab rule.  
Students may mark the lands which adopted the Islamic faith and those which remained Catholic on a map of the Mediterranean Sea.  
Students may be supplied by a simulated news sheet prepared by the teacher dealing with the attack on Malta by the Arabs. Alternatively students themselves can write such a simulated news sheet. | Students will display a sound awareness of change and continuity and can identify changes and similarities during the Arab rule over Malta.  
(Level 5)  
Students will show good factual knowledge and understanding of how the Arabs spread throughout the Mediterranean and took over Malta. They will be aware of major changes in a wider Mediterranean perspective and will begin to analyse the events studied.  
(Level 7)  
Students will demonstrate some knowledge and understanding of how the Arabs spread throughout the Mediterranean and took over Malta and will be able to recall a substantial amount of historical facts.  
(Level 6)  
Students will display a very good factual knowledge of how the Arabs spread throughout the Mediterranean and will be able to analyse the events studied and the political, social and economic conditions prevailing at that time.  
(Level 8) |
| 3. highlight the Arab rule over Malta and the results of their stay.  
(2 lessons) | Students should be exposed to some of the main highlights of Arab rule. They should be aware of the functions of the Qajd, how the Maltese were considered as dimmi and paid taxes in return for keeping the Catholic faith and how the Maltese | Students will display a sound awareness of change and continuity and can identify changes and similarities during the Arab rule over Malta.  
(Level 8) |

Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – History – 2012
were not in a bad predicament since they sided with the Arabs against the Byzantines in 1048.

In groups students may empathise with the state of the Maltese under Arab rule and list the difficulties which they had to face.

Students may try to write a simulated news sheet about how Malta was governed by the Arabs and depicting the condition of the Maltese at that time.

To understand the importance of Arab rule over Malta students should try in groups to find out the various changes which this rule brought about. They should deal with the gradual change from the old way of life, the changes in customs especially those associated with agriculture, the replacing of Byzantine influence by an Islamic one, the changes in dressing, the influence on religious beliefs, the influence on architecture, the semitic influence on language and place names (toponymy) and new innovations. Students should become aware that some Maltese were converted to the Islamic faith and took up Arab names.

Students may be exposed to a recording of the Cantelena by Pietru Caxaru which was the first recorded poem written in Maltese. They should become aware that the earliest Maltese writing greatly resembled the Arabic language though it was written in the romance alphabet. Students may be given a translation of this poem and they

| Students will be able to identify changes during the Arab period and will be able to offer a description recognising similarities and differences with the present day. (Level 7) |
| Students will be able to explore change and continuity during the Arab period and will be aware of similarities and differences. (Level 6) |
| Students will be able to name one aspect how life may have changed under Arab rule and what remained the same. (Level 5) |
| Students will be able to empathise with the different reactions of the Maltese under Arab rule. They will be able to comprehensively act out a given situation and make an imaginative reconstruction which is not anachronistic of a past historical situation. (Level 8) |
| Students will be aware of how the Maltese lived under Arab rule. They will be able to reconstruct some of the different reactions of different people at that time through the use of simple empathy. They will be able to act out (role play) any given situation. (Level 7) |
| Students will understand the emotions of the Maltese during the Roman rule and will understand some of their reactions. (Level 6) |
| Students will begin to understand how the Maltese may have felt during the period under the Arabs. |
have to react about how various words and phrases were written.

Students may be exposed to a photo story dealing with Arab rule in Malta and the results of their stay. In groups students may try to list the main influences of Arab rule on Malta. They may prepare a chart in which they list and reinforce through pictures these various influences.

Academically challenged students may attempt various drawing activities dealing with Arab influences such as drawing of buildings, rubble walls and water mills.

4. empower students to understand the importance of the Arab remains in Malta. (2 lessons)

Students should become aware of the legacy and remains coming down to us from the times of the Arabs. They should become aware of the Arab graves found behind the Domus Rumana, the Majmuna stone, some buildings in Mdina, and other aspects of architecture denoting Arab influence such as farmhouses and winding narrow streets in the village core.

In groups students may try to find out how the main characteristics of a typical Maltese

<table>
<thead>
<tr>
<th></th>
<th>(Level 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to supply a multiplicity of consequences for the Arab rule over Malta, will be able to evaluate their significance and will understand the major changes brought about.</td>
<td>Students will be able to base any reconstruction on the Arabs through various pieces of evidence. They will be aware that some aspects of Malta under Arab rule may be represented and interpreted in different ways. They will be able to recognise gaps in evidence and will be able to investigate using a wide range of sources. They will be able to ask and answer significant questions to evaluate sources of the Arab period and use these critically to reach and support conclusions. (Level 8)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(Level 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will realise that there were different results of Arab rule over Malta and will understand that these were connected to one another. They will begin to understand their significance.</td>
<td>Students will know that any event may bring over some results and can name one consequence of the Arab rule over Malta. (Level 5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(Level 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand that the main events brought about some results and changes and will be able to give two consequences of the Arab rule over Malta. They will begin to understand the significance of this rule over Malta. (Level 6)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(Level 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to base any reconstruction on the Arabs through various pieces of evidence. They will be aware that some aspects of Malta under Arab rule may be represented and interpreted in different ways. They will be able to recognise gaps in evidence and will be able to investigate using a wide range of sources. They will be able to ask and answer significant questions to evaluate sources of the Arab period and use these critically to reach and support conclusions. (Level 8)</td>
<td></td>
</tr>
</tbody>
</table>
farmhouse show the influence which the Arabs had on Maltese architecture. They should try to decipher these influences and list them e.g. flat roofs to hold water, stairs in open yards and thick walls to keep warm in winter and cool in summer.

Students should become aware of the continuity and change one often finds during this period such as the Arab graves found after the Domus Romana and Mdina itself. They should realise that the Arabs decreased the size of the old capital city and try to decipher why they did so.

Students should view the PPP dealing with remains from Arab times (Ref. Resources No. 2) and thus understand their importance. They may also play a game dealing with the Arab influence and remains in Malta.

Academically challenged students may attempt various drawing activities such as drawing a traditional farmhouse with its main characteristics.

Students may attempt the Revision Worksheet (pp. 7-8) dealing with the Arabs in Malta. They may also do the short revision quiz.

Students will be quite familiar with evidence dating to the Arab period in Malta, will be able to distinguish between primary and secondary sources and will be aware of a variety of historical evidence from that time. They will understand and will be able to make simple inferences from various sources of evidence such as pictures and artefacts. Students will start to be aware that some aspects of Malta under Arab rule may be represented and interpreted in different ways. (Level 7)

Students will become familiar with evidence dating from the Arab period in Malta, will understand its importance and will be able to infer some information from it through simple investigations. They will be able to describe the main features of pictures and will identify the sources that are useful to answer a question. They will understand the difference between primary and secondary sources. (Level 6)

Students will begin to understand the importance of evidence in their immediate environment. They will identify different types of evidence dating to Arab rule and are able to obtain simple information from them to find out how life looked like then. They will be able to answer questions about the Arabs by looking at this evidence. (Level 5)
Subject: History
Unit Code and Title: HIS 7.6 Under Arab Rule
Unit duration: 9 sessions of 40 minutes

Strand 1: Learning about events, people and regions in the past,
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills.

Objectives at Attainment levels 5,6,7,8,
The teacher will:
1. briefly teach about the life of Mohammed and the new religion of Islam
2. explain how the Arabs spread throughout the Mediterranean and took over Malta.
3. highlight the Arab rule over Malta and the results of their stay.
4. empower students to understand the importance of the Arab remains in Malta.

Objectives at Attainment levels 1,2,3,4,
The Teacher will:
1. explain some aspects about the life of Mohammed and about aspects linked to religion of Islam.
2. illustrate how the Arabs travelled to different lands across the Mediterranean sea.
3. help students to understand some aspects linked to the life of the Maltese, under the Arab rule.
4. increase students’ knowledge about Arab remains and some aspects of buildings linked to these times.

Key words
Mohammed, Map, Arabs, Remains, Olive Trees, Rubble Walls, Farmhouse, Photo, Past, Present, Mediterranean Sea.

Points to note
When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.

Objectives in this unit may be cross-curricular and may be linked to Literacy, ICT, PSD, Art and Design. Various Hyperlinks and websites contain material which can be utilized when making up Power Point Presentation (PPP) and give access to short videos on the subject. ICT is a tool that can help students of all abilities to experience success, please refer for more information on e-learning, to the last page of the SEN Units. Activities in the unit are as a rule under the guidance of the teacher, nonetheless there will be times when learning activities are directly led by the LSA. Thus were teacher support is indicated, the same term also indicates support given by LSAs.

Resources
Various websites and Hyperlinks
- BBC The Phoenicians and Phoenician Experience
- BoardMaker Plus
- SWITCH IT! JIGSAW
- CLICKER 5
- Digital Photography Camera
- Laptop
- Brochures, Magazines, Recycled materials.
- www.primaryresources.co.uk/history/history.htm
- History Department’s website
- Publication: Concepts and Skills in the Teaching of History by George Calleja
<table>
<thead>
<tr>
<th>Teaching objective</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher will:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1 Enlarge Students’ knowledge about the life of Mohammed and about other aspects linked to religion of Islam.</strong> (2 lessons)</td>
<td>Students should learn about the life of the founder of the Islamic religion <strong>Mohammed</strong> in brief through PPP. Learn about his life in Mecca, how he felt he was chosen by God as his spiritual prophet, his flight from Mecca to Medina and about the writing of the ‘Koran’. A PPP about ‘<strong>The Five Pillars of Islam</strong>’ can be used to help students understand aspects about the Islam religion. The above information can be presented in story form and students are guided to create a poster were the most important aspects linked to Mohammed and Islam will be highlighted. The key words <strong>Mohammed</strong> and <strong>Islam</strong> should be stressed. &lt;br&gt;&lt;br&gt; The above activity may be extended by contrasting activities depicted in the above pictures with photos of the students themselves during class activities. Students can be asked to sort pictures and pick out those pictures that belong to the <strong>Past</strong>, from those photos which belong to the <strong>Present</strong> time. These can be recorded on a Project book instead of a chart. &lt;br&gt;&lt;br&gt; Additionally a slideshow can be prepared for some students who need to use a switch or alternative means of communication to view each slide. Students need to be given enough time to respond, when using alternative means of communication.</td>
<td><strong>The Student will be able to:</strong> &lt;br&gt;&lt;br&gt; distinguish between the present and the past and show some sense of chronology. They will remember with some detail, historical events and facts about the life of the prophet Mohammed and will be able to reply to simple questions like, What is the name of the Prophet? <strong>(Level 4)</strong> &lt;br&gt;&lt;br&gt; listen attentively to stories about important people in history and events that occurred, are capable of separating objects or symbols according to different criteria. <strong>(Level 3)</strong> &lt;br&gt;&lt;br&gt; communicate about events and happenings that occurred in the past.. Will be able to give Yes/No answers when sorting pictures under right category when making the chart. <strong>(Level 2)</strong> &lt;br&gt;&lt;br&gt; sustain concentration for short periods of time. Remember certain responses taught for longer periods and start anticipating known events, for example given enough time, can show they can respond by using a switch. <strong>(Level 1)</strong></td>
</tr>
<tr>
<td><strong>2.1 Illustrate how the Arabs travelled to different land across the Mediterranean sea.</strong> (2 lessons)</td>
<td>Students will learn about lands like Sicily, which are not far away from Malta, which had also been taken over by the Arabs. On a large map of the <strong>Mediterranean sea</strong>, the students can be guided to identify and mark lands which were occupied by the <strong>Arabs</strong>. &lt;br&gt;&lt;br&gt; PPP or links on IWB should be used to show students, the <strong>type of sailing boats</strong> that were used at the time and students should be encouraged to join with peers in groups to discuss how the Arabs managed to take over be able to refer with some detail to some of the places which had also been occupied by the Arabs. <strong>(Level 4)</strong> &lt;br&gt;&lt;br&gt; talk with some detail about how the Arabs travelled by boats to take over other lands and respond by different means such as, True /False exercises. <strong>(Level 3)</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Help students to understand some aspects linked to the life of the Maltese, under the Arab rule. (3 lessons)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initially students will learn about the main highlights of Arab rule over the Maltese. The remains, which are linked to the period should be mentioned. Aspects linked to our heritage such as agriculture, should be mentioned. Today we still have Olive trees and the rubble walls that surround our fields, a heritage brought over to Malta by Arabs, and water mills which were necessary as Malta has always been short of water. On an individual level students can be asked to make up a picture using Clicker Paint programme, including the olive tree, rubble walls and a water mill. With some support, students can also do a matching game, involving labelling the items with their names. Additionally, various sensory activities can be linked to a rubble wall, olive trees or water mill. Reference can be made to students’ own past experiences, e.g. students see photos taken during past educational trips where rubble walls or trees were seen or touched.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>These lands. Students can be supported by peers to participate in group work. Visual aids, symbols or pictures from magazines can be used to produce a big poster of the above map. Some students can be shown video clips on IWB/laptop (e.g. from YouTube) showing what travel on a boat might feel like, by putting emphasis on the sound and swaying of the sea and the waves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>choose between materials and participate in group work with peers when making up a poster of the Mediterranean sea. (Level 2) concentrate for short periods and participate in shared activities with less support. (Level 1) mention some important facts related to the historical facts discussed. They are also able to distinguish between their present and the past life described in the lesson. (Level 4) distinguish between the past and present lives of other people and their own, and can communicate this using simple phrases. (Level 3) respond appropriately to keywords and simple questions related to a picture, for example, ‘What is this?’ while teacher points to picture of tree or rubble wall. (Level 2) explore materials and objects in more complex ways, for example by feeling the texture of materials used. (Level 1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4.1 Increase students’ knowledge about Arab remains and some aspects of buildings linked to these times.

(2 lessons)

| Students should increase their understanding about Arab remains (in Malta) and aspects of Maltese buildings which still show the Arabic influence to this day. Students can then work together with peers in group work. They can be given pictures of typical Maltese farmhouses and together with the teacher discuss the following: their flat roofs, open staircases in courtyards and their thick outer walls. Students can refer to the History Department’s website/Fdalijiet Gharab. Ideally an educational visit can be organised, so that the students can see the Arab cemetery, which was found behind the Domus Romana. Students should be encouraged to use a digital camera to take photos of the remains, so that the visit is recorded. Back at school, the photos can be printed and students are guided to write simple sentence or captions about these remains. Additionally, back at school three / four photos can be printed, showing student with peers during school trip (described above). The sequence of main activities during visit can be discussed and student can be aided to fix pictures in the appropriate sequence. |
| understand that their own lives, as well as the lives of members of their own family are different from those of people living under Arab rule. (Level 4) be able to separate objects according to different criteria namely old things from new ones. When students see remains during educational visit or see photos understand that these remain belong to the past. (Level 3) communicate about some events that happened in the past. Can put three pictures of visit in sequence and answer Yes/No questions about them. (Level 2) begin to communicate intentionally, student shows object or photos of him/herself during educational visit to another person to encourage social interaction. (Level 1) |
**Digital Technology Enhanced Learning – History eLearning Entitlement**

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Studying History**
- Defines the term ‘History’ and states what is a Primary Source and Secondary Source by means of a video ([http://www.youtube.com/watch?v=C0m3WCVAuG8&feature=related](http://www.youtube.com/watch?v=C0m3WCVAuG8&feature=related)).
- Help students understanding the timeline of the Malta’s history through a video ([http://www.youtube.com/watch?v=XqcvnzU9KO4](http://www.youtube.com/watch?v=XqcvnzU9KO4)). The timeline goes back from 5200 BC when man arrived in Malta till Malta entering in the EU.
- Rationalizing between primary and secondary source by means of a video ([http://www.youtube.com/watch?v=g0plq2E9ZjQ](http://www.youtube.com/watch?v=g0plq2E9ZjQ)).
- Classifying the time periods of the Prehistory and first Civilisation of Malta in a timeline ([http://schoolnet.gov.mt/history/wirt/preistorja/games/QuizKron.html](http://schoolnet.gov.mt/history/wirt/preistorja/games/QuizKron.html)).

**Prehistory**
- Understanding the findings in the Malta National Museum of Archaeology by a means of a virtual walkthrough.
  - Ghar Dalam & Skorba Section ([http://www.maltavoyager.com/moa/walkthroughs/vw_ghardalam.htm](http://www.maltavoyager.com/moa/walkthroughs/vw_ghardalam.htm))
  - Tarxien Temples Section ([http://www.maltavoyager.com/moa/walkthroughs/vw_tarxien.htm](http://www.maltavoyager.com/moa/walkthroughs/vw_tarxien.htm))
  - Pre-historical Architecture Section ([http://www.maltavoyager.com/moa/walkthroughs/vw_arch.htm](http://www.maltavoyager.com/moa/walkthroughs/vw_arch.htm))
- Identifying different important figures in the Malta National Museum of Archaeology by a means of a virtual walkthrough.
- Comprehending the different fossils found in Ghar Dalam and its Museum by means of a video. ([http://www.youtube.com/watch?v=uN40QGfuBXk&feature=BFa&list=UUvpVaHE16Xozv0Hz3B4IPpA](http://www.youtube.com/watch?v=uN40QGfuBXk&feature=BFa&list=UUvpVaHE16Xozv0Hz3B4IPpA))
- Appreciate the different findings found in Ħagar Qim and Mnajdra temples with reference to its findings which are at the Archaeology Museum. ([http://www.youtube.com/watch?v=DyebDu-RRg&feature=BFa&list=UUvpVaHE16Xozv0Hz3B4IPpA](http://www.youtube.com/watch?v=DyebDu-RRg&feature=BFa&list=UUvpVaHE16Xozv0Hz3B4IPpA))
- Be familiar with Ħal Tarxien Temples with reference to its findings which are at the Archaeology Museum by means of a video ([http://www.youtube.com/watch?v=dXqYNr1eZ60&feature=BFa&list=UUvpVaHE16Xozv0Hz3B4IPpA](http://www.youtube.com/watch?v=dXqYNr1eZ60&feature=BFa&list=UUvpVaHE16Xozv0Hz3B4IPpA))
- Quiz on Hypogeum ([http://quiz.thefullwiki.org/Hypogeum_of_%C4%A6al-Saflieni](http://quiz.thefullwiki.org/Hypogeum_of_%C4%A6al-Saflieni))
- Quiz on Ggantija ([http://quiz.thefullwiki.org/%C4%A0gantija](http://quiz.thefullwiki.org/%C4%A0gantija))
Meeting Civilisations (Egyptians & Roman Empire)

- Puzzle activities on Ancient Egypt including Crossword Puzzle, Anagram, Matching Games, Word Search, Form Pairs, Complete The Pyramid (http://www.kidsgen.com/ancient_egypt/activities/)

- Students have various activities where they can comprehend in full the Greek civilisations with simulation of the ancient games and Greek theatre (http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/) The following are the list of activities
  - Quiz: The Greek World - http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/greek_world/
  - The Olympic Games - http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/
  - The Greek Theatre - http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/greek_world/

Roman Age

- An overview of the Roman Age Empire where the students can understand the various aspects in that era. (http://www.bbc.co.uk/history/ancient/romans/)
  - Gladiators - http://www.bbc.co.uk/history/ancient/romans/launch_gms_gladiator.shtml
  - Pompeii - http://www.bbc.co.uk/history/ancient/romans/daily_life_gallery.shtml
  - Belief - http://www.bbc.co.uk/history/ancient/romans/roman_religion_gallery.shtml
  - Roman Britain - http://www.bbc.co.uk/history/british/launch_gms_bfacademy.shtml
  - Rome and its Empire - http://www.bbc.co.uk/history/ancient/romans/romespivotalemperors_gallery.shtml

Byzantine Empire

- Educational Games where students can examine their understanding in the Byzantine era. (http://www.studenthandouts.com/World-History-Games-Quizzes-Practice-Tests/01.08-Byzantine-Empire.html)
  - Hangman Game - http://www.studenthandouts.com/Games-08/Batch-01/Byzantine-Empire-ES.html
  - Interactive Flash Cards - http://www.studenthandouts.com/Games-08/Batch-01/Byzantine-Empire-FC.html
  - Multiple-Choice Practice Test - http://www.studenthandouts.com/Games-08/Batch-01/Byzantine-Empire-MC.html
  - Playtime Quiz Games - http://www.studenthandouts.com/Games-08/Batch-01/Byzantine-Empire-PT.html