

History General Syllabus for Year 9

As part of Environmental Studies SEC 2025

Subject Foci, Learning Outcomes and Assessment Criteria



List of Learning Outcomes (History)

LO 5. Social and economic development in Malta: 1400–1798

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from 1400 to 1798.

(Controlled)

LO 11. Malta's Built Heritage of the Knights' period

I can recognize, investigate and discuss the importance of the Malta's built heritage of the Knights' period.

(Coursework and Controlled)

LO 12. Malta and Europe (1565-1813)

I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1565 to 1813.

(Controlled)

Coursework assessment modes

The hereunder can be used interchangeably for Geography, History and Social Studies-related syllabus components.

- 1. Case study report:** [MQF 1-2: 250-450-word essay; MQF 2-3: 400 to 600-word essay]
- 2. Site Visit Report:** [MQF 1-2: 250-450-word essay; MQF 2-3: 400 to 600-word essay]
- 3. Synoptic Essay:** [MQF 1-2: 250-450-word essay; MQF 2-3: 400 to 600-word essay]
- 4. Presentation:** [5 to 6 minutes duration]

Assessment Criteria (History General) for Year 9

(As part of Environmental Studies SEC 2025)

Suggested number of lessons for each assessment criteria.

| MQF 1 | | MQF 2 | | MQF 3 | |
|-------|---|-------|---|-------|---|
| 5.1 a | 2 | 5.2 a | 2 | 5.3 a | 2 |
| 5.1 b | 1 | 5.2 b | 1 | 5.3 b | 1 |
| 5.1 c | 1 | 5.2 c | 2 | 5.3 c | 2 |
| 5.1 d | 1 | 5.2 d | 1 | 5.3 d | 1 |
| 5.1 e | 2 | 5.2 e | 2 | 5.3 e | 2 |
| 5.1 f | | | | 5.3 f | 2 |

| | | | | | |
|--------|---|--------|---|--------|---|
| 11.1 a | 2 | 11.2 a | 2 | 11.3 a | 2 |
| 11.1 b | 3 | 11.2 b | 2 | | |
| 11.1 c | 3 | 11.2 c | 2 | 11.3 c | 3 |
| 11.1 d | 3 | 11.2 d | 2 | | |
| | | 11.2 e | 2 | 11.3 e | 2 |

| | | | | | |
|--------|---|--------|---|--------|---|
| 12.1 a | 2 | 12.2 a | 2 | 12.3 a | 2 |
| 12.1 b | 2 | 12.2 b | 2 | 12.3 b | 2 |
| 12.1 c | 1 | 12.2 c | 1 | 12.3 c | 1 |
| 12.1 d | 3 | 12.2 d | 2 | 12.3 d | 3 |
| | | 12.2 e | 1 | 12.3 e | 1 |

| | | | | | |
|-------|----|-------|----|-------|----|
| Total | 26 | Total | 26 | Total | 26 |
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+2 lessons allowance for the Coursework (History) done in Year 9.

Subject Focus 5

Learning Outcome 5: Controlled

Social and Economic Development in Malta: 1400-1798

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from AD 1400 to 2008 using primary and secondary sources.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>5.1a Define corsairing. (2 lessons)</p> | <p>5.2a Describe the activities and/or roles connected with corsairing. <i>Crew enrolment; arming ships; sharing the booty (provisions, captives/slaves); Merchants; captains; sailors; crafts linked to maritime activity. (2 lessons)</i></p> | <p>5.3a Discuss the social-economic effects of the corsairing industry. (2 lessons)</p> |
| <p>Definitions:</p> <ul style="list-style-type: none"> ▪ Piracy was an illegal activity; ▪ Those doing piracy were outlaws and were punishable by exile, imprisonment or death. ▪ Corsairing (or privateering) was a legal activity; ▪ Those engaged in corsairing applied for an official permit to raid enemy ships; ▪ In Malta's case, corsairing was aimed against ships of the Ottoman Empire and the Muslim Barbary States in North Africa. <p>Use various picture sources about pirates and corsairs (e.g. ships, weapons used, flags) to bring out the difference between them.</p> | <p>The main points are:</p> <p>Activities of corsairs:</p> <ul style="list-style-type: none"> ▪ Attack Muslim and Ottoman ships in the Mediterranean; ▪ Raid coastal villages of North African Barbary states; ▪ Enrol crew members and train them to fight at sea; ▪ Arm corsair ships with cannons and weapons; ▪ Share the captured booty according to rank; ▪ Apply for a patent from the Order which give them permission to use the Order's flag; ▪ Pay the value of 10% of the captured booty as taxes to the Order. <p>Crafts and skilled persons linked to corsairing:</p> <ul style="list-style-type: none"> ▪ People (merchants, ship captains) who invest in arming a corsair vessels as a profit-making enterprise; ▪ Sailors; carpenters; rope-makers; sail-makers; caulkers (<i>qlafat</i>); bombardiers; shipbuilders. | <p>The main points are:</p> <p>Social effects of corsairing:</p> <ul style="list-style-type: none"> ▪ Men were killed, disabled, dispersed at sea or captured as slaves – all with profound effects on their family; ▪ Grand Harbour became a centre of Christian corsairing; ▪ <i>Tribunale degli Armementi</i> and the <i>Consolato del Mare</i>: set up to settle legal disputes among corsairs; ▪ The presence of hundreds of Muslim slaves in Malta owned by the Order (as rowers on the galleys) or by rich Maltese families (for domestic work); ▪ The Inquisition kept watch on the practice of magic and sorcery by Muslim slaves; ▪ Some slave owners freed their slaves as part of their will; ▪ The <i>Monte della Redenzione</i>: set up to ransom slaves in Muslim lands. <p>Economic effects of corsairing:</p> <ul style="list-style-type: none"> ▪ Created more jobs for the Maltese (refer to MQF 2); ▪ The Grand Harbour became a centre for Christian corsairs in the Mediterranean; ▪ It was a lucrative source of income for private investors and for the Order's Treasury; ▪ Maltese corsairing was disrupting trade between the Christian powers (Venice, France) and the Ottoman Empire. They put pressure on the Pope to stop corsair raids in the Levant; ▪ The Order used to issue certificates of safe conduct to Muslim merchants to trade and to redeem Muslim slaves (link academic paper highlighted in yellow). |
| <p>Some useful websites: DLAP website link: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/II-Corso%20fi%20Zmien%20il-Kavallieri-The%20Corso%20under%20the%20Knights-Yr9.pdf Vassallo History & Heritage website link: https://vassallohistory.wordpress.com/corsairing-activities-the-order-of-st-john-and-malta/ Link to academic paper (pdf):</p> | | |

Subject Focus 5
Learning Outcome 5:
Controlled

Social and Economic Development in Malta: 1400-1798

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from AD 1400 to 2008 using primary and secondary sources.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>5.1b Identify reasons for the setting up of the Inquisition in Malta. (1 lesson)</p> | <p>5.2b Explain how the Inquisition’s tribunal functioned. (1 lesson)</p> | <p>5.3b Discuss the historical context of the coming of the Inquisition to Malta. (1 lesson)</p> |
| <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The spread of the Protestant faith in many parts of Catholic Europe; ▪ The establishment of the Roman Inquisition against Protestant influence; ▪ Protestant influence among some of the French Knights of the Order; ▪ Grand Master La Cassière made a formal request to the Pope to send an Inquisitor in Malta. | <p>Refer also to points listed in MQF 1</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Palace of the Inquisitor at Birgu served as the residence, court and prison of the Inquisition; ▪ The Inquisitor was supreme head of the Inquisition Tribunal in Malta; ▪ Inquisitors were appointed and sent to Malta by the Pope/Holy Office for an indefinite term; ▪ Officials of the Inquisition: assessor (lawyer); notary; prison warden; informers (<i>patentati</i>); ▪ People could be called for interrogation by the Inquisitor; ▪ Informers (<i>patentati</i>) were employed to report people to the Inquisitor ▪ Some, out of fear, reported themselves to the Inquisitor. | <p>Refer to and elaborate further on the points mentioned in MQF 1.</p> <p>The main points to be mentioned in the discussion are:</p> <ul style="list-style-type: none"> ▪ Explain with the help of a map of Europe in the 16th century showing the religious division between Catholic and Protestant Europe; ▪ The hatred, which resulted in religious (civil) wars between Catholics and Protestants; ▪ The Council of Trent sought to discipline the clergy and the laity in Catholic dogma and morality. <p>As a result of La Cassière’s request, Pope Gregory XIII sent Mons. Pietro Dusina in 1574 as Apostolic Visitor and first Inquisitor in Malta.</p> |
| <p>Some useful websites: DLAP website link: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/L-Inkwizzjoni%20Rumana%20f%20Malta-The%20Roman%20Inquisition%20in%20Malta-Yr9.pdf Vassallo History & Heritage website link: https://vassallohistory.wordpress.com/inquisition-in-malta/ Heritage Malta: Il Palazz tal Inkwizitur - YouTube Heritage Malta: Palazz tal-Inkwizitur - Il-Kċina (Maltese Version) - YouTube Heritage Malta: The Inquisitor's Palace - The Kitchen (English Version) - YouTube</p> | | |

Subject Focus 5
Learning Outcome 5:
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Social and Economic Development in Malta: 1400-1798

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from 1400 to 1798 using primary and secondary sources.

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| <p>5.1c Define Inquisition. (1 lesson)</p> | <p>5.2c Mention types of crimes and/or punishment issued by the Malta Inquisition. (2 lesson)</p> | <p>5.3c Explain the impact of the Inquisition on everyday life of the Maltese. <i>Censorship; religious conformity.</i> (2 lesson)</p> |
| <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Inquisition was a Tribunal or Court of the Catholic Church; ▪ It was set up by the Pope and its headquarters was in Rome (Holy Office); ▪ Inquisitors were appointed in Catholic countries; ▪ The main task of the Inquisition was to stamp out Protestant heresy and belief in witchcraft. | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Punishments were often acts of religious devotion (prayers, attending Mass, charitable deeds); ▪ Prisoners were kept in single-prison cells in the ground floor of the Birgu Palace. ▪ The warden supervised the prisoners and was responsible for the security within the Birgu Palace; ▪ Those who accepted their wrongdoings and asked for pardon were given milder sentences; ▪ Those who refused to recant and were found guilty were given harsher sentences (imprisonment, rowing on the Order's galleys); ▪ Torture was used in serious cases dealing with heresy - the most common was the rope (<i>corda</i>) and the wooden horse. | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Reference to the Index of Prohibited Books of the Inquisition, first published in 1559; ▪ Censorship was imposed in Malta by the Order and by the Inquisition; ▪ Maltese society under the Knights was dominated by three religious authorities: the Grand Master, the Bishop and the Inquisitor. As a result, the Maltese tended to become deeply religious and devoted to the Catholic Church; ▪ This devotion was reflected in religious conformity (obedience to Catholic dogma, liturgy and morality); ▪ There was a general fear among the Maltese of being reported or called for questioning by the Inquisition; ▪ The Inquisitor made use of informers (<i>patentati</i>) who reported people's religious misbehaviour. |

Some useful websites:

DLAP website link: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/L-Inkwizzjoni%20Rumana%20f' Malta-The%20Roman%20Inquisition%20in%20Malta-Yr9.pdf

Vassallo History & Heritage website link: <https://vassallohistory.wordpress.com/inquisition-in-malta/>

Heritage Malta: [Palazz tal-Inkwizitur - Tortura \(Maltese Version\) - YouTube](#)

Heritage Malta: [Inquisitor's Palace - Torture \(English Version\) - YouTube](#)

Subject Focus 5
Learning Outcome 5:
Controlled

Social and Economic Development in Malta: 1400-1798

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from 1400 to 1798 using primary and secondary sources.

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| <p>5.1d Identify new settlements that developed during the Knights' period. <i>Senglea; Cospicua; Valletta; Floriana; Paola.</i> (1 lesson)</p> | <p>5.2d Explain why and how the Grand Harbour area became the main urbanized centre of the islands under the Knights. (1 lesson)</p> | <p>5.3d Discuss the effects which the gradual urbanization of the Grand Harbour area had on the Knights and the Maltese. (1 lesson)</p> |
| <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Explain with the help of a two and three-dimensional map of the Grand Harbour the towns that developed during the Knights' period in this chronological order: Senglea, Cospicua, Valletta, Floriana, Paola. ▪ Use illustrated sources (historical ones and contemporary photographs) highlighting features of the settlements mentioned above (e.g. street pattern; stepped-streets; main square and parish church; alleys; significant historical buildings/sites found in these towns (e.g. the Inquistor's Palace at Birgu; the dockyard at Cospicua; the Mall at Floriana). | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Order established its headquarters first at Birgu and then at Valletta, both settlements in Grand Harbour; ▪ Valletta was the capital city and as such the main administrative, commercial and cultural centre of the whole island; ▪ The Grand Harbour area attracted more people to settle for work, security and leisure pursuits; ▪ The presence of the Order's arsenal at Birgu and Bormla; ▪ The harbour became a centre for Christian corsairs operating in the Mediterranean; ▪ The harbour served as a base for the Order's ships. | <p>The main points are:</p> <p>Effects on the Knights:</p> <ul style="list-style-type: none"> ▪ Most of the Knights resided in Valletta in the auberges according to their country of provenance; ▪ The Order's fleet organised the <i>corso</i> which was centred in Grand Harbour; ▪ The arsenal (shipyard) and the Maċina, both situated in French Creek, were run by the Order. <p>Effects on the Maltese:</p> <ul style="list-style-type: none"> ▪ The Grand Harbour was a source of employment: in the dockyard, in the <i>corso</i> industry; skilled jobs linked to the maritime industry (sail, rope and mast makers), captains, caulkers etc. ▪ The Grand Harbour towns became very densely populated due to migration from the villages; ▪ Sanitary problems and rapid contagion during epidemic diseases. |

Some useful websites:

[Il Birgu L Ewwel Parti - YouTube](#)

[Il Birgu It Tieni Parti - YouTube](#)

Birgu Local Council: [Birgu - Malta - YouTube](#)

DLAP website link: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/II-Port%20il-Kbir%20fi%20żmien%20il-Kavallieri-Grand%20Harbour%20in%20Hospitaller%20times-Yr9.pdf

Subject Focus 5
Learning Outcome 5:
Controlled

Social and Economic Development in Malta: 1400-1798

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from AD 1400 to 1798 using primary and secondary sources.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>5.1e Identify the fortified towns of Malta and Gozo and some of the main villages during the Knights’ period. (2 lessons)</p> | <p>5.3e Describe changes in Malta’s settlement patterns during the Knights’ period. (2 lessons)</p> | <p>5.3f Discuss reasons for changes and developments in Maltese settlement patterns from the Late Medieval to the end of the Knights’ period. (2 lessons)</p> |
| <p>The main points are: Fortified towns with the title of Città: <ul style="list-style-type: none"> ▪ Vittoriosa, ▪ Senglea, ▪ Bormla, ▪ Valletta, ▪ Floriana (Città Vilhena) ▪ <i>Gran Castello</i> (k/a as Cittadella (Gozo)) In the 1700s, some of the settlements acquired the title of Città (town status) under the Knights: <ul style="list-style-type: none"> ▪ Qormi as Città Pinto ▪ Żebbug as Città Rohan ▪ Żejtun as Città Beland ▪ Żabbar as Città Hompesch ▪ Siggiewi as Città Ferdinand Some of the other larger villages: Rabat, Birkirkara, Naxxar, Żurrieq.</p> | <p>The main points are: The settlement pattern in 1530: <ul style="list-style-type: none"> ▪ The fortified towns: Birgu, Mdina, Gran Castello (Cittadella, Gozo); ▪ The larger villages already with parish status: <i>e.g.</i> Qormi, Birkirkara, Naxxar, Tarxien, Żejtun, Żurrieq, etc. The settlement pattern between 1550-1600: <ul style="list-style-type: none"> ▪ The building of new fortified towns around Grand Harbour: Senglea, Bormla, Valletta The settlement pattern in the 1600s and 1700s <ul style="list-style-type: none"> ▪ Non-fortified settlements remained distant from the coast as in late medieval times; ▪ Most of the smaller villages acquired parish status: <i>e.g.</i> Attard, Lija, Balzan, Luqa, Safi, Kirkop, Mqabba, etc.; ▪ Slower but constant increase in population of almost all the villages; ▪ More rapid increase in population of the harbour towns; ▪ Parish churches were rebuilt, larger and in baroque style; ▪ Some of the hamlets were abandoned and became ‘lost villages’: <i>e.g.</i> Ħal Millieri, Ħal Tartarni etc. ▪ The restoration of Mdina in the early 1700s; ▪ Floriana started developing as a suburb of Valletta by the mid-1700s. </p> | <p>The main points are: Security reasons: <ul style="list-style-type: none"> ▪ Fear of Muslim corsairs stopped the Maltese from settling in villages close to the coast; ▪ The fortified towns were more secure against corsair and Turkish raids; Economic reasons: <ul style="list-style-type: none"> ▪ Employment was more available in the harbour towns; ▪ People engaged in the maritime industry settled in the Three Cities; ▪ Retailers and merchants preferred to settle in Valletta; ▪ Craftsmen and merchants settled in the harbour towns and in the larger villages – blacksmiths, carpenters, shoemakers, bakers etc. Social reasons: <ul style="list-style-type: none"> ▪ More and better services were found in the harbour towns; in the larger villages – shops, a doctor, a notary, a pharmacist; ▪ More frequent and elaborate Church services: <i>e.g.</i> a resident parish priest; more priests available; convents run by religious orders; daily administration of the Church Sacraments (baptism, confession, Holy Mass, marriages, the <i>Viaticum</i> and funerals). </p> |
| <p>Some useful websites: Mdina (Part 1): https://www.youtube.com/watch?v=0Unkki8zUxY Mdina (Part 2): https://www.youtube.com/watch?v=IRER0m7L_Nc Malta Tour Guide: ~MALTA~ FLORIANA - YouTube DLAP website power point on the development of towns and villages under the Order: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/L-izvilupp%20ta'%20bliet%20u%20rħula%20fi%20żmien%20il-Kavallieri-Towns%20and%20villages%20in%20Hospitaller%20times-Yr9.pdf Id-Differenza bejn il-Ħajja fl-Ibriet u l-Ħajja fil-Kampanja - video edukattiv - YouTube</p> | | |

Subject Focus 11

Learning Outcome 11:
Coursework & Controlled

Malta's Built Heritage of the Knights' period

I can recognise, investigate and discuss the importance of the Malta's built heritage of the Knights' period.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>11.1a Recognise reasons why Valletta was built after the Siege of 1565. (2 lessons)</p> | <p>11.2a Outline reasons why Valletta was built on Mt Sciberras. (2 lessons)</p> | <p>11.3a Discuss the plans for the building of Valletta as proposed by Francesco Laparelli. <i>Grid-iron street pattern; proposals for a larger city was then reduced in size; the building regulations (Officio delle Case).</i> (2 lessons)</p> |
| <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Knights decided to make Malta their home base; ▪ The Great Siege showed how advantageous was the Grand Harbour for the islands' defence; ▪ The Order had reached the apex of its popularity; ▪ Christian rulers of Europe and were willing to help the Order financially; ▪ The experience of the siege brought the Knights closer to the Maltese; ▪ Most of the Maltese resigned themselves to the absolute rule of the Grand Masters; ▪ Building had to start immediately because there was fear that the Turks would attempt another siege the following year. | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Grand Harbour one of the reasons why the Order accepted to stay in Malta; ▪ Mt Sciberras was almost undeveloped at the time of the Great Siege; ▪ In the 1550s the Order had identified this site for a new fortified city. At that time priority had to be given to strengthen Birgu and built Senglea which could be more easily defended from Birgu; ▪ Fort St Elmo was built on the tip of Mt Sciberras, which could be incorporated in a larger town; ▪ Mt Sciberras stood on higher ground than Birgu and Senglea. Its occupation by the enemy would prove detrimental to the other fortifications as the Great Siege had shown; ▪ Mt Sciberras peninsula protruded between the two main harbours; ▪ Mt Sciberras was large enough to house all the Order's important buildings (<i>e.g.</i> a palace, eight auberges, a conventual church, a hospital, a treasury, a Castellania (law court), a bakery, an armoury and a slaves' prison). | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Laparelli's original plan for the building of Valletta was too ambitious for the Order to implement; ▪ Laparelli's fourth and final plan proposed a small-sized fortified town having a grid-iron street pattern (as in other planned towns built in Europe during this period) instead of the medieval serpentine street pattern; ▪ Laparelli left Malta in 1570 and died of plague in Crete fighting against the Turks. In his place the Order appointed Girolamo Cassar to continue the building of Valletta. Cassar designed the important buildings of the Order in the mannerist style of the time (refer to the last bullet in MQF 2); ▪ The medieval concept of a <i>collacchio</i> was abandoned by the Order – instead the Order's buildings were spread out across the city (refer to a plan or map of Valletta). ▪ The <i>Officio delle Case</i> was set up in 1569 to regulate, approve and supervise building plans in Valletta: buildings had to be completed within one year; buildings completed according to the submitted plan; decorations in the stone for the corners and façades of buildings; no front parapet was allowed; buildings had to have a well to collect rainwater and a sewage connection; buildings had to follow the street alignment. |
| <p>Some useful websites:</p> <ul style="list-style-type: none"> • Mill-Birgu għal Belt Valletta - YouTube • DLAP website link: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/II-Bini%20tal-Belt%20Valletta-The%20Building%20of%20Valletta-Yr9.pdf • Culture Malta website link: https://culturemalta.org/envisioning-the-new-city-of-the-order-valletta-francesco-laparelli-1521-70/ • Vassallo History & Heritage website link: https://vassallohistory.wordpress.com/valletta/ • Skjetti - Jum ma' La Vallette - YouTube • A new capital for the safety of European Christendom: the building of Valletta, Carmelina Gugliuzzo, p.430-436. | | |

Subject Focus 11

Learning Outcome 11:
Coursework & Controlled))

Malta's Built Heritage of the Knights' period

I can recognise, investigate and discuss the importance of the Malta's built heritage of the Knights' period.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>11.1b Recognise the important buildings in Valletta constructed during the Knights period. (3 lessons)</p> <p>The main points are: Students identify from a set of given old and contemporary prints/paintings/photographs the following building legacy of the Knights in Valletta:</p> <ul style="list-style-type: none"> ▪ St John's Conventual Church and Co-Cathedral; ▪ Victory Church; ▪ The Auberges (of Provence, Italie and Castile); ▪ The Grand Master's Palace; ▪ The Sacra Infermeria; ▪ The Manoel Theatre. | <p>11.2b Describe the main architectural features and/or use of important Knights period buildings in Valletta. (3 lessons)</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ St John's Conventual Church and Co-Cathedral: its exterior in Mannerist style; its Baroque interior; the works of art by Caravaggio's <i>Beheading of St John the Baptist</i> and <i>St Jerome the Hermit</i>, Mattia Preti's decoration of the ceiling and the naves; Carapecchia's statue of the <i>Baptism of Christ</i>; the marble floor; the monuments to the Grand Masters; the tombs of the first Grand Masters in the crypt; the Gobelin tapestries donated by GM Perellos; ▪ Victory Church: the place where the first stone of the building of Valletta was laid; Church dedicated to the victory of the Great Siege; ▪ The Auberges (of Provence, Italie and Castile): the reason why several auberges where built in Valletta; built according to the plans of architect Girolamo Cassar; the façade Castile was designed in Baroque style by GM Pinto; the functions of these auberges nowadays; ▪ The Grand Master's Palace: designed by Girolamo Cassar; served as the official residence and court of the Grand Masters; nowadays the office of the President of the Republic; ▪ The <i>Sacra Infermeria</i>: one of the finest hospitals in the Mediterranean at that time; maintained from the Order's finances; male patients were admitted and cured free of charge; ▪ The Manoel Theatre: built in the elaborate Baroque style by François Mondion; served as a recreation venue for the Knights and the well-off Maltese; still in use today and is one of Europe's oldest standing theatres. | <p>None</p> <p>None</p> |

Some useful websites:

- The Knights of St John in Malta: <https://www.youtube.com/watch?v=CfXSdtBud8o>
- Bini Importanti fil-Belt Valletta (video edukattiv) - YouTube
- Maltese Marvel: Valletta shows off its cultural side - YouTube
- Valletta, Malta's Capital City - YouTube
- The Preservation of St John's Co-Cathedral - the pride of the Maltese nation - YouTube
- DLAP website power point on the Order's legacy in Valletta: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/Wirt%20il-Kavallieri%20fil-Belt%20Valletta-The%20Knights'%20Heritage%20in%20Valletta-Yr9.pdf
- DLAP website power point on St John's Conventual Church: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/Wirt%20il-Kavallieri-II-Kon-Katidral%20ta'%20San%20Gwann-The%20Knights'%20Heritage-St%20John's-Yr9.pdf
- Heritage Malta: L-Armerija tal-Palazz (Maltese Version) - YouTube
- Heritage Malta: Grand Master's Palace Armoury (English Version) - YouTube

Subject Focus 11

Learning Outcome 11:
Coursework & Controlled

Malta's Built Heritage of the Knights' period

I can recognise, investigate and discuss the importance of the Malta's built heritage of the Knights' period.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>11.1c Recognise pre-1565 Knights' period harbour fortifications. (3 lessons)</p> | <p>11.2c Outline reasons for the construction of pre-1565 Knights' period harbour area fortifications. (2 lessons)</p> | <p>11.3c Explain how the main Knights' period fortifications are valued and currently in use. (3 lessons)</p> |
| <p>The main points are: Students are to be shown old and contemporary plans/maps/paintings/photographs of the pre-Great Siege fortifications:</p> <ul style="list-style-type: none"> ▪ The <i>Castum Maris</i> or Fort St Angelo; ▪ The fortifications around Birgu; ▪ Fort St Michael; ▪ The fortifications around Senglea; ▪ Fort St Elmo | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The <i>Castum Maris</i> or Fort St Angelo: as residence of the GMs up to 1571; as the main defensive position before and during the Great Siege; as a prison for unruly knights; ▪ The fortifications around Birgu; constructed to defend Birgu from the sea and inland side; these fortifications were added gradually during the 17th and 18th century; ▪ Fort St Michael; constructed to defend Senglea from its inland side; this function was very well demonstrated during the Great Siege; it was damaged beyond repair during World War II; ▪ The fortifications around Senglea; these were built on the seaward side and on the side facing Corradino Heights; the defence of Senglea was important to guarantee the safety of the arsenal and the Order's fleet anchored in Dockyard Creek; ▪ Fort St Elmo: built as a result of Dragut's raid against Mdina and Gozo in 1551; the first new fortification constructed by the Order since 1530; built as a star-shaped fort to maximize its defensive potential (very commonly used by the military architects of the time); withstood the first five weeks of enemy attacks during the Great Siege; it was rebuilt and redesigned as a stronger fort after the Great Siege. | <p>The main points are: How these fortifications are valued nowadays:</p> <ul style="list-style-type: none"> ▪ As a unique legacy of the Order of St John; ▪ As a tourist attraction; ▪ As a source of national identity; ▪ As a reminder of Malta's role as a Christian defensive outpost against Ottoman expansion in the Mediterranean; ▪ Demonstrate the power and richness of the Order that managed to build and maintain these fortifications. <p>How these fortifications are utilised nowadays:</p> <ul style="list-style-type: none"> ▪ Part of Fort St Angelo is property of the Order of St John; ▪ Restored and turned into modern museum sites by Heritage Malta and open visits by students, the general public, scholars and tourists; ▪ The fortifications around Birgu and Senglea were restored with the help of EU funds. |
| <p>Some useful websites:</p> <ul style="list-style-type: none"> • DLAP website power point on the Order's fortifications BEFORE the Great Siege: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/Fortifikazzjonijiet%20fil-Portijiet%20QABEL%20l-1565-The%20Grand%20Harbour%20Fortifications%20BEFORE%201565-Yr9.pdf • Heritage Malta: Fort St Angelo (Maltese Version) - YouTube • Heritage Malta: Fort St Angelo (English Version) - YouTube • Heritage Malta: Fort St.Elmo - L-Assedju l-Kbir (Maltese Version) - YouTube • Heritage Malta: Fort St Elmo - Great Siege (English Version) - YouTube • Fort At Angelo: virtual tour: Castrum Maris to Fort St. Angelo - YouTube • Fort St Elmo virtual tour: https://www.youtube.com/watch?v=la4rB1f7RhI | | |

Subject Focus 11

Learning Outcome 11:
Coursework & Controlled

Malta's Built Heritage of the Knights' period

I can recognise, investigate and discuss the importance of the Malta's built heritage of the Knights' period.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>11.1d Identify some main harbour area fortifications built by the Knights after 1565. (3 lessons)</p> | <p>11.2d Outline reasons for the construction of post-1565 Knights' period harbour area fortifications. (3 lessons)</p> | <p>None</p> |
| <p>The main points are: Students are to be shown old and contemporary plans/maps/paintings/photographs of the post-Great Siege fortifications:</p> <ul style="list-style-type: none"> ▪ Sta Margherita Lines ▪ The Cottonera Lines ▪ Fort Ricasoli ▪ The fortifications of Floriana ▪ Fort Manoel ▪ Fort Tigné | <p>Focus is to be made on the fortifications listed in MQF 1. The main points for discussion about the above fortifications are:</p> <ul style="list-style-type: none"> ▪ The location of these fortifications using contemporary maps or plans (refer to power point below); ▪ The strategic/defensive reasons why this location was chosen; ▪ The times or chronological sequence when these fortifications were constructed; <p>Other reasons not specifically connected with defence:</p> <ul style="list-style-type: none"> ▪ Provided employment for the Maltese in the construction industry; ▪ The fear (real or imaginary) which the Order had of another Turkish siege similar to that of 1565; ▪ Plans to extend the harbour fortifications always occurred during 'wars scares' in the 17th and 18th century: the Turkish raid at Zejtun in 1614; the War of Candia (1645-1669); and the War of the Morea (1714-1718), both between Venice and the Ottoman Empire; ▪ The complexity of these fortification networks were intended to serve as a deterrent for another Ottoman attempt to take the Maltese Islands. In fact they did, because there was no other Ottoman siege against Malta for the whole duration of the Knights' period in Malta. ▪ These fortifications served to demonstrate the opulence, wealth and power of the Order in the eyes of the Maltese and foreigners visiting Malta at that time (travellers, corsairs, merchants, adventurers, dignitaries, etc.). | <p>None</p> |
| <p>Some useful websites:</p> <ul style="list-style-type: none"> • DLAP website power point on the Grand Harbour fortifications AFTER the Great Siege: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/Fortifikazzjonijiet%20fil-Portijiet%20WARA%20I-1565-The%20Grand%20Harbour%20Fortifications%20AFTER%201565-Yr9.pdf • Heritage Malta: Fort St Angelo (Maltese Version) - YouTube • Heritage Malta: Fort St Angelo (English Version) - YouTube • Heritage Malta: Fort St.Elmo - L-Assejju I-Kbir (Maltese Version) - YouTube • Heritage Malta: Fort St Elmo - Great Siege (English Version) - YouTube | | |

Subject Focus 11

Learning Outcome 11:
Coursework & Controlled

Malta's Built Heritage of the Knights' period

I can recognise, investigate and discuss the importance of the Malta's built heritage of the Knights' period.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| None | 11.2e Compare and contrast the different types of coastal towers. <i>Wignacourt towers; De Redin/Lascaris towers.(2 lessons)</i> | 11.3e Describe the role of coastal towers in the defence of the Maltese archipelago under the Knights. <i>signalling; guarding the coast. (2 lessons)</i> |
| None | <p>The main points are: Teachers may show illustrated sources of the coastal square forts built:</p> <ul style="list-style-type: none"> • During the reign of GM Garzes - built between 1595-1601: - Garzes Tower at Mġarr Gozo • During the reign of GM Wignacourt - built between 1610-1618: - Wignacourt Tower at St Paul's Bay; - St Lucian Tower at Marsaxlokk Bay; - St Thomas Tower at Marsascala Bay; - Sta Maria Tower on Comino Island. • During the reign of GM Lascaris - built between 1647-1649: - St Agata Tower/Red Tower overlooking Mellieħa/Għadira Bay. • Square watch-out towers built by GMs Lascaris and De Redin: - Lascaris' 7 towers (6 in Malta, 2 in Gozo) were built between 1636-1647 along the north-eastern of Malta and Gozo from Dwejra (Gozo) to Għar Lapsi (Malta); - De Redin's 13 towers in Malta were built between 1657-1660 along the north western and southern coast of Malta from L-Aħrax Point to Wied iż-Żurrieq; <ul style="list-style-type: none"> ▪ The type of weapons that were housed in these forts and towers; ▪ The duties of the <i>dejma</i> militia that manned them; <p>N.B. Teachers are not to cover in detail the names of all the towers but outline their strategic location as a watch out and signalling post.</p> | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The teacher may use a map of the Maltese Islands showing the location of the coastal square forts and watch towers. ▪ The teacher may show the students photographs showing the geographical location of some of these towers and ask questions why this particular site was chosen as a defence and reconnaissance outpost; ▪ The teacher may also ask questions about how these coastal towers communicated with each other when enemy ships were noticed approaching the coast. ▪ (Refer to Assessment Criteria 11.3c: Reference is to be made that some of the coastal towers have collapsed due to vandalism, earthquakes, misuse or many years of neglect (<i>e.g.</i> Għajn Ħadid Tower at Selmun) and their use nowadays (<i>e.g.</i> St Julian's Tower, today used as a restaurant; it-Torri ta' Xutu (Wied iż-Żurrieq) has been restored. <p>N.B. Teachers may give a few examples of the actual state and current use of these coastal forts and towers.</p> |

Some useful websites:

- DLAP website power point on the Order's coastal forts: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/fortizzi%20Kostali%20ta'%20Zmien%20il-Kavallieri-The%20Coastal%20Forts%20of%20the%20Knights'%20period-Yr9.pdf
- DLAP website power point on the Order's coastal forts and batteries: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/Torrijiet%20u%20Batteriji%20Kostali%20ta'%20Zmien%20il-Kavallieri-%20Coastal%20Towers%20and%20Batteries%20of%20the%20Knights'%20period-Yr9.pdf
- Vassallo History and Heritage website link: <https://vassallohistory.wordpress.com/coastal-towers/>
- Virtual tour: [St. Thomas Tower and Battery, M'Scala, Malta - YouTube](#)
- Virtual tour: [Rihama Battery, St. Thomas Bay, Malta - YouTube](#)

Subject Focus 12

Learning Outcome 12
Controlled

Malta and Europe (1565–1813)

I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1565 to 1813.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>12.1a Identify the causes and the preparations undertaken for the Great Siege. (2 lessons)</p> <p>The main points are: Causes:</p> <ul style="list-style-type: none"> ▪ Fighting against the Turks was the reason for which the Order in fact existed; ▪ The Knights attacked Turkish ships in the Eastern Mediterranean; ▪ Sultan Suleiman decided to destroy the Order of St John once and for all. <p>Long-term preparations:</p> <ul style="list-style-type: none"> ▪ New fortifications were built: Fort St Michael and Fort St Elmo; ▪ The walls around Birgu and Fort St Angelo were strengthened; <p>Immediate preparations taken by the Order::</p> <ul style="list-style-type: none"> ▪ Sent spies to Constantinople; ▪ Called back all the Knights from Europe; ▪ Asked foreign rulers for help; ▪ Trained the Maltese to fight; ▪ Provisioned gunpowder and weapons; ▪ Stored water and food provisions; ▪ Sent the old and the sick to Sicily for the duration of the siege; ▪ Poisoned the wells in the countryside; ▪ All the villagers had to head to the fortified towns for shelter when the Turks were sighted. <p>Some useful websites:</p> <ul style="list-style-type: none"> • L-Assedju l-Kbir tal-1565 - YouTube • Ghala t-Torok Attakkaw lil Malta fl-1565? - video edukattiv - YouTube • The Great Siege of Malta - Ottoman Turks vs. Knights of St. John - YouTube • DLAP website power point on the consequences of the Great Siege: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/Konsegwenzi%20tal-Assedju%20l-Kbir-Consequences%20of%20the%20Great%20Siege-Yr9.pdf | <p>12.2a Explain the causes and the preparations for the Great Siege. (2 lessons)</p> <p>Refer to the points listed in MQF 1, together with the following: Causes:</p> <ul style="list-style-type: none"> ▪ Fighting against the Turks at sea was the <i>raison d'être</i> of the Order; ▪ The Knights attacked Turkish ships to acquire slaves rowers for its galleys squadron; ▪ Sultan Suleiman had come to regret his decision to spare the Knights at the siege of Rhodes in 1522; ▪ Maltese corsairs attacked Turkish and Barbary ships under the protection of the Order's flag. <p>Preparations:</p> <ul style="list-style-type: none"> ▪ De Valette sent spies to Constantinople to learn about the Turkish plans against Malta; ▪ Strengthening the fortifications of Birgu and Fort St Angelo; ▪ Build new fortifications in Grand Harbour – Fort St Michael, Senglea and Fort St Elmo; ▪ All the knights abroad were ordered to return to Malta; ▪ Asked the Pope and other Catholic rulers to send money, weapons, fighting men and food provisions; ▪ Trained all able-bodied Maltese in fighting and combat skills; ▪ Stored enough quantities of water, food, and weapons to last for the duration of the siege; ▪ The old and the sick were sent to Sicily since these could not be of any help during the siege; ▪ The people from the villages took shelter in the fortified towns when the Turkish fleet was sighted on 18 May 1565. | <p>12.3a Discuss the causes and the preparations for the Great Siege. (2 lessons)</p> <p>Refer to and expand on the points listed in MQF 1 and MQF 2, together with the following:</p> <ul style="list-style-type: none"> ▪ Prior and during the siege, De Valette made frequent pleas to send a relief force to the Viceroy of Sicily, to the Pope and to the King of Spain; ▪ The plan to start building a new fortified city on Mt Sciberras has to be postponed; ▪ Buildings already existing in Bormla were demolished so as not to serve as shelter for the Turks; ▪ A cavalry force was to be kept at Mdina so as to harass the Ottoman camp situated at Marsa. |

Subject Focus 12

Learning Outcome 12
Controlled

Malta and Europe (1565-1813)

I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1565 to 1813.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| 12.1b Identify the immediate effects of the Great Siege. <i>Settlement destruction; construction of Valletta. (2 lessons)</i> | 12.2b Describe the effects of the Great Siege on The Order and/or the Maltese. (2 lessons) | 12.3b Discuss the long-term effects of the Great Siege.(2 lessons) |
| <p>The main consequences are:</p> <ul style="list-style-type: none">▪ The Order decided to make Malta its permanent base;▪ The fortifications were badly damaged and required urgent restoration;▪ The decision was taken to build a stronger fortified town on Mt Sciberras (Valletta);▪ The countryside was left devastated by Ottoman raids;▪ Many Maltese and Knights died or were gravely injured;▪ The building of Valletta was given priority over everything else;▪ European rulers helped the Order financially to recover from the siege;▪ The Pope send his principal architect to help the Order design the new city; | <p>Refer to the consequences listed in MQF 1 together with the following:</p> <ul style="list-style-type: none">▪ It saved the Order from extinction;▪ It ushered Malta’s history into the modern age.▪ The Knights came known as ‘the Knights of Malta’;▪ The Order and Malta became more known in Christian Europe;▪ The Order’s prestige in Europe increased and more young nobles joined the Order;▪ The Maltese became more tied to and dependent on the Order. | <p>Refer to the consequences listed in MQF 1 and MQF 2.</p> <p>The consequences of the victory of 1565 are to be analysed in terms of:</p> <ul style="list-style-type: none">▪ Negative and positive consequences (1 lesson);▪ Short and long-term consequences (1 lesson). |
| Some useful websites: <ul style="list-style-type: none">• L-Assedju l-Kbir tal-1565 - YouTube• Battles and sieges in Malta’s history from 1429 to 1942: https://vassallohistory.wordpress.com/battles-sieges/• A new capital for the safety of European Christendom: the building of Valletta, Carmelina Gugliuzzo, p.427-430.• Heritage Malta: Fort St.Elmo - L-Assedju l-Kbir (Maltese Version) - YouTube• Heritage Malta: Fort St Elmo - Great Siege (English Version) - YouTube | | |

Subject Focus 12

Learning Outcome 12
Controlled

Malta and Europe (1565-1813)

I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1565 to 1813.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| <p>12.1c Identify the three principles of the French Revolution. <i>Liberty; fraternity; equality</i> (2 lesson)</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ These three words served as the motto of the French Revolution; ▪ They meant that men and women are born and remain free and equal in rights; ▪ For the French people living in 1789 they meant the overthrow of the absolute government of the King; ▪ They symbolized the changes brought about by the French Revolution - changes which gave the French people more political rights, economic reforms and equality before the law; ▪ Examples of the legacy of these slogans in France today: <ul style="list-style-type: none"> - The Law Courts building in Paris: https://seetheworld.travelforkids.com/wp-content/uploads/2015/07/paris-palais-de-justice.jpg - The University of Paris: https://commons.wikimedia.org/wiki/File:Facult%C3%A9_de_droit,_Universit%C3%A9_Paris_II_Panth%C3%A9on-Assas_2013_(10462256784).jpg | <p>12.2c Outline the importance of the principles of the French Revolution to Human Rights. <i>Liberty; fraternity; equality.</i> (2 lesson)</p> <p>Refer to points listed in MQF 1, together with:</p> <ul style="list-style-type: none"> ▪ The motto '<i>Liberté, Égalité, Fraternité</i>', was intended to unite and inspire revolutionaries not only in France, but all over Europe; ▪ Liberty stood for the overthrow of the <i>Ancien Regime</i> of Louis XVI replaced first by a constitutional monarchy and in 1792 by a republic; ▪ Fraternity (or Brotherhood) meant that the nation's citizens were bound together by solidarity. Fraternity combined nationalism and patriotism with love and concern for one's fellow citizens; ▪ This motto were used again during the European revolutions of 1830 and 1848; ▪ <i>Liberty Leading the People</i> - a painting by Eugène Delacroix depicted an allegory of French Revolution of 1830: https://upload.wikimedia.org/wikipedia/commons/a/a7/Eug%C3%A8ne_Delacroix_-_La_libert%C3%A9_guidant_le_peuple.jpg ▪ In 1793 the words 'Or Death' was added to the original motto. These were dropped after the revolution for they came to be associated with the excessive violence and terror of the revolution. ▪ The amended slogan poster of 1793: https://upload.wikimedia.org/wikipedia/commons/6/6e/Unit%C3%A9_Indivisibilit%C3%A9_de_la_R%C3%A9publique.jpg | <p>12.3c Discuss how the principles of the French Revolution brought about changes in Malta. <i>Napoleon's proposed reforms for Malta.</i> (2 lessons)</p> <p>The main points are: Napoleon's reforms in Malta fall under four headings:</p> <p>Political and administrative:</p> <ul style="list-style-type: none"> - The Order's property was taken over by the Government; - A mixed French-Maltese Government Commission formed; - Malta was divided in 12 municipalities (districts). <p>Social:</p> <ul style="list-style-type: none"> - All citizens were declared equal before the law; - Aristocratic titles and slavery were abolished; - Freedom of the press and freedom of conscience; - Political prisoners were released. <p>Educational:</p> <ul style="list-style-type: none"> - Primary schools were opened in the main towns and villages; - 60 students from well-off families were sent to study in France; - An <i>École Polytechnique</i> replaced the former University with more importance given to scientific and technical subjects. <p>Church-State relations:</p> <ul style="list-style-type: none"> - Religious orders were to keep only one convent; - The Inquisitor's Court was closed and the Inquisitor ordered to leave Malta; - Court appeals to the Holy See in Rome were stopped. |
| <p>Some useful websites:</p> <ul style="list-style-type: none"> • What caused the French Revolution (animated): https://www.youtube.com/watch?v=PBn7iWzrKol • Napoleon.org: https://www.napoleon.org/en/history-of-the-two-empires/articles/the-taking-and-the-siege-of-malta/ • Dr Charles Xuereb commenting on: If the French had ruled Malta longer, how would history be different? - YouTube | | |

Subject Focus 12

Learning Outcome 12
Controlled

Malta and Europe (1565-1813)

I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1565 to 1813.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) | | |
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| <p>12.1d Mention protagonists of the French period in Malta. <i>Mikiel Anton Vassalli; Dun Mikiel Xerri; Manuel Vitale; Censu Borg Braret; Mons. Francis Xavier Caruana. (2 lessons)</i></p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ <i>Mikiel Anton Vassalli</i>: released from prison by Napoleon; went in exile in France when the French lost Malta; ▪ <i>Dun Mikiel Xerri</i>: leader of the Maltese plot against the French; ▪ <i>Manuel Vitale</i>: a notary from Rabat who was chosen as one of the leaders of the Maltese revolt of 2nd September 1798; ▪ <i>Vincenzo Borg Brared</i>: one of the Maltese leaders who set up batteries against the blockaded French; ▪ <i>Mons. F.X. Caruana</i>: a cleric who first collaborated with the French and then changed sides with the revolt of 2nd September. | <p>12.2d Explain the role of the main protagonists of the French period in Malta. <i>Mikiel Anton Vassalli; Dun Mikiel Xerri; Manuel Vitale; Censu Borg Braret; Mons. Francis Xavier Caruana. (2 lessons)</i></p> <p>More detailed facts about the protagonists mentioned in MQF 1.</p> <p>Other protagonists that may be mentioned by students when doing their SEC coursework:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Maltese protagonists</p> <ul style="list-style-type: none"> ▪ Dun Saver Cassar ▪ Giuseppe de Piro ▪ Nicolò Isouard </td> <td style="vertical-align: top;"> <p>Foreign protagonists</p> <ul style="list-style-type: none"> ▪ Ferdinand von Hompesch ▪ Inquisitor Guglio Carpegna ▪ Claude Henri Vaubois ▪ Renaud d'Angély ▪ Pierre Doublet ▪ Horatio Nelson ▪ Alexander Ball ▪ Thomas Graham ▪ Bishop Vincenzo Labini ▪ Ferdinand IV of Naples </td> </tr> </table> | <p>Maltese protagonists</p> <ul style="list-style-type: none"> ▪ Dun Saver Cassar ▪ Giuseppe de Piro ▪ Nicolò Isouard | <p>Foreign protagonists</p> <ul style="list-style-type: none"> ▪ Ferdinand von Hompesch ▪ Inquisitor Guglio Carpegna ▪ Claude Henri Vaubois ▪ Renaud d'Angély ▪ Pierre Doublet ▪ Horatio Nelson ▪ Alexander Ball ▪ Thomas Graham ▪ Bishop Vincenzo Labini ▪ Ferdinand IV of Naples | <p>12.3d Explain the effects of the revolt and the blockade on the Maltese. <i>Hunger; disease; economic stagnation; British logistic support; national awareness. (2 lessons)</i></p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ <i>Hunger</i>: grain had to be imported from Sicily; the population of the harbour towns were expelled by the French; food scarcities resulted in rationing and a rise in the price of everyday commodities; ▪ <i>Disease</i>: the fever epidemic during winter 1799; chapels and convents turned into emergency hospitals; widespread illnesses caused by malnutrition and hunger; ▪ <i>Economic stagnation</i>: trade with foreign countries nearly stopped during the blockade; the main harbours were controlled by the French; export of cotton to Spain stopped since that country was at that time an ally of France; ▪ <i>British support</i>: British forces stationed in Malta; British navy blockaded the islands; Capt. Alexander Ball assisted the Maltese during the blockade. ▪ <i>National awareness</i>: the Maltese set up the National Congress to govern the islands; the Maltese national colours used for the first time during the revolt; |
| <p>Maltese protagonists</p> <ul style="list-style-type: none"> ▪ Dun Saver Cassar ▪ Giuseppe de Piro ▪ Nicolò Isouard | <p>Foreign protagonists</p> <ul style="list-style-type: none"> ▪ Ferdinand von Hompesch ▪ Inquisitor Guglio Carpegna ▪ Claude Henri Vaubois ▪ Renaud d'Angély ▪ Pierre Doublet ▪ Horatio Nelson ▪ Alexander Ball ▪ Thomas Graham ▪ Bishop Vincenzo Labini ▪ Ferdinand IV of Naples | | | |
| <p>Some useful websites:</p> <ul style="list-style-type: none"> • Storja Animalta - Eps.06 - L-Imblokk tal-Francizi - Part 01 - YouTube • Storja Animalta - Eps.07 - L-Imblokk tal-Francizi - Part 02 - YouTube • DLAP website power point on the protagonists during the French occupation of Malta: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/Protagonisti%20ta'%20Zmien%20il-Francizi%20f'Malta-Protagonists%20of%20the%20French%20Period-Yr9.pdf • DLAP website power point on places associated with the French occupation of Malta: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/Imkejjen%20assocjati%20ma'%20Zmien%20il-Francizi-Places%20associated%20with%20the%20French%20period-Yr9.pdf | | | | |

Subject Focus 12

Learning Outcome 12
Controlled

Malta and Europe (1565-1813)

I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1565 to 1813.

| Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) |
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| None | <p>12.2e Explain the reasons for the French capitulation to the British in September 1800. <i>Lack of reinforcements and supplies; hunger-related diseases; the British blockade. (1 lesson)</i></p> | <p>12.3e Analyse Britain’s reasons for taking over Malta as a Protectorate in 1800; as a colony in 1813. (1 lesson)</p> |
| None | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The French underestimated the level of Maltese discontent and the events at Rabat and Mdina took them unprepared; ▪ The French lost control of the countryside during the first days of the Maltese revolt and had to blockade themselves in the harbour towns and the fortifications; ▪ The French failed to bring reinforcements (weapons and troops) from France during the blockade since the coast was patrolled by British and Portuguese ships; ▪ The Maltese obtained the support of the King of Naples in the form of troops and grain supplies; ▪ The Maltese asked for and obtained British support in the form of troops, weapons and logistic support; ▪ By the end of 1799, British and Neapolitan troops amounted more than the French garrison in the harbour towns and fortifications; ▪ During the summer months of 1800, food supplies for the French became so low that they started suffering from hunger-related illnesses. | <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Maltese had asked for British logistic support during the French blockade; ▪ During the summer of 1800 the French garrison started negotiating their surrender to the British; ▪ The British started postponing the evacuation of Malta as agreed with the French by the Treaty of Amiens (1802); ▪ The Maltese had asked King Ferdinand of Naples to transfer sovereignty of the islands to the King of Great Britain; ▪ In 1802, the Maltese leaders formally demanded that the islands become part of the British Empire; ▪ Between 1806-1812 the British used Malta’s harbours as a base for contraband trade during Napoleon’s Continental Blockade against British commerce; ▪ During the Protectorate years (1800-1813), Britain took into consideration the wishes of the Maltese as a way to win their loyalty; ▪ In 1813, with Napoleon’s defeat close, Britain sought support from the other Great Powers to change Malta’s status from a protectorate to a crown colony ‘for perpetuity’; ▪ Maitland was sent as Malta’s first British Colonial Governor to reform Malta’s government and economy on the British model. |
| <p>Some useful websites:</p> <ul style="list-style-type: none"> • DLAP website power point on the French invasion, Maltese revolt and French capitulation: https://curriculum.gov.mt/en/digital_resources/history_resources/Documents/History%20Powerpoints%20-%20Year%2009/L-Invażjoni_%20Irvell%20u%20I-imblokk%20tal-Franċiżi-The%20Invasion_Revolt%20and%20Blockade%20of%20the%20French-Yr9.pdf | | |

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