



History General

Year 9

(2018-2021)

Department of History - Directorate for Learning and Assessment Programmes

Foreword – History General Syllabus

1. General Aims

The main aims that are to serve as guidelines for the application of the syllabus are that students:

- Are aware of what is history and what are the aims behind the teaching of the subject;
- Become aware that history is based on different types of evidence such as archaeological remains, documents, manuscripts, maps, letters etc.
- Become more aware of the historical heritage in Malta so as to appreciate more the need for conservation and restoration;
- Analyse what happened in the past to understand the implications of the present and form aspirations for the future;
- Acquire skills that are particularly related to the teaching of history, such as eliciting and interpretation of information from sources, the analysis of change and continuity along the ages, the analysis of causes and effects of events in history, the ability to observe and reach conclusions, to imagine oneself living in a particular time in the past (empathy) and to be able to develop a clear idea of chronology and sequence in history;
- Learn, as far as possible, through direct experience during historic site visits, so that teaching is more stimulating and students remember more;
- Become aware that by learning history they are not only learning an academic subject but are also broadening their cultural horizons;
- Understand that just like societies change along the ages and are still changing today, they are to acquire the necessary training to adapt to future changes;
- Study the history of Malta in a wider context which includes that of the Mediterranean and Europe.

2. Concepts and Skills that are to be developed

- **Time and Chronology.** Students are to place historical events in the perspective of time. They are to calculate the duration of certain events and consider their sequence. In so doing they understand better the meaning of dates and get a better picture of how events developed.
- **Change and Continuity.** Students are to understand the changes that human beings experienced through time by understanding the various aspects of differences and similarities human beings passed through during events and in all that he invented.
- **Causes and Consequences.** History is the story of humans. Students are to understand properly which causes or motives led to some events that occurred and what were their immediate and long-term effects. As a result they would be able to analyse and evaluate better the knowledge that they would be receiving.

- **Empathy.** When they empathise, students would be thinking from the perspective of a person who lived in past. During such an exercise students acquire skills that help them understand history better. As a result, they understand the reactions and the attitudes of people who lived in different ages and can compare them with those of the present day.
- **Use of sources.** The use of primary and secondary sources should make the teaching and learning of history more motivating and effective. Students are able to develop their skills by doing inferences or hypothesize about life in the past using sources. Students try to elicit facts, opinions, conclusions and generalisations from sources rather than simply receiving information.

3. The development of this syllabus

During the application of this syllabus, continuous importance has to be given:

- to historical concepts and skills that are to be developed in students;
- such that themes in Maltese history are taught in a wider context to include Mediterranean and European history;
- such that the use of sources makes teaching more relevant and interesting;
- for increased appreciation by students of the importance of historical sites and the need for conservation and restoration.

4. Teaching strategies

Teachers are to present lessons in a stimulating and interesting way such that students understand better the concepts that are being explained. It is necessary that in the work given to students, a balance is maintained amongst the following different components:

- Recall of Knowledge
- Understanding of Knowledge
- Skills, Attitudes, Competences

In order to achieve these aims, teachers can use different methodologies such as: class discussion, role plays and drama, brainstorming, use of audio-visual material, interviews, games and simulated documents, report writing, art and craft work, model making, projects and educational visits. Discussion in class or in groups is to be given its due importance. As a result, with the teaching of history this would be helping in developing in students transferable skills necessary for life-long learning.

The work that is to be given to students has to be stimulating and interesting and is to include easy research work from secondary sources about a theme related to the syllabus. A variety of sources such as illustrations, pictures, photos, maps, posters, charts, time-lines and other tables can be used in a printed version or digitally on the IWB. This increases the possibility to teachers to adopt a system of formative assessment.

5. Objectives for assessment

Assessment is to evaluate how much the student is able to:

- transmit historical facts into a narrative and creative form;
- give basic historical knowledge and develop concepts and skills related to it;
- look at events from the perspective of people who lived in the past (empathy and historical perspective);
- answer questions related to sources in a concise, direct and relevant manner.
- **Empathy.** When they empathise, students would be thinking from the perspective of a person who lived in past. During such an exercise students acquire skills that help them understand history better. As a result, they understand the reactions and the attitudes of people who lived in different ages and can compare them with those of the present day.

HISTORY GENERAL for Year 9 – Summary of Syllabus (2018-2021)

Lessons

	9.1 Malta under the Order of St John	4 lessons
9.1.1	The Order settles in Birgu and the preparations for the Siege of 1565	2
9.1.2	The Siege of 1565: an analysis of causes and consequences	2
	9.2 The City of Valletta	5 lessons
9.2.1	How the City of Valletta was built	2
9.2.2	Important buildings in Valletta and the development of these buildings along the years	3
	9.3 The Order's Heritage	7 lessons
9.3.1	The Knights' heritage in the cities, its restoration and its function today	2
9.3.2	The defensive system of Malta at the time of the Knights	3
9.3.3	Baroque art and architecture in Valletta and Mdina	2
	9.4 Aspects of Maltese Everyday Life during the Knights' Period	5 lessons
9.4.1	The historic importance of Mdina, Birgu and the Cittadella in Gozo	1
9.4.2	The characteristics of traditional urban and rural Malta	1
9.4.3	Work, employment and everyday life of the Maltese	3
	9.5 The End of the Order's Rule and the French Occupation of Malta	6 lessons
9.5.1	The causes of the French Revolution and its effects on the Order of St John	2
9.5.2	The arrival of the French and Napoleon's attempted reforms	2
9.5.3	The revolt, the blockade and the expulsion of the French from Malta	2

9.1 Malta under the Order of St John

9.1.1 - The Order settles in Birgu and the preparations for the Siege of 1565

Teaching Aims	Notes	Objectives
<p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> How the Knights settled in Birgu during their first few years in Malta. How the Order of St John made the preparations for the Siege of 1565. <p>2 lessons</p>	<p>The main points are:</p> <ul style="list-style-type: none"> Why the Order chose to settle in Birgu; The first years of the Knights in Birgu. e.g. the setting up of a hospital, the dockyard, the auberges, the Castrum Maris as the Grand Master's Head Quarters. The autocratic rule of Malta by the Grand Masters (reference to Matthew Callus's case of 1560) Dragut's 1551 attack on Mdina, Gozo and the City and Fortress of Tripoli; Strengthening of Castle St Angelo; the building of Senglea, Fort St Michael and Fort St Elmo; Renewal of the Maltese Militia and Dejma; military training of Maltese men; Knights living in Europe were recalled to Malta; requests for help sent to European rulers and the Pope; the sick, elderly and children taken to Sicily. 	<p>Students are to:</p> <ul style="list-style-type: none"> Understand what happened during the first years of the Order's rule of Malta when it was in Birgu. Know about the fortifications that existed in Malta before the Siege of 1565.

9.1.2 - The Siege of 1565: an analysis of causes and consequences

Teaching Aims	Notes	Objectives
<p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> the causes that led the Ottoman Turks to attack Malta in 1565; the main events of the Siege of 1565. 	<p>The main points are:</p> <ul style="list-style-type: none"> Malta could be used by the Ottomans to attack Sicily; long-existing antagonism between the Order and Muslim Turks, between the Cross and the Crescent; the Order's fleet activities continuously disrupted Ottoman and Muslim sea commerce and activity; <p>Reference to some main events of the Siege of 1565:</p> <ul style="list-style-type: none"> the arrival of the Ottoman fleet; the fall of Fort St Elmo and the death of Dragut; the continuous attacks on Birgu and Senglea; the arrival of the <i>Gran Soccorso</i> from Sicily and the end of the Siege. 	<p>Students are to:</p> <ul style="list-style-type: none"> understand why the Ottomans attacked Malta; know the main events of the Siege of 1565;

<p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> • the difficulties faced by the Order during the Siege; • the causes that led to the Order's victory and the Ottoman's loss of the Siege of 1565; • the effects of the victory of the Siege on the Order and on Malta. <p>2 lessons</p>	<p>Challenges faced by the Knights and the Maltese:</p> <ul style="list-style-type: none"> • had less soldiers than the Turks; • had to continuously repair the defensive walls destroyed during the attacks; • the Maltese were not professionally trained soldiers; • the loss of Fort St Elmo; • they fought against the Turks for 3 months with little foreign help. <p>Reasons for the Order's victory of the Siege:</p> <ul style="list-style-type: none"> • the Knights and the Maltese were well prepared and well provisioned behind the safety of the fortifications; • the Turks had to win the Siege before the end of Summer or before the Order received help from Christian Europe; • the Turks had to obtain provisions from Africa; • disagreement between the main Turkish leaders; • Malta's terrain has little topsoil and a hard bedrock making it difficult for the Turks to dig trenches and tunnels beneath the defensive walls; • the Turks had to bombard and climb over the walls; • spread of disease in the Turkish camp. <p>The main points are:</p> <ul style="list-style-type: none"> • the Order in Malta emerged as a Christian shield against the spread of the Turkish Empire into Europe and Malta was not besieged again; • Christian princes recognised the importance of the Order in Malta and helped the Order build the city of Valletta; • the Knights started to be called Knights of Malta; • the Order decided to remain in Malta and to build a new city; • an increase in commerce and prosperity towards Malta leading to progress; • old fortifications were rebuilt and new ones were erected to make Malta one of the most fortified islands in the Mediterranean. 	<p>Students are to:</p> <ul style="list-style-type: none"> • understand the difficulties and challenges faced by both sides; • understand the effects of the victory of the Siege on the Order and on Malta
---	---	---

9.2 Valletta City

9.2.1 - How the City of Valletta was built.		
Teaching Aims	Notes	Objectives
<p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> • the reasons why the city of Valletta was built; • how the works in the building of Valletta were carried out; • the architecture of the city <p>2 lessons</p>	<p>The main points are:</p> <ul style="list-style-type: none"> • Valletta’s streets set on a grid plan with a road built around the city; • the defensive walls; • the streets and squares; • the assistance given to the Order; • Laparelli draws a plan for Valletta; • the choice of the name for the city; • the workers brought to Malta for the work to be done speedily; • no <i>Collachio</i> was built in Valletta (are within the city reserved for the Knights); • stone cut from the <i>Manderaggio</i> to be used for building; • the Order moves its Convent to the new City in 1571; • the contribution of Girolamo Cassar. <p>Political, geographical and military reasons for the building of Valletta:</p> <ul style="list-style-type: none"> • the destruction of the harbour fortifications during the Siege of 1565; • fear of another attack by the Turks; • the strategic position of Mount Xiberras as a peninsula on high ground overlooking the harbours. 	<p>Students are to:</p> <ul style="list-style-type: none"> • have knowledge about important buildings inside Valletta; • understand the concept of change and continuity through the buildings still in existence; • understand and appreciate the beauty of Valletta.

9.2.2 - Important buildings in Valletta and the development of these buildings along the years

Teaching Aims	Notes	Objectives
<p>Teachers are to:</p> <ul style="list-style-type: none"> • explain and provide students with material about important buildings in Valletta that still exists today from the time of the Order of St John; • help students recognise and appreciate the beauty of Valletta; • help students understand Valletta's role throughout the years and today; <p>2 lessons</p>	<p>Important buildings in or linked to Valletta and how their use changed over the years:</p> <ul style="list-style-type: none"> • the Magisterial Palace; • Auberge de Castille; • the Conventual Church of St John; • the Holy Infirmary; • the Manoel Theatre; • Wignacourt's Aqueduct – the importance and significance of the aqueduct to the city of Valletta. <p>The beauty of the City of Valletta – the main points:</p> <ul style="list-style-type: none"> • building regulations to maintain its beauty e.g. embellished corners; • other buildings that adorn Valletta e.g. churches, fountains, gardens, monuments and private houses; • a boost to culture e.g. building of the theatre. <p>Valletta today as a centre of administration, commerce and culture:</p> <ul style="list-style-type: none"> • the Capital City of Malta from where Malta is governed; • administration – e.g. the Parliament building, several ministries, Government departments and offices; • commercial – e.g. large establishments, shops, markets, main hub for public transport bus service, <i>boutique</i> hotels; • culture – e.g. theatre, museum, etc.; • tourist centre. 	<p>Students are to:</p> <ul style="list-style-type: none"> • know about the important buildings built by the Knights and how these buildings are used today; • understand the concept of change and continuity as seen through the buildings of Valletta that still exist today; • understand and appreciate the beauty of Valletta; • Understand the role of Valletta along the centuries.

9.3 The Order's Heritage

9.3.1 The Knights' heritage in the cities, its restoration and its function today		
Teaching Aims	Notes	Objectives
<p>Teachers are to:</p> <ul style="list-style-type: none"> • help students become aware of some important buildings in the cities from the time of the Order; • explain what these buildings are being used for and how this heritage is being preserved. <p>2 lessons</p>	<p>The main heritage in the different cities:</p> <ul style="list-style-type: none"> • the need for Valletta to be restored as a UNESCO World Heritage Site and as a city of culture V18; • Cottonera (the Auberges in Birgu); • Mdina; • Verdala and San Anton Palaces. <p>The main points are:</p> <ul style="list-style-type: none"> • the preservation of these buildings; • the role of the Local Councils and non-Government Organisations; • the importance of restoration for the tourist industry. 	<p>Students are to</p> <ul style="list-style-type: none"> • be aware of some important buildings inside the cities from the time of the Order. <p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss the function of these buildings today and whether they can be better made use of; • analyse how this heritage can be better protected.

9.3.2 The defensive system of Malta at the Time of the Knights		
Teaching Aims	Notes	Objectives
<p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> • how the Order of St John did its best to fortify the Maltese Islands; • the fortifications in the harbours, along the coast and Gozo; • how these fortifications are being restored. <p>3 lessons</p>	<p>The main points are:</p> <ul style="list-style-type: none"> • the main fortifications around the harbours; • the building of defensive walls - Firenzuola Lines (St Margherita Lines) and the Cottonera Lines; • building of forts – e.g. Fort Manoel, Fort Ricasoli, Fort Tigné; • the building and use of coastal towers built by Grand Masters Wignacourt, Lascaris and De Redin; • strengthening of the Gozo Citadel; • improved defence of Mġarr Harbour with the building of Fort Chambray and Fort Garzes. 	<p>Students are to:</p> <ul style="list-style-type: none"> • understand how the Order tried its best to fortify the Maltese Islands; • understand why the strongest fortifications were those around the main harbours; • have knowledge about other coastal fortifications around Malta and Gozo; • understand the change and continuity of these fortifications through the ages, their use today and how we are taking care of them.

9.3.3 - Baroque art in Valletta and Mdina

Teaching Aims	Notes	Objectives
<p>Teachers are to:</p> <ul style="list-style-type: none"> explain and give information about the Baroque style and the related main works of art in Malta; help students become aware of the first major restoration project of Mdina at the Time of the Order. <p>2 lessons</p>	<p>The main points are:</p> <ul style="list-style-type: none"> the introduction of Baroque art – reference to paintings, sculpture, gold and silver decoration; St John’s Co-Cathedral and the works of art one finds within it e.g. the main altar, Perellos’s tapestries; paintings inside St John’s Co-Cathedral: Caravaggio: <i>The Beheading of St John the Baptist, St Jerome</i>; Mattia Preti: <i>the Allegory of Triumph of the Order</i>. (above the main door). <p>The main points are:</p> <ul style="list-style-type: none"> The earthquake of 1693 and Mondion’s restoration of Mdina in Vilhena’s time; Mondion transforms Mdina using Baroque architecture – e.g. Mdina Gate, the Magisterial Palace, the <i>Banca Giuratale</i> etc.; 	<p>Students are to:</p> <ul style="list-style-type: none"> understand the Baroque style of architecture and are able to give examples of buildings with this style; know about the major works of art from the time of the Order in Malta. be able to identify the change and continuity in the restoration of Mdina following the earthquake of 1693.

9.4 Aspects of Maltese Everyday Life during the Knights’ Period

9.4.1 The historic importance of Mdina, Birgu and the Cittadella in Gozo

Teaching Aims	Notes	Objectives
<p>Teachers are to:</p> <p>Render students aware of the historic importance of the old fortified cities of Malta and Gozo.</p> <p>1 lesson</p>	<p>The main points are:</p> <ul style="list-style-type: none"> Their strategic position: Mdina and the Cittadella situated on a hilltop; Birgu situated on a peninsula in Grand Harbour. Their contribution to the defence of the island – e.g. against corsair raids and during the Great Siege. As administrative, commercial and residential centres for different social groups from nobles to common people. The population of Mdina decreased considerably even after incentives issued by Vilhena to entice people to settle there. 	<p>Students are to:</p> <ul style="list-style-type: none"> recognise the main characteristics of the old cities of Malta and Gozo; recognize their strategic importance; recognize their contribution in particular episodes in Malta’s history - e.g. during the Great Siege.

9.4.2 The characteristics of traditional rural Malta

Teaching Aims	Notes	Objectives
<p>Teachers are to:</p> <ul style="list-style-type: none"> provide students with information about the main characteristics of a Maltese village. explain and give information about the main characteristics of the villages and their importance in the past. <p>1 lesson</p>	<p>The main points are:</p> <ul style="list-style-type: none"> the village core – the village square and the Parish Church; narrow and winding streets and alleys; the plan of traditional houses and chapels; new houses on the village outskirts; compare and contrast with the old cities; today's problems – e.g. preservation, traffic, abandoned houses etc.; niches and statues in the streets - evidence of Catholic devotion of the Maltese. Built in street corners or on the façade of houses in fulfilment of a vow; the Dejma Cross (is-Salib tad-Dejma) possibly where the soldiers of the Militia and Dejma gathered to receive orders; Small chapels – testimony of the Catholic devotion of the Maltese. Some were built as Ex Voto; Wash House (Għajn tal-Flaxxin) – the place where women used to wash their clothes in the past. Different forms – e.g. at Imsida and Fontana Gozo. 	<p>Students are to:</p> <ul style="list-style-type: none"> recognise the main characteristics of an old Maltese village; recognise the contrast between the old villages and cities of Malta; understand the change and continuity witnessed by these villages through the ages; recognise the importance of niches, statues, Dejma Crosses, chapels and wash houses in the past; understand the change and continuity experienced by these characteristics.

9.4.3 Work, employment and everyday life of the Maltese

Teaching Aims	Notes	Objectives
<p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> • the importance of the Order of St John as a maritime power; • the various occupations of the Maltese. <p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> • the social situation in Malta under the Order; • the importance given to the health services; • the onset of education in Malta; • the influence of the Catholic Church and the Inquisition. <p>3 lessons</p>	<p>The main points are:</p> <ul style="list-style-type: none"> • the importance and use of the fleet of the Order; • the economy of Malta dependant on the Order; • employment related to maritime work e.g. corsairing, sailors and fighters at sea, rowing and the <i>buonavoglie</i>, sea-captains, doctors, caulkers, rope-makers, carpenters, blacksmiths, sail-makers etc.; • other occupations – e.g. agriculture, fishing, work in hospitals, building, water sellers, workers in small shops such as taverns etc.. <p>The main points are:</p> <ul style="list-style-type: none"> • the social situation: tax for the defence of the islands, loss of family members and slavery resulting from corsairing, the woman's position in society; • the main hospital: Santo Spirito in Rabat; <ul style="list-style-type: none"> □ education; brief reference to the Jesuit College and the establishment of the University by Grand Master Pinto; • the influence of the Catholic Church and the Inquisition on the Maltese (superstitions, false religious teachings, the work of the Inquisitor and penalties given by him). 	<p>Students are to:</p> <ul style="list-style-type: none"> • understand the importance of the Order as a naval power and the employment of the Maltese with the Order's fleet and in the Corsairing industry; • empathise with the challenges faced by workers in different occupations at that time. <p>Students are to:</p> <ul style="list-style-type: none"> • understand the social conditions of the Maltese, the importance given to the health services by the Order, the onset of teaching in Malta and the influence of the Catholic Church on the Maltese; • be able to empathise with the social condition of the Maltese at that time; • know why the Inquisition was established, what was its job and how it affected the Maltese.

9.5 The end of the Order's Rule and the French Occupation of Malta

9.5.1 The effects of the French Revolution on the Order of St John		
Teaching Aims	Notes	Objectives
<p>Teachers are to very briefly explain:</p> <ul style="list-style-type: none"> • what was the French Revolution; • how Napoleon became popular as a result of this Revolution. <p>Teachers are to make students aware that the Order of St John had lost its popularity in Malta and that it was facing huge challenges.</p> <p>2 lessons</p>	<p>The main points are:</p> <ul style="list-style-type: none"> • the French people took the authority from the king; • the French people changed France from a Monarchy to a Republic; • the king was executed with the guillotine; • the French declared war against other states and kings in Europe to defend the Revolution in their country. <p>The main points are:</p> <ul style="list-style-type: none"> • Napoleon started his military career as an artillery officer during the Revolution; • after showing his ability in the field he was promoted to General followed by a number of victories which made him famous in Europe. <p>Reference to some of these reasons:</p> <ul style="list-style-type: none"> • the Order lost its main role as protector of Christianity against the Ottoman Turk; • loss of income derived from corsairing; • the finances of the Order were in a very bad state as a result of the confiscation of the Order's property in 1792; • lack of popularity amongst the Maltese as a result of the Order's autocratic administration of Malta, Maltese nobles not allowed to become Knights; • foreign European powers interested in Malta; • a number of French Knights were overtaken by the patriotic element of the Revolution and helped Napoleon occupy Malta. 	<p>Students are to:</p> <ul style="list-style-type: none"> • understand why the French Revolution was an important event in the history of France and Europe; • understand how Napoleon gained popularity as a result of the French Revolution. <p>Students are to understand that the Order:</p> <ul style="list-style-type: none"> • had lost most of the respect it used to enjoy amongst the great powers; • lost popularity in Malta; • was facing grave financial difficulties; • was not as united as it was before.

9.5.2 The arrival of the French and Napoleon's attempted reforms in Malta

Teaching Aims	Notes	Objectives
<p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> • how the French took control of Malta; • the main changes brought about by the arrival of Napoleon in Malta; • the reforms he tried to implement. <p>2 lessons</p>	<p>The main points about the French arrival in Malta:</p> <ul style="list-style-type: none"> • Napoleon's arrival in Malta with the French fleet; • Napoleon's request for to enter the harbour for fresh water; • the French invasion of Malta; • the weak opposition by the Order; • the Order's capitulation of the Maltese Islands. <p>The main points regarding Napoleon's reforms:</p> <ul style="list-style-type: none"> • the setting up of a Commission; • the division of the Maltese Islands into 12 Municipalities; • the Order's wealth became the property of the French Republic; • Napoleon's orders in favour of teaching and education of the Maltese; • Napoleon's orders regarding the Inquisition, the Church and the clergy; • other general orders – e.g. the wearing of the French cockade, end of slavery and <i>buonavoglie</i> etc.; • introduction of new taxes. 	<p>Students are to understand:</p> <ul style="list-style-type: none"> • how Napoleon captured the Maltese Islands; • why there was a weak opposition by the Order against the French. • the new structures created by the French arrival in Malta; • new initiatives on education; • the attitude of the French towards the Church in Malta and towards the Maltese.

9.5.3 The revolt, blockade and the French expulsion from Malta

Teaching Aims	Notes	Objectives
<p>Teachers are to help students understand:</p> <ul style="list-style-type: none"> • why the Maltese revolted against the French; • what happened during the revolt against the French and during the blockade period; • how the French capitulated the Maltese Islands. <p>2 lessons</p>	<p>The main points are:</p> <ul style="list-style-type: none"> • causes leading to the revolt; • the blockade; • the Maltese leaders; • foreign help; • the French capitulation of Gozo; • life in the cities and in the villages; • the plot by Dun Mikiel Xerri; • the capitulation and the agreement between the French and the British. 	<p>Students are to:</p> <ul style="list-style-type: none"> • understand and learn the reasons why the Maltese revolted against the French; • know what happened during the revolt of the Maltese and during the blockade; • understand and empathise with the Maltese who lived in the villages and those who lived in the cities; • know how the French capitulation took place and their agreement with the British.



©History Department - Directorate for Learning and Assessment Programmes (2018)