

History General

Year 10

(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.

6. **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 Year 10 – The Syllabus in Brief (2018-2021)

Lessons

	10.1 Malta's road to Independence	5 lessons
10.1.1	Early British rule and the political aspirations of the Maltese during the 19th century.	2
10.1.2	The <i>Sette Giugno</i> riots: Causes and effects	1
10.1.3	The road towards a Responsible Government, Independence and Republic.	2
	10.2 Defence and other heritage from the British period.	5 lessons
10.2.1	Pre-existing and new fortifications with an emphasis on the Victoria Lines and Fort Rinella	2
10.2.2	Changes in war equipment and its effect on defence in Malta	1
10.2.3	British influence on civil architecture in Malta	1
10.2.4	The restoration and use of this heritage (military and civil) today	1
	10.3 Social life during the last two hundred years	6 lessons
10.3.1	Development in education and the Language Question	2
10.3.2	Housing, lifestyle and entertainment	2
10.3.3	The introduction of different means of public transport during the 19th and 20th century	2
	10.4 Demographic and economic development in Malta during the last two hundred years	6 lessons
10.4.1	Increase in population and the growth of new suburbs, towns and villages	2
10.4.2	Emigration during the 19th and 20th century: causes and consequences	2
10.4.3	The development of the dockyard and its importance	1
10.4.4	The change from a fortress economy to a new economy after Second World War	1
	10.5 Second World War	5 lessons
10.5.1	Causes leading to the war	2
10.5.2	The situation of the Maltese during the war and during the first years after the end of the war	2
10.5.3	The Allied victory and the consequences after the war	1

Total Lessons 27

10.1 Malta's road to Independence		
Subdivisions of theme	Learning objectives	Notes
<ul style="list-style-type: none"> • Early British rule and the political aspirations of the Maltese during the 19th century. <p>2 lessons</p>	<p>Students are to::</p> <ul style="list-style-type: none"> • understand the general background to Maltese political aspirations before 1921. 	<p>Brief reference should be made to:</p> <ul style="list-style-type: none"> • the direct rule by the British Governor (with an emphasis on Governor Maitland); • the granting of freedom of the press in 1839; • the granting of the right to vote in 1849; • the setup and role of the Council of Government in 1849.
<ul style="list-style-type: none"> • The <i>Sette Giugno</i> riots: causes and effects <p>1 Lesson</p>	<ul style="list-style-type: none"> • understand the causes of the <i>Sette Giugno</i> riots; • understand what happened during the days of the riots; • students must understand that these riots were against the British and those Maltese who benefited from them (e.g. merchants and wheat importers). • understand the effect these riots had on Maltese political and constitutional history. 	<p>The main reasons for the riots are:</p> <ul style="list-style-type: none"> • the still high price of bread after the war; • mass unemployment after WW1 and the redundancies from the dockyard; • the political aspirations of the Maltese were not accepted by the British. • the vast differences in wages between Maltese and British workers; • new taxes (e.g. succession tax); • the first strike by the dockyard union (1917); • the influence of newspapers; <p>The main events of the 7 and 8 June:</p> <ul style="list-style-type: none"> • protests turn into rioting against British rule; • the meeting of the National Assembly in Valletta; • the shooting and killing of four Maltese men; <p>The main effects of these events:</p> <ul style="list-style-type: none"> • the declaration of a state of emergency by the Governor; • the granting of Responsible Government in 1921.

<ul style="list-style-type: none"> • the road towards a Responsible Government, Independence and the Republic <p>2 lessons</p>	<ul style="list-style-type: none"> • understand the political rights acquired by the Maltese by the 1921 and 1947 Constitutions; • understand the difference between .Integration and Dominion Status (Independence); • understand why Malta became a Republic. 	<p>By the Constitution of 1921:</p> <ul style="list-style-type: none"> • the British Government maintained the Reserved Matters (e.g. defence, the army, foreign affairs, immigration, printing of money); • other fields were in the hands of the Maltese Government (e.g. taxes, education, health, justice, industry). <p>By the Constitution of 1947:</p> <ul style="list-style-type: none"> • Universal suffrage for Maltese over the age of 21; • Reserved Matters remained in the hands of the British Government. <p>The main points are:</p> <ul style="list-style-type: none"> • with Integration Malta would have become an integral part of the United Kingdom and the Maltese would have become British citizens; <p>The achieving of Independence 1964:</p> <ul style="list-style-type: none"> • with Dominion Status Malta would become an independent state and the Maltese would be Maltese citizens. • a Maltese government elected by the Maltese; • Malta became a monarchy within the Commonwealth; • the Queen becomes the symbolic Head of State, with the Governor-General as her representative in Malta. <p>The declaration of the Republic in 1974:</p> <ul style="list-style-type: none"> • an agreement in Parliament to declare Malta a Republic; • a Maltese President elected by parliament for 5 years instead of the Queen as Head of State; • this is still the constitution currently in force today.
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10.2 Defence and other heritage from the British period

Sub-divisions of theme	Learning Objectives	Notes
<ul style="list-style-type: none"> • pre-existing and new fortifications in the east and south of Malta • defence in the centre of the island through the Victoria Lines • the defence of the main ports, with an emphasis on Fort Rinella <p>2 lessons</p>	<p>Students are to:</p> <ul style="list-style-type: none"> • understand how the British improved on the fortifications from the Knights' Period. • understand how the British strengthened the defence in central part of Malta. • know and understand why the British built fortifications to defend the Grand Harbour and Marsamxett. • know and understand why the British built fortifications in eastern and southern Malta. 	<p>The main points about the strengthening of fortifications from the Knights' Period:</p> <ul style="list-style-type: none"> • a reference to fortifications built by the British with the help of a map • a reference to the building of Fort Verdala in the Margherita Lines, Fort St. Elmo and Fort St. Lucian. <p>The main points are:</p> <ul style="list-style-type: none"> • the fact that the northwest of Malta was exposed to a possible invasion led to the building of the Victoria Lines; • the building of Fort Bingemma, Fort Mosta and Fort Madliena along these Lines. <p>Main points about the building of new forts to protect the Grand Harbour and Marsamxett:</p> <ul style="list-style-type: none"> • Forts: Cambridge and Rinella, • Batteries: Sliema and Lascaris.
<ul style="list-style-type: none"> • developments in weapons and warfare <p>1 lesson</p>	<ul style="list-style-type: none"> • understand the effects of these developments. 	<p>The main points are:</p> <ul style="list-style-type: none"> • developments in weaponry (ex. the machine gun) and the introduction of large cannons; • the invention of the airplane • defence against air attacks.

<ul style="list-style-type: none"> • British influence on civil architecture in Malta <p>1 lesson</p>	<ul style="list-style-type: none"> • Understand the methods used by the British to influence architecture in Malta; • Have information and understand how British influence in Maltese architecture was mostly felt after WW2. 	<p>The main points:</p> <ul style="list-style-type: none"> • The British left few civilian buildings and influence on civilian architecture; • Found many Knights' building and kept using them (ex. the Magisterial Palace and the Auberges); • The Maltese, influenced by the Catholic Church, kept preferring the decorative elements of the baroque; • The British tried to introduce the Neo-Classical and Neo-Gothic styles of architecture; Neo-Classical: e.g. Alexander Ball monument, Bighi Hospital, the Anglican Cathedral in Valletta Neo-Gothic: e.g. Addolorata Cemetery, the Methodist chapels in Floriana and the Holy Trinity in Sliema. <p>How the British tried in influence architecture in Malta:</p> <ul style="list-style-type: none"> • Introduced new building regulations (ventilation u better lighting, rectangular plots with a back garden, villas built by British residents (ex. Tower Road in Sliema); • The building of detached/semi-detached villas with a front garden and promenades along the coast. <p>The main points are:</p> <ul style="list-style-type: none"> • Examples of British influences on Maltese architecture: ir-Rotunda in Mosta, the Law Courts in Valetta, the Carmelite Church in Balluta, Our Lady of Lourdes Church in Imġarr, Gozo
<ul style="list-style-type: none"> • The state of these fortifications today <p>1 lesson</p>	<ul style="list-style-type: none"> • Understand the general sate of conservation of these sites and what can be done to protect them further; • Understand the changes in civil architecture in Malta during the British period. 	<p>The main points are:</p> <ul style="list-style-type: none"> • The importance of this heritage today; • The state of conservation of these military sites; • How this built heritage can be protected and restored.

10.3 Social life during the last two hundred years

Breakdown of Themes	Desired Outcomes	Notes
<ul style="list-style-type: none"> education and the Language Question <p>2 lessons</p>	<p>Students are to:</p> <ul style="list-style-type: none"> understand the progress achieved in education over the years; understand both what the Language Question was about and why it effected the teaching in schools. 	<p>The main points are:</p> <ul style="list-style-type: none"> what did the Royal Commission of 1836 had to say on education; Keenan's Report on education; how did the Language Question effect education; Maltese and English became the official languages instead of Italian (1934); Obligatory education after Second World War; the Secondary Education For All Act of 1970/1974.
<ul style="list-style-type: none"> housing, lifestyle and entertainment <p>2 lessons</p>	<ul style="list-style-type: none"> understand the problems related to housing; become aware of the changes that took place in the lives of the people through the ages. become aware of the different forms of entertainment that existed in the past. 	<p>The main points are:</p> <ul style="list-style-type: none"> the bad sanitary conditions in towns and villages; reconstruction of houses destroyed during Second World War; reconstruction of housing estates in various localities. <p>The main points are:</p> <ul style="list-style-type: none"> the simplicity of life before Second World War; differences in lifestyle between the Maltese living in towns and those living in villages; the influence of the British Services in Malta, media, emigration and tourism. <p>Brief reference should be made to:</p> <ul style="list-style-type: none"> the village feast; horse racing; the Imnarja traditional feast; agricultural exhibitions; <i>għana</i> – Maltese folk music; Carnival; band clubs and marching bands; wine shops in the villages; the introduction of various sports (e.g.. football, waterpolo)
<ul style="list-style-type: none"> means of transport <p>2 lessons</p>	<ul style="list-style-type: none"> understand the difficulties the Maltese faced to travel from one locality to another. be informed about the different means of transport introduced in Malta through the ages. 	<p>The main means of transport students should know about (without to much detail) are:</p> <ul style="list-style-type: none"> the <i>kaless</i>; the omnibus; the train; the tram; the ferries/boats in the harbours; the buses the transport between Malta and Gozo.

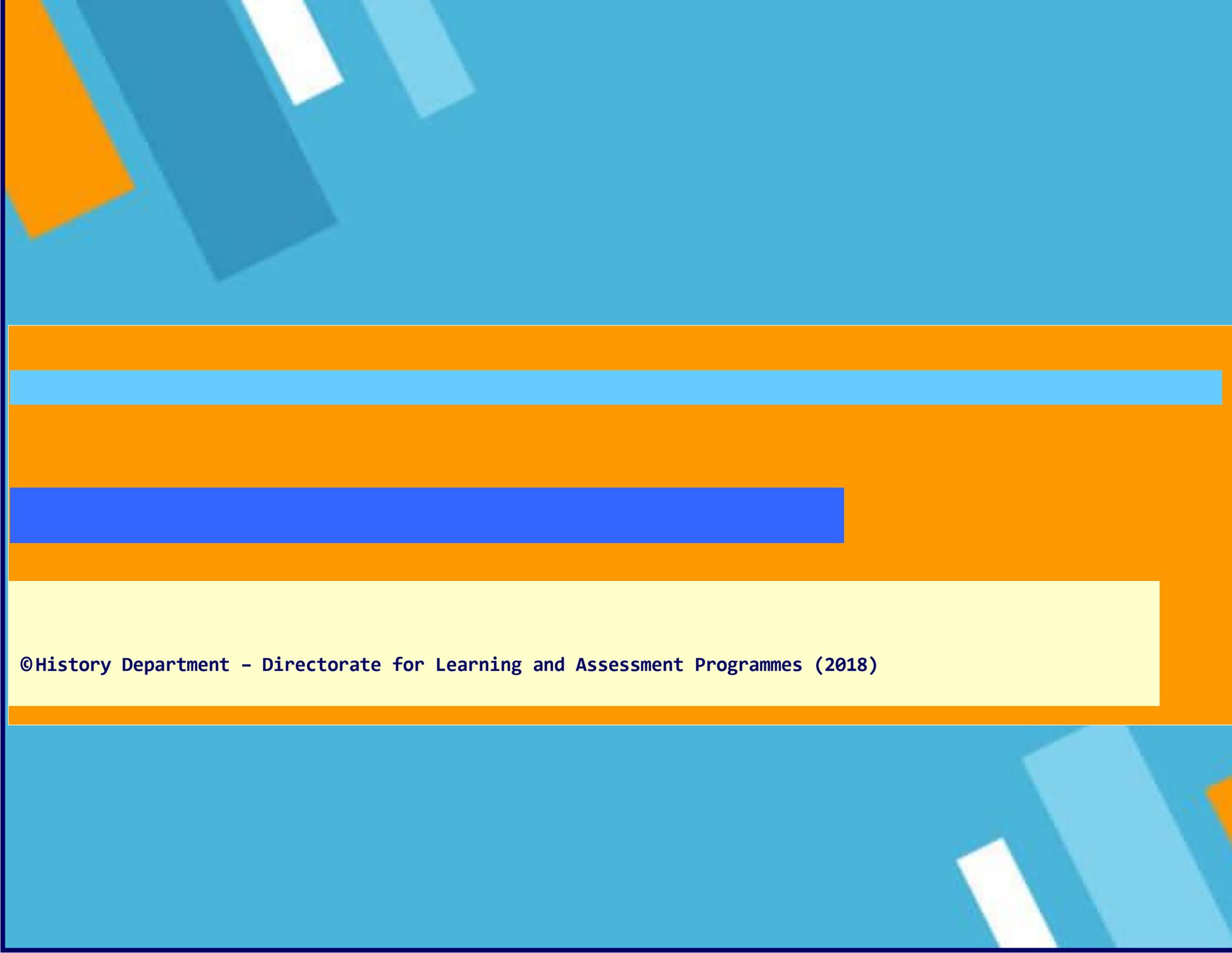
10.4 Demographic and economic development in Malta during the last two hundred years

Breakdown of Themes	Desired Outcomes	Notes
<ul style="list-style-type: none"> • increase in population and the growth of new suburbs, towns and villages <p>2 lessons</p>	<p>Students are to:</p> <ul style="list-style-type: none"> • be informed how and why the population in Malta increased during the last two hundred years. • understand the main difficulties that resulted from the great increase in population. • understand how population growth and the increase in number of houses effected the development of suburbs, towns and villages. 	<p>The main points should be:</p> <ul style="list-style-type: none"> • the meaning of ‘demography’; • how and why did the Maltese population start to increase rapidly during the 19th century; • The effect of diseases such as: plague, cholera, undulant fever and smallpox on the population; • The baby boom after Second World War <p>The main points:</p> <ul style="list-style-type: none"> • unemployment; • the poverty which the people had to face. <p>The main points are:</p> <ul style="list-style-type: none"> • the growth in Valletta’s population resulted in the development of the suburbs of Hamrun, Msida and Sliema; • the development of the Dockyard led to the development of the suburb of Raġal Ġdid; • the sprawling of various villages (e.g. Birkirkara, Qormi, etc.)
<ul style="list-style-type: none"> • emigration during the 19th and 20th century: causes and consequences <p>2 lessons</p>	<ul style="list-style-type: none"> • understand how emigration was a measure taken to reduce the problems brought along by the growth in population (e.g.. unemployment, poverty). 	<p>The main points should be:</p> <ul style="list-style-type: none"> • emigration as a remedy against unemployment; • why did they emigrate to nearby countries in the 19th century; • why did emigration to US, Canada, Australia and the UK become more popular after Second World War; • a great increase in emigration after Second World War; • the effect of emigration on Malta (e.g. lack of skilled workers, adult education, effect on families, etc).
<ul style="list-style-type: none"> • the development of the dockyard and its importance <p>1 lesson</p>	<ul style="list-style-type: none"> • understand the importance of the Dockyard over the years, its contribution in time of war and the continuous development taking place. 	<p>Reference should be made to the following points:</p> <ul style="list-style-type: none"> • the development of the dockyard at Bormla Wharf and French Creek; • the construction of larger docks; • the dockyard during First and Second World War; • the dockyard’s contribution during the two wars; • changing the dockyard from a military to a commercial one.
<ul style="list-style-type: none"> • the change from a fortress economy to a new economy after Second World War <p>1 lesson</p>	<ul style="list-style-type: none"> • understand the changes needed for Malta to modernise its’ economy. 	<p>The main points are:</p> <ul style="list-style-type: none"> • employment with the British services remained important after the war; • increase in unemployment after the war and the <i>rundowns</i> of the services; • brief reference to the first Development Plans (1959-1964) made in preparation for an independent Malta; • the importance of manufacturing industries and tourism in the creation of new jobs.

10.5 Second World War

Breakdown of Themes	Desired Outcomes	Notes
<ul style="list-style-type: none"> the causes leading to second world war <p>2 lessons</p>	<p>Students are to:</p> <ul style="list-style-type: none"> know reasons why the war started; understand why Malta was involved in this war 	<p>Reference should be made to some of these main principles:</p> <ul style="list-style-type: none"> the treaty imposed on Germany after First World War; the ambitions of the dictators: Hitler and Mussolini; the League of Nations failed from keeping peace; the immediate cause of war: the invasion of Poland. <p>The main points concerning Malta:</p> <ul style="list-style-type: none"> Malta's strategic position in the Mediterranean Sea; Malta was a British naval base; Malta's geographical position close to Italy.
<ul style="list-style-type: none"> the situation of the Maltese during the war the situation of the Maltese during the first years after the end of the war <p>2 lessons</p>	<ul style="list-style-type: none"> understand what this war meant for Malta and analyse the situation of the Maltese people during this war; empathize with how the people felt in those days; understand how this war effected the Maltese; understand the changes in mentality of the Maltese after the war. 	<p>The main points should be:</p> <ul style="list-style-type: none"> attacks from air and the great damages suffered in the buildings, especially near the harbours; the use of shelters; hunger suffered by the Maltese so much so food was distributed by ration; how the British defended Malta during the war; the arrival of the Saint Mary Convoy; the Maltese awarded the George Cross for the bravery shown during the war. many homes were destroyed and the aid from <i>War Damage</i>; the <i>rundowns</i> from the dockyard and the British Services; the granting again of a Responsible Government in 1947; The Maltese mixed with the foreigners and were influenced by their lifestyle and culture.
<ul style="list-style-type: none"> the Allied Victory 	<ul style="list-style-type: none"> understand why the Allies won this war. 	<p>Reference should be made to some of these main principles:</p> <ul style="list-style-type: none"> Germany had to fight on two frontiers; The United States joining the war on the Allies' side; the Allied air superiority and sea superiority; the Allied Forces (Great Britain, France, Soviet Union and the United States) together had more people, armaments, money, resources, natural resources, industrial and scientific ability than the forces of the Axis (Germany, Italy and Japan put together).

<ul style="list-style-type: none"> • the consequences of this war on Europe <p>1 lesson</p>	<ul style="list-style-type: none"> • understand what were the effects of this war on Europe 	<p>Reference should be made to some of these main principles:</p> <ul style="list-style-type: none"> • a large quantity of deaths and refugees; • the infrastructure of many countries was destroyed; • Germany's political division; • the United States and the Soviet Union became the new Superpowers; • the fear that Soviet Communism could spread to the West; • the beginning of the Cold War.
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