

History General

Year 11

(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.

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- **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.

Year 11 History General – The Syllabus in Brief (2018-2021)

Lessons

11.1 Maltese Prehistory		3 lessons
11.1.1	Neolithic Age, Temple Civilisation and Bronze Age	3
11.2 Architectural Heritage and Mediterranean Civilisations		4 lessons
11.2.1	Pyramids, the Acropolis and the temples of Agrigento	2
11.2.2	The Colosseum, remains at Carthage and the Alhambra	2
11.3 Principal Characteristics of the Maltese countryside		3 lessons
11.3.1	The sections of the Maltese farmhouse	1
11.3.2	The rubble wall, the Maltese corbelled stone hut, the hide and the windmill	1
11.3.3	The need to preserve the built heritage	1
11.4 The use of Malta's strategic position throughout the ages		2 lessons
11.4.1	The contribution of Malta to the powers ruling in the Mediterranean	2
11.5 The founding of the European Union and Malta's membership		2 lessons
11.5.1	The founding and enlargement of the European Union	1
11.5.2	How Malta was effected by its entry in the European Union	1
Total Lessons		14

11.2 Architectural Heritage of Mediterranean Civilisations (4 lessons)

Sections of Theme	Objectives	Notes
11.2.1 The Pyramids of Egypt	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Be knowledgeable about the Pyramids and their importance. 	<p>The main points are:</p> <ul style="list-style-type: none"> • The Main Pyramids built about the year 2600 B.C.; • They were built as tombs for the mummified body of the Pharaoh; • The Great Pyramid at Giza; • The sphinx and why is it near the Pyramids - a testimony of the skill Egyptian engineers, craftsmen and workers.
The Acropolis at Athens	<ul style="list-style-type: none"> • Be knowledgeable about the Acropolis at Athenes and its importance. 	<p>The main points are:</p> <ul style="list-style-type: none"> • the hilltop used for worship, habitation and as a fortress for defence; • the Parthenon, the most important of the three temples at the Acropolis; • Doric style with seventeen columns by 8; • Scenes from Greek mythology; • The damages it sustained throughout the ages owing to thefts, arsons, wars, vandalism and pollution.
The Greek temple at Agrigento	<ul style="list-style-type: none"> • Be knowledgeable about the Greek temples at Agrigento and their importance. 	<p>The main points are:</p> <ul style="list-style-type: none"> • The Valley of the Temples - ex. The temples of Juno, Concordia, Hercules, Zeus, and Demeter; • Why were they built during the 4th and 5th centuries B.C.; • Their style; • Their present state;
11.2.2 The Colosseum at Rome	<ul style="list-style-type: none"> • Be knowledgeable about the Colosseum at Rome and its importance. 	<p>The main points are:</p> <ul style="list-style-type: none"> • Built in 72 A.D.; • It consists of four storeys; 80 arches in the three lower storeys; the fourth storey is longer and has many windows, the arches are separated by decorated columns; • At first it was used for gladiatorial fights or fights with wild animals; • According to Christian traditions, during the persecutions, the first Christians were slaughtered there by wild animals;

<p>Roman remains at Sabratha and Carthage</p>	<ul style="list-style-type: none"> • Be knowledgeable about the Roman remains at Sabratha and Carthage and their importance. 	<p>The main points are:</p> <p>Sabratha:</p> <ul style="list-style-type: none"> • Sabratha built during the 1st and 2nd century A.D.; • A Roman theatre in good condition still in use today for concerts and other events; • Other remains: public baths, temples, mosaic, fountains, columns; <p>Carthage:</p> <ul style="list-style-type: none"> • The Romans built on the remains of the Old Carthage after destroying it during the last Punic War (146 B.C.); • The Arabs destroyed most of the Roman remains at Carthage. The history of Ancient Carthage and the necropolis; • Roman remains ex. baths, amphitheatres, aqueducts, columns, statues, mosaic.
<p>Moor architecture at the Alhambra</p>	<ul style="list-style-type: none"> • Be knowledgeable about the Moorish architecture at the Alhambra and its importance. 	<p>The main points are:</p> <ul style="list-style-type: none"> • The meaning of the word Moor; • The importance of the city of Granada - palaces, fountains and orchards ex. <i>Lions' Court</i>, the gardens at Generalife, the fortress at Alcazar; • Buildings of the Renaissance and Baroque architecture that was added by Christian monarchs after the <i>Reconquista</i>
<p>The appreciation of this heritage</p>	<ul style="list-style-type: none"> • Appreciated this Mediterranean heritage which goes back thousands of years and which is an integral part of the European heritage. The heritage in Malta forms part of this general picture. 	<p>The main points are:</p> <ul style="list-style-type: none"> • The preservation of this heritage; • A principal tourist attraction and a means of revenue for the countries in which they are situated.

11.3 The main characteristics of the Maltese countryside (3 lessons)

Sections of Theme	Objectives	Notes
<p>11.3.1 The farmhouse</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Be knowledgeable about the Maltese farmhouse and its importance. 	<p>The main points are:</p> <ul style="list-style-type: none"> • It was built in the countryside; • It is of Arab origin (flat roof to gather water and the semitic origin of the rooms – <i>e.g. għorfa</i>); • It is adopted to the Maltese climate (keeps cool in summer and warm during winter); • It offers shelter and security; • It fulfils the social and economic needs of the farmer; • the four principal parts and their use: <i>maqjel, għorfa, bitħa, mandra</i>. • The characteristics of the farmhouse: generally consists of one storey, corners and arches, built by dry Stone technique, a well or <i>gibja</i> for the storage of water, the beams known as <i>xorok</i> and the limestone floor slabs (<i>ċangaturi</i>) painted with linseed oil, lack of glass in the windows, the use of dogs, the <i>ħorża</i>, open staircase in the yard, the <i>setaħ</i> and the <i>barumbara</i>. • Many farmhouses today are <i>converted farmhouses</i>, with the commodities of everyday life for Maltese, foreigners and tourists. <p>The <i>ħorża</i>:</p> <ul style="list-style-type: none"> • A stone covering the well; • A solid limestone rock; • The shape of a trapezium. <p>The <i>barumbara</i>:</p> <ul style="list-style-type: none"> • It is often found alongside some walls in old farmhouses; • Usually built on a higher level; • It has two rows of holes on each other; • It serves as for the nestling of pigeons.
<p>11.3.2 The rubble wall</p>	<ul style="list-style-type: none"> • Information about rubble walls and their use. 	<p>The main points are:</p> <ul style="list-style-type: none"> • It dates back to Arab times; • It separates fields from each other and from the roads; • It is found in terraced plains for the cultivation of crops. • It is ideal for the geographical conditions of the Maltese Islands; • It is built with skill using dry stones of various sizes; • Rain water seeps from the wall leaving the fields comparatively dry and without incurring any loss of soil. Rubble walls contain wild plants and vegetation.

The corbelled stone hut	<ul style="list-style-type: none"> • Understand the use and importance of the main characteristics of the Maltese corbelled stone hut 	<p>The main points are:</p> <ul style="list-style-type: none"> • Used as a shelter from the sun, wind and rain. • Built with corbelled stones and in a similar way as the rubble wall. • Rectangular/squarish or circular in shape. • An inclined outer wall. • Double-thickness wall, with an infill of stone chips, rough ashlar and soil. • An east-facing single entrance. • Used as a sty where shepherds feed their livestock and shelter them from inclement weather. • The importance of preserving these structures.
The hide		<ul style="list-style-type: none"> • A camouflaged shelter used by the hunter or bird trapper.
The windmill		<p>The main points are:</p> <ul style="list-style-type: none"> • Windmills were commonly used in past times. • Street names, like <i>Triq it-Taħħan</i> (Miller Street), testify to the presence of windmills. • Operated by means of six sails with a fouvariable wind. • Used for the grinding of cereals for the neighbouring villagers. • Restored windmills (e.g., <i>Xarolla</i> Windmill, <i>Ta' Kola</i> Windmill).
11.3.3 The need to preserve this heritage	<ul style="list-style-type: none"> • Know about the environmental harms to the countryside and the importance of preservation and restoration to the built heritage 	<p>The main points are:</p> <ul style="list-style-type: none"> • The built environment is evidence of a past way of life (simple and hard). • Gives a particular characteristic and identity to the Maltese environment. • A testimony of the skills of Maltese craftsmen. • At times this built up heritage is vandalised and/or abandoned. • Demolished to make space for modern structures. • Particular characteristics may be lost due to restoration works (e.g. converted farmhouses with swimming pools).

11.4 The use of Malta's strategic position throughout the ages (2 lessons)

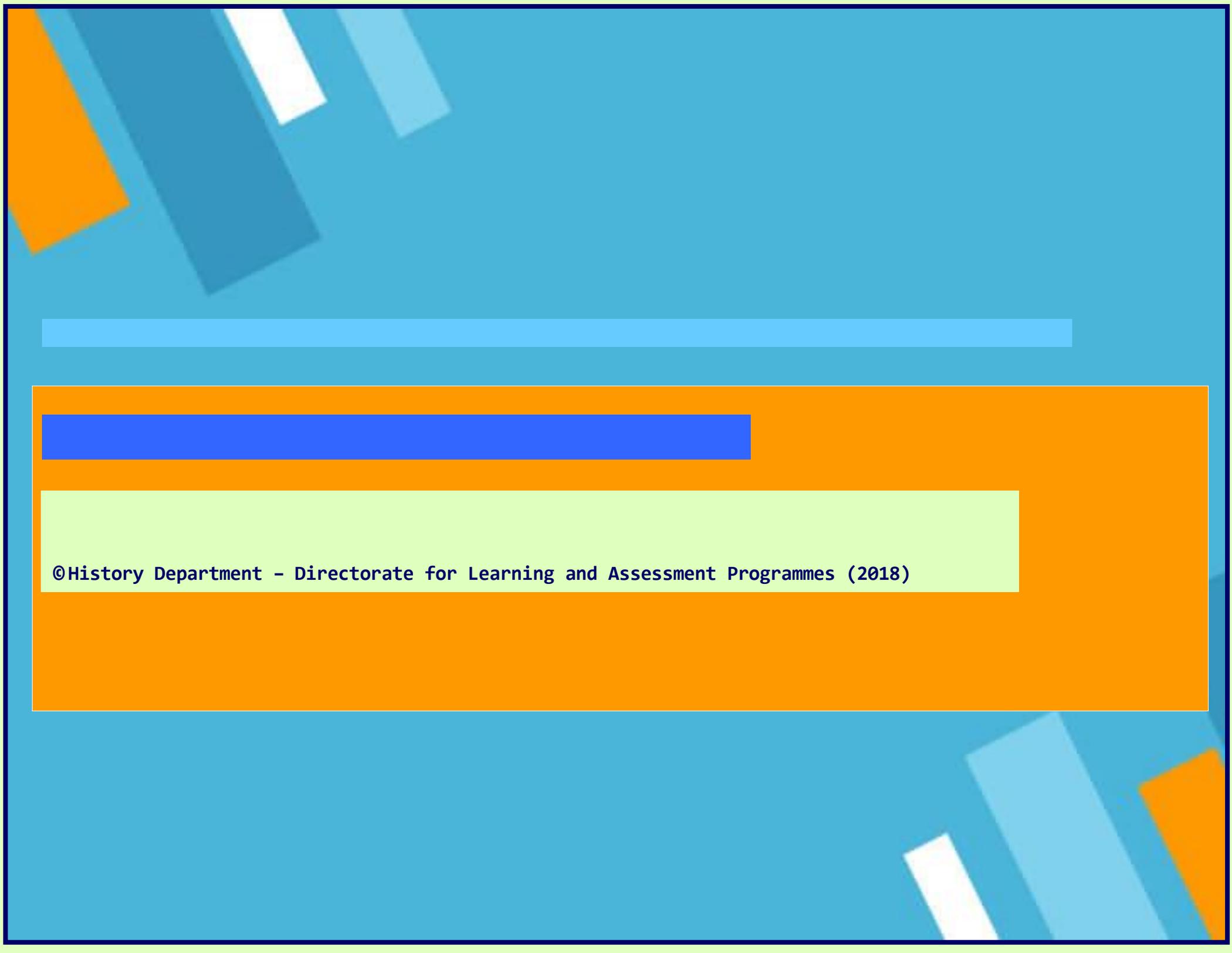
Sections of Theme	Objectives	Notes
<p>11.4.1 Interest by big powers throughout the ages</p> <p>.</p> <p>Malta's contribution throughout the ages</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Students understand the importance of the Grand Harbour and why various international powers showed an interest in Malta throughout the years. • Students show a knowledge of Malta's contribution to foreign powers along the years. • Students compare and contrast Malta's present-day role in contrast with its past. 	<p>The main points are:</p> <ul style="list-style-type: none"> • The strategic position of Malta; • Malta's foreign rulers throughout the ages; • Other countries showing an interest in Malta (e.g. Germany, Russia). <p>The main points are:</p> <ul style="list-style-type: none"> • The use of Malta by foreign rulers prior to 1530; • Malta's maritime significance under the Order of St. John; • Malta's contribution during various wars: the Napoleonic wars; the Crimean war; the two world wars. <p>The main points are:</p> <ul style="list-style-type: none"> • The impact of the opening of the Suez Canal; • The Grand Harbour as a services centre of the Mediterranean (e.g. the dockyard); • A change in Malta's role after Independence; • Malta as a services hub in the Mediterranean; • Malta's present-day role (e.g. the Freeport).

11.5 The founding of the European Union and Malta's membership (2 lessons)

Sections of Theme	Objectives	Notes
<p>11.5.1 The political and economic aims of the European Union</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Students understand the need for an economic union following the Second World War. • Students understand why and how the European Union developed along the years. 	<p>The main points are:</p> <ul style="list-style-type: none"> • The need for European countries to have a collective influence on the world stage. • A desire and readiness to avoid another war. • The need for industrial and economic co-operation in Europe. • Larger markets bringing about competition, increased co-operation and a better standard of living. • The Treaty of Rome (1957) establishing the Common Market, signed by France, West Germany, Italy, Belgium, The Netherlands and Luxembourg. • Enlargement of the European Union, emphasising the six founding members and the 2004 enlargement (by means of a map). • The Maastricht Treaty (1992): official name changed to European Union; common market; free movement of people, goods, capital and services; common policies on employment, health, environment; cooperation in defence; agreement on a common European currency (the adoption of the euro in 2002). • Following the fall of communism and the end of the Cold War many East European countries joined the European Union. • The European Union provided economic, financial and political stability. • Removal of national borders (Schengen Agreement). • European citizenship giving people the right to travel freely, study, work and live within the member states. • Financial support for projects regarding education, the environment, infrastructure, etc.
<p>b. Malta and the European Union</p>	<ul style="list-style-type: none"> • Students understand why Malta opted to join the European Union. 	<p>The main points are:</p> <ul style="list-style-type: none"> • Malta's economy was already dependent on the EEC. • Malta already upheld principles regarding democracy, free market, civil rights and rule of law. • Membership with the EU would result in a bigger market for Malta's goods and services. • Malta would benefit from EU funds for undertaking big projects.

	<ul style="list-style-type: none"> • Students are aware of the process by which Malta became a member state. • Understand how EU membership affected the Maltese 	<ul style="list-style-type: none"> • 16 July 1990 – Malta applies for EU membership. • 1996 – A change in government puts Malta’s membership on hold, proposing instead a Partnership agreement with the European Union. • 1998 – Another change in government leads to the reactivation of Malta’s membership application to join the European Union. • March 2003 – In a referendum the Maltese electorate votes in favour of membership. • April 2003 – Malta signs the Treaty of Accession in Athens. • 1 May 2004 – Malta officially becomes a full member of the European Union. • European citizens’ rights are safeguarded. • A more active role in a globalised world. • Financial aid from the European Union regarding various infrastructural projects (e.g. roads). • More opportunities in the areas of education and vocational training. • A greater awareness about the importance of protecting the environment. • Training for the unemployed. • Removal of monopolies. • Introduction of new industries such as financial services, gaming and pharmaceutical industry. • The adoption of the euro in January 2008.
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N.B. It is not expected that students know all the details mentioned in the notes above. It is necessary that students show an understanding and appreciation of the heritage, know basic information about it, and understand its significance.



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