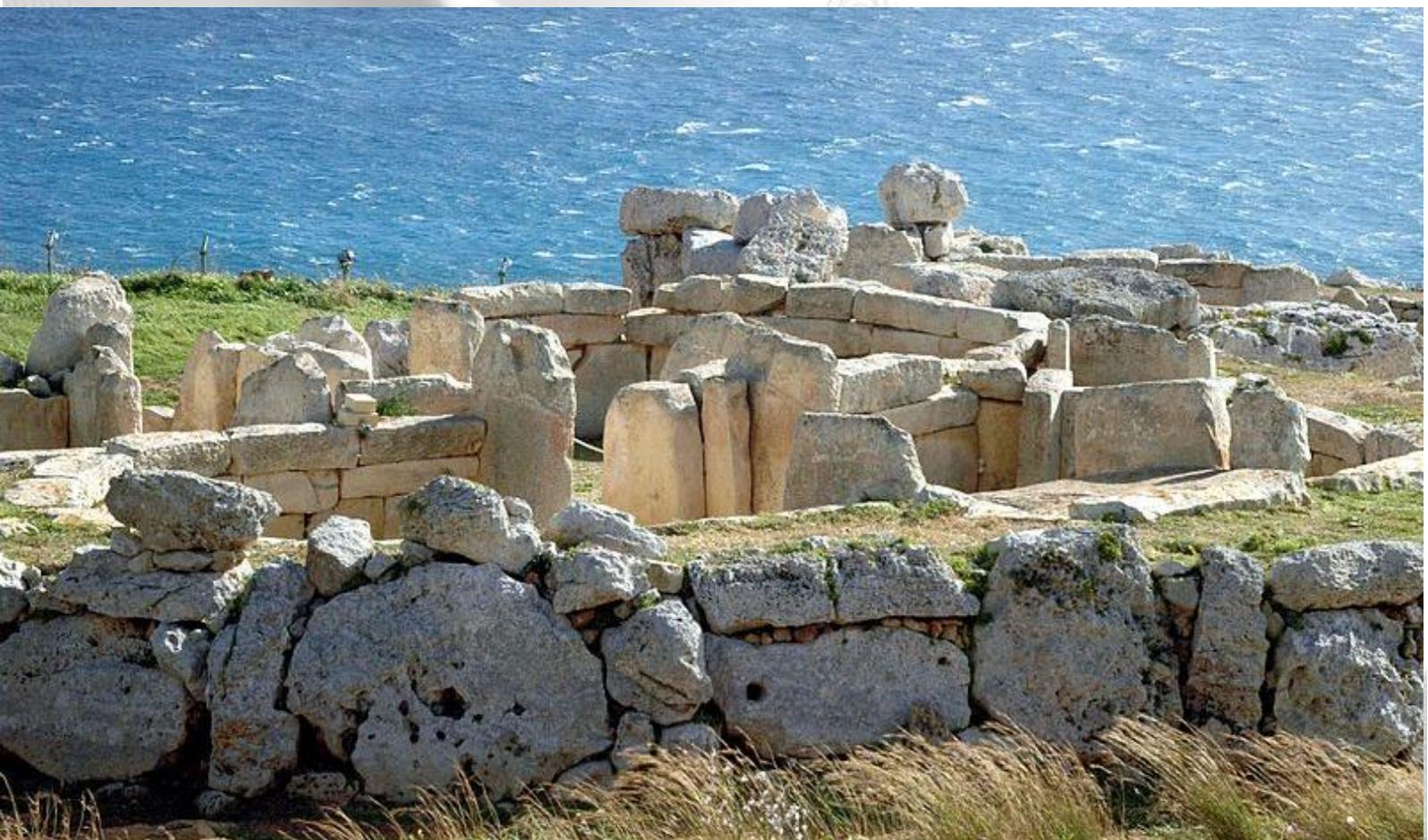


HISTORY

Alternative Learning & Assessment Programme

Year 7



Contents

	Page Number
Introduction – Teaching History to an Alternative Learning Class	1
Assessment in History	2
Unit 7.1 Before History	4
Unit 7.2 Meeting Civilizations	6
Unit 7.3 The Roman Eagle spreads its wings	8
Unit 7.4 HIS 7.4 Malta under the Roman Eagle.	9
Unit 7.5 The Clash between the Roman Eagle and the Arab Crescent	10
Learning Outcomes Assessment Criteria for Year 7 at Level 6	11
School-Based Assignments suggestions for Year 7	12

Teaching History to an alternative learning class

Some students learn at a different pace than others of their age and grade level. These students do not always learning difficulties, and may have ordinary lives outside of the classroom. However, academic subjects are a challenge for them. To help these students, educators need to adopt a variety of learning strategies when teaching important subject matter. Most of these students do not qualify for special education services, but targeted approaches and interventions in the classroom can help maximize their potential.

(Retrieved and adapted from: <https://www.wikihow.com/Help-Slow-Learners>)

(Retrieved from: <https://www.theclassroom.com/teaching-ideas-slow-learners-8120464.html>)

1. Repeat each learning point more than you normally would. These students need to hear information a few times more than other students in order to understand it. Echo back their answers and explain how they relate to the point you are trying to teach.

With older classes, you can reinforce learning points by leading discussions that encourage students to repeat the learning points. Ask questions about the subject matter, and ask students to explain their reasoning when they answer you.

2. Use audio and visual aids. These students may struggle with basic skills such as reading, so movies, pictures, and audio can help them learn things that they would not pick up from reading alone.

3. Guide students to the main points of the lessons. These students may struggle to identify the main points of a lesson, and may be overwhelmed by supplementary information. When teaching, make sure to identify and emphasize the learning points. Do not overwhelm your students by moving on too quickly or asking them to learn many details beyond the main points.

4. When teaching, make use of a multimodal approach. Use different modes of instruction to convey the same lesson. Show pictures and videos, conduct games and group activities and provide hands-on tools that can reinforce learning. Have students build models, paint pictures or act out scenes that explain an idea.

5. Assign peer tutors and homework buddies. Rather than encouraging competition among your students, facilitate a culture of mutual helpfulness. Put your students in pairs so they can help one another learn new materials.

6. Give students work that plays to their strengths. These students may become discouraged at having to work longer at things than other students. Figure out the skills they take pride in, and give them opportunities to employ them.

7. Praise their successes. Many of these students suffer from low self-esteem and lack confidence. You can address this by praising small achievements. When a student completes a task or masters a concept, praise him/her immediately.

8. Check for understanding during lessons. Develop a discrete way for your students to let you know how well they are understanding the material you are teaching. Avoid asking students to raise their hand if they do or do not understand. Instead, try giving students numbered or color coded cards to raise to indicate their level of understanding (e.g. green, yellow, red cards).

Assessment in History

For the teaching and learning of history to be effective, it must assess the gradual mastering of the primary historical concepts, the basic historical skills and the key historical facts and knowledge. This could be achieved by employing a range of assessment techniques which are best suited for the students' abilities, some of which are listed below, in alphabetical order:

- Analysing primary and secondary sources
- Analysing video clips
- Class discussion
- Labelling diagrams or maps
- Map reading or interpretation
- Model-making
- Oral presentation
- Oral questioning
- Problem-solving task
- Quiz with multiple choice questions
- Recall
- Role-play
- Structured questions
- Writing brief captions that describe illustrated sources

The three steps in **Assessment for Learning (AFL)** are common to students in mainstream classes as well as students following an alternative learning programme, that is:

Step 1. Understanding what students know. When starting a new topic or concept, the teacher needs to become aware of what the students already know and if they have any misconceptions. This could be achieved by brainstorming, associate key words, a key picture source or by guided questions.

Step 2. Using effective questioning techniques. Teachers can make use of two main types of questioning techniques: close-ended questions that mainly assess the recall of historical facts and open-ended questions that assess the understanding of historical concepts and situations.

Step 3. Feedback during the lesson. Feedback gives the students the opportunity to improve in their learning. This feedback can take various forms: from teacher to students; from students to teacher and from student to student.

Skills and competencies taught by the school based assessment

The SBA tasks have been selected in such a way so as to offer a variety of learning tasks in history aimed at students with different levels of ability and aptitudes to learning. These skills and competences fall under two categories: those that are indispensable for the mastering of history as a school subject, and those that are transferable to other subjects. Examples of these are listed below. Teachers of alternative programme classes should lower the level of difficulty by offering frequent guided support when the selected SBA tasks are still in progress.

History skills

- Understanding basic sequence and chronology in history;
- Using basic historical terminology;
- Recognising primary and secondary sources;
- Identifying change and continuity and cause and consequence in history;
- Learning how to empathise with people in the past;
- Learning how to recognise historical anachronism;
- Learning about historical significance.

Transferable skills

- Basic guided research;
- Simple sentence writing;
- Organization and presentation skills;
- Application of basic ICT skills;
- Collaborative planning and learning.

Assessment

Assessment is to have the following procedure:

1. Teachers are to fill in the Learning Outcomes success criteria (refer to page 11) in the MySchool cells similar to the mainstream students towards the end of the scholastic year;
2. There will no no written exam at the end of the scholastic year as with students in mainstream classes. The students following this Alternative Learning Programme will have their final mark out of 100 based on the four school-based coursework tasks done during the scholastic year (refer to page 12). The raw mark obtained by the students is to be converted into grades as described by the following rubric:

Mark	Grade	Criteria
80 - 100	M	Mastered expected learning outcomes
51 - 79	P	Partially achieved expected learning outcomes
31 - 50	S	Starting to work towards expected learning outcomes
1 - 30	WB	Working below the expected learning outcomes.

3. **N.B.** The grades achieved by these students are not to be entered in the MySchool cells used for students in mainstream classes but are to be included in the 'Teacher's Comments' section available under each subject.

Introductory note

The Learning Outcomes as they are described and embedded in the history topics done in Year 7 are to serve a suggested guide for the teachers when planning the scheme of work, lesson preparation, resources and learning tasks for the students. The teacher can thus select and adapt a number of subject foci and learning outcomes from each of the below tables and design the lesson accordingly. The wording and the intended task of these suggested learning outcomes can be modified in such a way as to lower or increase its suggested level according to the learning abilities of the students. It is advisable that more than one learning outcome are to be tackled in one lesson, since some learning outcomes are easier and more straightforward to cover while others are more complex and thus require more time and learning skills.

Unit Code and Title: HIS 7.1 Before History

Teaching objectives	Subject Focus	Learning Outcomes
1. The teacher will help students understand the Għar Dalam as a source of evidence in before and during the early human settlements in the Maltese Islands. (2 lessons)	Recall	<ol style="list-style-type: none"> 1. I can recognize and name which animals inhabited the islands from a set of given pictures. (L6) 2. I can list the animals that inhabited the islands during this phase. (L6) 3. I can recall key facts about the Għar Dalam phase. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
2. The teacher will explain to students how man came to Malta and how life in the Stone Age was, highlighting the main remains of the period. (4 lessons)	Recall	<ol style="list-style-type: none"> 1. I can recall some key facts about the people who inhabited the Maltese Islands in the Stone Age. (L6) 2. I can identify work activities and artefacts which Stone Age people made, e.g. making pottery ware, farming, rearing animals, cooking food, hunting, fishing, making tools and weapons, making clothes, digging graves, building temples, making statues, making jewellery etc. (L6)
	Empathy	<ol style="list-style-type: none"> 3. I can empathise with the life of Stone Age people after observing pictures, such as: using fire to cook; using flint to make tools, using leather to make clothing; using clay to make pottery etc. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
3. The teacher will illustrate to students the progress registered during the Temple Age and make them aware of the rich legacy of the period. (5 lessons)	Recall	1. I can list some of the megalithic temple sites found in the Maltese Islands. (L6)
	Chronology Sequence	2. I can describe the stages and the tools used in the building of these temples. (L7)
	Interpretation Source Analysis	3. I can comment on the belief of the people who built the megalithic temples from a set of given pictures, such as burial tombs, altars, statues etc. (L6)
	Communicating history	4. I can talk about the megalithic temples recalling simple facts and understanding their use. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
4. The teacher will help students understand the Bronze Age in Malta and be aware of the main remains of that period. (3 lessons)	Recall	1. I can recognise the main artefacts of the Bronze Age period from others that are not. (L6)
	Terminology	2. I can explain the meaning of the terms: dolmen, menhir and cart ruts. (L6)
	Cause and Effect	3. I can identify the advantages of bronze over flint for making tools and weapons. (L6)
	Empathy	4. I can comment on various aspects from the life of the Bronze Age people who inhabited the Maltese Islands. (L6)

Unit Code and Title: HIS 7.2 Meeting Civilizations

Teaching objectives	Subject Focus	Learning Outcomes
<p>1. The teacher will illustrate the importance of the Egyptian civilisation and offer guidance about some of the most important aspects of this civilisation.</p> <p>(4 lessons)</p>	Recall	1. I can identify Ancient Egyptian artefacts from others that are not. (L6)
	Terminology	2. I can identify key words associated with Ancient Egyptian Civilization: River Nile, pharaoh, mummy, sarcophagus, papyrus, pyramid, sphinx, (L6)
	Empathy	3. I can describe some of the states in the building of the Great Pyramid. (L6)
	Interpretation Source Analysis	4. I can comment on aspects of Egyptian civilisation when observing various primary and secondary sources. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
<p>2. The teacher will highlight the importance of the Golden Age of Ancient Greece and its legacy to the world.</p> <p>(3 lessons)</p>	Recall	1. I can identify artefacts about Ancient Greek Civilization from others that are not. (L6)
	Change and Continuity	2. I can compare and contrast the Olympic Games in Ancient Greek times with those of today. (L6)
	Significance	3. I can identify some historical facts about the Parthenon and the Athenian acropolis. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
<p>3. The teacher will explain the importance of the Phoenicians as traders and sailors and the foundation and expansion of Carthage.</p> <p>(3 lessons)</p>	Recall	<p>1. I can identify artefacts about Phoenician and Carthaginian Civilizations from others that are not. (L6)</p> <p>2. I can recognise some of the items traded by the Phoenicians (e.g. pottery, tools, statuettes, jewellery and weapons). (L6)</p>
	Terminology	3. I can state or write captions to pictures associated with Phoenician and Carthaginian civilizations: <i>murex</i> , purple cloth, cedar trees, bartering, the founding of Carthage. (L6)
	Cause and Effect	4. I can identify or state reasons why the Phoenicians adopted salt as a unit of currency and writing and what use did they make of them. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
4. The teacher will highlight the evidence and legacy of the Punic period in Malta's history. (3 lessons)	Recall	1. I can identify Punic artefacts and legacies found in the Maltese Islands from other that are not. (L6)
	Terminology	2. I can state or write captions to words associated with Punic times in the Maltese Islands (<i>e.g.</i> terracotta sarcophagus, <i>cippus</i> , Tas-Silġ sanctuary, tombs, Phoenician shipwreck at Xlendi). (L6)
	Significance	3. I can identify reasons why Malta was important for the Phoenicians. (L6)

Unit Code and Title: HIS 7.3 The Roman Eagle spreads its wings

Teaching objectives	Subject Focus	Learning Outcomes
1. The teacher will explain what the Roman Empire was and how it grew and extended over most of Western Europe and North Africa. (4 lessons)	Recall	1. I can recognise of the key facts and features about the Roman Civilisation. (L6) 2. I can identify artefacts about Ancient Roman Civilisation from other that are not. (L6)
	Change Continuity	3. I can narrate the story of Annibale as part of the Punic Wars. (L6) 4. I can conclude what was the end result of the Punic Wars (i.e. the destruction of Carthage; the triumph of Rome). (L6)
	Empathy	5. I can comment on the life of a Roman person (<i>e.g.</i> a gladiator a, legionnaire, a slave, a peasant, a teenager <i>etc.</i>) (L6) 6. I can narrate the story of the plot to assassinate Julius Caesar in the Senate. (L6)
	Interpretation Source Analysis	7. I can colour on a given outline map the geographical extent of the Roman Empire. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
2. The teacher will teach about Roman life and society, the Roman army and Roman roads. (4 lessons)	Recall	1. I can distinguish Ancient Roman artefacts from others that were not. (L6) 2. I can state or write captions to key words associated with the Ancient Romans: public baths, aqueducts, roads and the Colosseum, gladiator, legionnaire. (L6)
	Change Continuity	3. I can comment on Ancient Roman customs (<i>e.g.</i> gladiator fighting, slavery, banqueting). (L6)
	Cause and Effect	4. I can identify reasons behind the building of amphitheatres, public baths, aqueducts and roads by the Romans. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
3. the teacher will highlight the causes for the fall of this Empire and explain the importance of its legacy (3 lessons)	Recall	1. I can draw how the Roman Empire was divided into the Western and Eastern Roman Empires on a given map. (L6)
	Cause and Effect	2. I can list some causes which led to the decline and fall of the Roman Empire (<i>e.g.</i> epidemics, wars, Barbarian invasions). (L6)

Unit Code and Title: HIS 7.4 Malta under the Roman Eagle.

Teaching objectives	Subject Focus	Learning Outcomes
1. The teacher will illustrate how the Romans conquered Malta and what the plight of the Maltese was under their rule. (4 lessons)	Recall	<ol style="list-style-type: none"> 1. I can state how Malta prospered under the Romans. (L6) 2. I can narrate the case of Cicero vs. Verres and St. Paul's shipwreck in Malta. (L6)
	Cause and Effect	<ol style="list-style-type: none"> 3. I can identify reasons why the Romans conquered the Maltese Islands in 218 BC (L6)

Teaching objectives	Subject Focus	Learning Outcomes
3. The teacher will highlight the importance of Roman remains in Malta. (4 lessons)	Recall	<ol style="list-style-type: none"> 1. I can comment about Roman remains in Malta such as the Domus Romana in Rabat, the Roman Baths at Għajn Tuffieħa, San Pawl Milqi, the Tas-Silġ Sanctuary. (L6) 2. I can recognise the main Roman sites and artefacts found in Malta. (L6)
	Interpretation Source Analysis	<ol style="list-style-type: none"> 3. I can classify a number of given sources about Roman remains in Malta under the following categories: statues, coins, inscriptions, domestic artefacts, structures. (L6)

Unit Code and Title:
HIS 7.5 The Clash between the Roman Eagle and the Arab Crescent

Teaching objectives	Subject Focus	Learning Outcomes
1. The teacher will explain the main features and legacies of Byzantine Empire how the Byzantines came to rule over Malta. (3 lessons)	Cause and Effect	1. I can comment on the location, defence and features greatness of the city of Constantinople as the successor of Rome. (L6)
	Source Interpretation	2. I can identify artefacts from the Byzantine Empire from others that are not. (L6) 3. I can identify artefacts and remains from the Byzantine period in Maltese history from others that are not. (<i>e.g.</i> catacombs, baptisimal font at Tas-Silġ, graffiti, oil lamps). (L6)
	Empathy	4. I can comment on how burial was carried out in the catacombs. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
2. The teacher will briefly teach about the life of Mohammed and the new religion of Islam. (2 lessons)	Recall	1. I can state who Mohammed was and why is he an important figure for Muslims all over the world. (L6)
	Terminology	2. I can use key words about Mohammed and Islam in context: <i>e.g.</i> Mecca, the Koran, mosque, Ramadan. (L6)
	Empathy	3. I can identify the five pillars of the Islamic faith among the Arabs of his time. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
3. The teacher will explain how the Arabs spread throughout the Mediterranean and took over Malta. (3 lessons)	Recall	1. I can recognize pictures and artefacts about Arab Civilization from others that are not. (L6)
	Cause and Effect	2. I can give reasons, with the help of a map, how the Arabs attacked Malta in 870 AD,
	Source Interpretation	3. I can draw on a given outline map, the geographical extent of the Byzantine and the Arab Empires after Mohammed. (L6)
	Empathy	4. I can empathise with what the Maltese might have felt when the Arabs conquered Malta in 870 A.D. (L6)

Learning Outcomes Assessment Criteria for Year 7, Level 7

Ticking exercise to be done by teachers once towards the end of the scholastic year (end of May early June).

Assessment Criteria			Not Achieved	Working towards achievement	Achieved	Mastered
1	I can recall key facts about a given historical event, period or situation.	Knowledge recall				
2	I can distinguish between primary and secondary sources.	Working with sources				
3	I can identify remains and artefacts of a particular historical period.	Working with sources				
4	I can describe or explain the use/importance of historical remains or artefacts.	Historical significance				
5	I can make simple inferences from visual primary and secondary sources.	Historical Interpretation				
6	I can imagine how life could have been in the past.	Empathic understanding				
7	I can describe/narrate in a very simple way historical events or situations.	Communicating history				

School-Based Assignments suggestions for Year 7 and Year 8 (starting from September 2018)

Type of Coursework		Description of coursework	Marking Criteria (1- 10 marks)		
			1 – 4 marks	5 -7 marks	8 – 10 marks
			Work is below average quality	Work is of average quality	Work is of exceptional quality
1	A set of primary and secondary illustrated sources	<ul style="list-style-type: none"> ▪ Two primary and two secondary sources from one syllabus theme (<i>e.g.</i> Ancient Egypt); ▪ Simple captions that describe each source; ▪ An appropriate heading/title; ▪ Handed in printed/written on one A4/A3 sheet 	<ul style="list-style-type: none"> ▪ Two missing/incorrect/repetitive/mixed up illustrated sources; ▪ No captions; ▪ Misleading heading/title; ▪ Inappropriate presentation. 	<ul style="list-style-type: none"> ▪ One missing/incorrect/repetitive /mixed up illustrated source; ▪ Vague captions; ▪ Correct title/heading; ▪ Inappropriate presentation. 	<ul style="list-style-type: none"> ▪ No missing sources; ▪ Correct choice of sources; ▪ Clear brief captions; ▪ Appropriate title and presentation.
2	A simple illustrated time-line	<ul style="list-style-type: none"> ▪ Include 4/5 chronological dates+events; ▪ Linked to one of the syllabus themes (<i>e.g.</i> The Crusades); ▪ Illustrated sources for the events; ▪ Brief caption explaining the events; ▪ An appropriate heading/title. 	<ul style="list-style-type: none"> ▪ Events not in chronological order; ▪ 2 or more picture sources do not match with the event; ▪ No/Incorrect description of events; ▪ Poor design and presentation. 	<ul style="list-style-type: none"> ▪ 1 event not in chronological order; ▪ 1 picture source does not match with the event; ▪ Vague description of events; ▪ Satisfactory design/presentation. 	<ul style="list-style-type: none"> ▪ All events in chronological order; ▪ All sources match with the events; ▪ Brief description of events; ▪ Orderly and neat design and presentation.
3	A site-visit chart	<ul style="list-style-type: none"> ▪ Presented as a chart; ▪ Photographs taken during the visit; ▪ Brief captions about the photographs; ▪ Five brief fact about the site in bullet form. 	<ul style="list-style-type: none"> ▪ Information out of context; ▪ Less than 4 pictures/photos; ▪ No captions; ▪ Haphazard design/presentation. 	<ul style="list-style-type: none"> ▪ Scant information; ▪ 4-5 relevant pictures/photos; ▪ Pictures not taken during visit; ▪ Some brief but correct captions; ▪ Satisfactory design/presentation. 	<ul style="list-style-type: none"> ▪ Five correct sentences about the site; ▪ 6 relevant pictures/photos; ▪ All captions are brief and correct; ▪ Aesthetic and creative design and presentation.
4	A poster collage	<ul style="list-style-type: none"> ▪ Linked to one of the syllabus themes; ▪ Includes enough illustrated sources to fit one A4 or A3 sheet; ▪ Includes a title heading; ▪ Collage demonstrates creativity in design and presentation. 	<ul style="list-style-type: none"> • No title; • 4 or less pictures; • Most pictures are anachronistic; • Repetitive aspects in pictures; • Haphazard layout. 	<ul style="list-style-type: none"> • Simple title; • 5-6 pictures with 2 picture not relevant to title; • A limited range of aspects; • Satisfactory layout. 	<ul style="list-style-type: none"> • Appropriate title; • 7+ pictures with a wide range of aspects; • Right choice of pictures; • Creative layout.
5	Workbook/Worksheets Tasks	<ul style="list-style-type: none"> ▪ Tasks are to be completed with the correct and appropriate answers given; ▪ Neat and orderly presentation of work; ▪ Work done within the given deadline. 	<ul style="list-style-type: none"> • Too many incomplete or missing tasks; • Untidy presentation; • Very vague or brief answers; • Work often hand in late. 	<ul style="list-style-type: none"> • Some incomplete tasks; • Inconsistent presentation; • Denotes effort to give satisfactory answers; • Work sometimes given late. 	<ul style="list-style-type: none"> • Very few incomplete tasks; • Neat presentation; • Full and appropriate answers; • Work given in time.
6	Other task chosen by the teacher	Description and assessment rubrics to be done by the teacher and forwarded to EO for approval.	To be filled by teacher.	To be filled by teacher.	To be filled by teacher.

Notes

- The teacher is to give FOUR different types of SBA for the year group taught.
- Each student has to present FOUR different types of SBA in Year 7 and in Year 8.
- The teachers teaching an Alternative Class in the same form are to coordinate the type of SBA to give to the students.
- Each SBA carries 10% (40% total) of the total marks. The written annual exam carried the other 60% of total marks.
- Assessments can be done and presented by the students in Maltese or in English.
- SBA can be done by small groups of students working as a team, as long as tasks are clearly defined and shared between the team.
- Teachers should dedicate some time from the lessons to give some guide as to how the students are to plan, research, design and present their work.
- The Excel sheet for record of marks of the SBAs can be accessed from the website of the History Department on the following link: (to upload on website).
- The link to the website of the History Department (DLAP) is: <https://history.skola.edu.mt/>

History Department, Curriculum Annexe

