

# **Learning Outcomes for History**

**Level 7 to 10**

**For Years 7 to 11**





## LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	A. Time and Chronology in History			
Learning Outcome 1	I can understand and use historical time periods, dating system, scale of time, sequence and chronology.			
	HISTORY GENERAL			
Level 7	Level 8	Level 9	Level 10	
<ul style="list-style-type: none"> <li>• I can put a wide range of pictures and objects in sequence.</li> <li>• I can sort the main historical periods in chronological sequence.</li> <li>• I understand how dating by century work.</li> <li>• I can put dates in the correct century.</li> <li>• I can construct a simple time-line without using scale.</li> <li>• I can explain the meaning of historical time terminology: B.C./B.C.E. and A.D./C.E., decade, century, millennium, period, era.</li> <li>• I can distinguish how B.C./B.C.E. and A.D./C.E. are represented on a time-line.</li> <li>• I can sort events, periods and personalities in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the sequence of the main historical periods.</li> <li>• I can explain some historical time periods (e.g. the Viking Age, the Renaissance, etc.).</li> <li>• I can construct a time-chart.</li> <li>• I can use historical time terminology confidently.</li> <li>• I can distinguish that historical periods existed for different lengths of time according to the region.</li> </ul>	<ul style="list-style-type: none"> <li>• I can distinguish a period in history from pictorial sources (e.g. weapons, clothing, paintings, etc.).</li> <li>• I fully understand the mechanics of time-dating systems and vocabulary.</li> <li>• I can sequence events and periods in historical time accurately.</li> <li>• I can read and create simple time-scales.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place events, people and changes in their proper chronological framework.</li> <li>• I know how to use dates, terms and conventions to describe historical periods (e.g. the Reformation, the Industrial Revolution,).</li> <li>• I can discuss events and periods using appropriate historical time terminology.</li> <li>• I can compare periods in the past in terms of their characteristic features.</li> </ul>	
	HISTORY OPTION			
	Level 8	Level 9	Level 10	
	<ul style="list-style-type: none"> <li>• I know the sequence of the main historical periods.</li> <li>• I can explain some historical time periods (e.g. the Viking Age, the Renaissance, etc.).</li> <li>• I can construct a time-chart using scale.</li> <li>• I can use historical time terminology confidently.</li> <li>• I can place a series of connected events on a scaled time-line.</li> <li>• I can place key period terms on a scaled time-line.</li> <li>• I can distinguish that historical periods existed for different lengths of time according to the region.</li> </ul>	<ul style="list-style-type: none"> <li>• I can put an extensive range of pictures and objects in sequence.</li> <li>• I can distinguish a period in history from pictorial sources (e.g. weapons, clothing, paintings, etc.).</li> <li>• I can make a comparative time-chart using scale.</li> <li>• I fully understand the mechanics of time-dating systems and vocabulary.</li> <li>• I can sequence events and periods in historical time accurately.</li> <li>• I can compare events and periods in terms of their duration.</li> <li>• I can develop a sound grasp of the sequence of events through a wide range of historical topics or episodes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place events, people and changes in their proper chronological framework.</li> <li>• I can make a time-chart which records different aspects of history (e.g. political, social, cultural)</li> <li>• I know how to use dates, terms and conventions to describe historical periods (e.g. the Reformation, the Industrial Revolution,).</li> <li>• I can discuss events and periods using appropriate historical time terminology (e.g. early 20<sup>th</sup> century).</li> <li>• I can use chronology to present a comprehensive framework of an aspect of history.</li> <li>• I can comprehensively understand the whole time-scale of the past.</li> </ul>	

## LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	B. Historical terms and concepts				
Learning Outcome	I can understand and use historical terms and concepts such as similarity and difference, change and continuity and cause and effect.				
	HISTORY GENERAL				
Level 7	Level 8	Level 9	Level 10		
<ul style="list-style-type: none"> <li>• I can realise, from a provided list, that there were reasons for, and results of, the main events and changes.</li> <li>• I can identify the primary concepts in history (e.g. cause, change, chronology, etc).</li> <li>• I can explain the difference between primary historical concepts (e.g. cause vs consequence, empathy, etc.).</li> <li>• I can sort instances of change and continuity between historical periods.</li> <li>• I can sort causes and consequences of historical events.</li> <li>• I recognize that some aspects of the past are thought to be more significant than others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list reasons for, and results of, events and changes.</li> <li>• I can define/explain common secondary concepts (e.g. monarchy, reform, empire, etc.).</li> <li>• I can understand the main historical terms and concepts, and use them to communicate history.</li> <li>• I can classify between the more or less important causes and consequences of historical events.</li> <li>• I can understand the basics of cause and consequence and find connections between them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyse the reasons for, and results of, events and changes.</li> <li>• I can explain the difference between similar secondary concepts (e.g. riot, revolt, revolution, etc.).</li> <li>• I can compare key periods in the past in terms of their features (e.g. weapons used in World War I and II).</li> <li>• I can construct basic arguments to sustain cause and consequence related to major historical events.</li> <li>• I can identify continuity traits between two historical periods and form conclusions about one period and another</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyse the relationships between people and events.</li> <li>• I can draw contrasts between different periods in history.</li> <li>• I can recognize how different concepts mean different things in different countries and time periods (e.g. the Roman Inquisition and the Spanish Inquisition).</li> <li>• I can recognize causes and consequences of historical events having a local and global connection.</li> </ul>		
	HISTORY OPTION				
	Level 8	Level 9	Level 10		
	<ul style="list-style-type: none"> <li>• I can list reasons for, and results of, events and changes.</li> <li>• I can define/explain common secondary concepts (e.g. monarchy, reform, empire, etc.)</li> <li>• I can identify key features associated with different historical periods.</li> <li>• I can identify instances of continuity between one historical period and another.</li> <li>• I can classify between the more or less important causes and consequences of historical events.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the connection between features of a particular period (e.g. the steam engine and rail transport).</li> <li>• I can analyse the reasons for, and results of, events and changes in a more diagnostic nature.</li> <li>• I can explain the difference between similar secondary concepts (e.g. riot, revolt, revolution, etc.).</li> <li>• I can compare key periods in the past in terms of their features (e.g. weapons used in World War I and II).</li> <li>• I can explain why certain causes and consequences of a particular historical event are more important than others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyse the relationships between people and events.</li> <li>• I can define/explain and mention examples from history of a wide range of primary and secondary concepts.</li> <li>• I can draw contrasts between different periods in history.</li> <li>• I can recognize how different concepts mean different things in different countries and time periods (e.g. the Roman Inquisition and the Spanish Inquisition).</li> <li>• I can discover and classify causes and consequences of historical events having local and global connections.</li> </ul>		

## LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	C. Working with historical sources			
Learning Outcome	I can develop an understanding of historical skills and concepts when analysing and interpreting historical sources.			
	HISTORY GENERAL			
Level 7	Level 8	Level 9	Level 10	
<ul style="list-style-type: none"> <li>• I begin to identify different ways in which the past is represented.</li> <li>• I can describe concrete evidence (e.g. pictures, artefacts, buildings).</li> <li>• I can distinguish between primary and secondary sources.</li> <li>• I can make simple inferences from primary and secondary sources.</li> <li>• I can describe simple maps, diagrams and graphs.</li> <li>• I am aware that there is a wide range of evidence for different historical periods.</li> <li>• I am familiar with the question 'How do we know?'</li> </ul>	<ul style="list-style-type: none"> <li>• I can find out about aspects of history from more than one source.</li> <li>• I can sort and classify sources into different types and motives.</li> <li>• I can use two different types of sources to investigate questions about the past.</li> <li>• I give great importance to the question 'How do we know?'</li> </ul>	<ul style="list-style-type: none"> <li>• I can study aspects of history using a wider range of sources.</li> <li>• I can compare two contrasting accounts of the same event.</li> <li>• I can make some reference to the broader historical context of the sources.</li> <li>• I can state why certain sources may be more relevant or objective than others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognize clear cases of bias and propaganda in sources.</li> <li>• I can explain how certain sources are more relevant than others.</li> <li>• I can make a comprehensive reference to the broader historical context of the sources.</li> <li>• I can explain why sources were made (e.g. the Mitrovich's petition of 1835).</li> </ul>	
	HISTORY OPTION			
	Level 8	Level 9	Level 10	
	<ul style="list-style-type: none"> <li>• I can find out about aspects of history from more than one source.</li> <li>• I can distinguish between fact and opinion.</li> <li>• I can establish the importance of sources from the evidence included in them.</li> <li>• I can interpret and compare statistical sources.</li> <li>• I can sort and classify sources into different types and motives.</li> <li>• I can use two different types of sources to investigate questions about the past.</li> <li>• I give great importance to the question 'How do we know?'</li> <li>• I can notice which sources on a particular issue are more relevant or reliable.</li> </ul>	<ul style="list-style-type: none"> <li>• I can study aspects of history using a wider range of sources.</li> <li>• I can recognize clear cases of bias and propaganda in sources.</li> <li>• I can interpret complex statistical sources and reach conclusions from them.</li> <li>• I can compare two contrasting accounts of the same event.</li> <li>• I can make some reference to the broader historical context of the sources.</li> <li>• I can analyse historical situations from sources and reach substantiated conclusions about them.</li> <li>• I can explain how sources may be more relevant or objective than others.</li> <li>• I can notice contradictions, gaps, inconsistencies, bias and propaganda in sources.</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate independently using a wide range of historical sources.</li> <li>• I can recognize more subtle instances of bias and propaganda in sources.</li> <li>• I can distinguish between relevant and irrelevant evidence.</li> <li>• I can explain reasons for contradictions and gaps in evidence.</li> <li>• I can reach plausible conclusions on a topic on the basis of the available evidence.</li> <li>• I can make a comprehensive reference to the broader historical context of the sources.</li> <li>• I can ask and answer questions to determine the motive why sources were made.</li> </ul>	

## LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	D. Historical interpretation and empathic understanding				
Learning Outcome	I can think critically about different interpretations, ideas, values and beliefs of the past and empathise with the protagonists.				
	HISTORY GENERAL				
Level 7	Level 8	Level 9	Level 10		
<ul style="list-style-type: none"> <li>• I can make a simple imaginative reconstruction of a historical situation (e.g. building the Pyramids).</li> <li>• I can describe the sensations of a historical event or situation (e.g. besieging a castle).</li> <li>• I can draw reactions to a historical story (e.g. Caesar's assassination).</li> <li>• I am aware of how people in the past acted and reacted in various situations (e.g. Phoenician traders).</li> <li>• I can describe the use of certain artefacts in the past (e.g. chain mail, crown, etc.)</li> <li>• I can use my imagination to describe how life could have been in the past.</li> <li>• I can empathize by acting the role of people in the past.</li> <li>• I can identify values and beliefs that change over time.</li> <li>• I can identify different interpretations of a historical event from one or more sources.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand the risks of anachronisms and other fallacies in historical writings.</li> <li>• I can describe in more detail the feelings of people living in the past.</li> <li>• I can discuss different interpretations about past events.</li> <li>• I can explain why values and beliefs may change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand why people living in the past may have had different viewpoints (e.g. different reactions to Keenan's Report).</li> <li>• I can consider the viewpoints of people of opposing sides (e.g. an pro-Italian vs a pro-British person in late 19<sup>th</sup> century Malta).</li> <li>• I can compare values and beliefs in the past with those of the present.</li> <li>• I can identify, compare and contrast different interpretations of the past</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the values and motivations on which human decisions and actions were based in the past (e.g. ambition, revenge, survival, adventure, fanaticism, etc.).</li> <li>• I can argue that interpretations about the past are often based on the evidence selected or available.</li> <li>• I can use sources to determine differences in belief and values between one historical period and another.</li> <li>• I can recognize that sources are just a reconstruction of the past and one can have several reconstructions from different sources.</li> </ul>		
	HISTORY OPTION				
	Level 8	Level 9	Level 10		
<ul style="list-style-type: none"> <li>• I can make a more detailed imaginative reconstruction which is not anachronistic.</li> <li>• I can describe in more detail the feelings of people living in the past.</li> <li>• I can dramatize a historical situation by personifying a key historical figure (e.g. Columbus, Napoleon, etc.).</li> <li>• I can discuss different interpretations about past events.</li> <li>• I can argue that some conclusions about the past are more certain than others.</li> <li>• I can explain why values and beliefs may change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand why people living in the past may have had different viewpoints (e.g. different reactions to Luther's 95 Thesis).</li> <li>• I can consider the viewpoints of people of opposing sides (e.g. an aristocrat and a revolutionary in 1789 France).</li> <li>• I can reconstruct interpretations of different people and situations (e.g. how the Catholic Church saw the Reformation).</li> <li>• I can compare and contrast differences in interpretation about certain aspects of the past.</li> <li>• I can distinguish different degrees of certainty about the past and recognize that some questions are easier to answer than others.</li> <li>• I can compare values and beliefs in the past with those of the present.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the extent of choice available to a person in a given situation in the past (e.g. Bismarck's options in foreign policy).</li> <li>• I can identify the values and motivations on which human decisions and actions were based in the past (e.g. ambition, revenge).</li> <li>• I can reconstruct comprehensively different interpretations of people and situations.</li> <li>• I can argue that interpretations about the past are often based on the evidence available.</li> <li>• I can relate interpretations to the historical context of their times.</li> <li>• I can recognize that there may be several reconstructions of the past, depending on the sources available.</li> </ul>			

## LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	E. Communicating history			
Learning Outcome	<b>I can communicate what I have learnt, recall, record, summarise, research, discuss, argue and present my ideas, observations and conclusions.</b>			
	HISTORY GENERAL			
Level 7	Level 8	Level 9	Level 10	
<ul style="list-style-type: none"> <li>• I can recall a substantial amount of historical facts.</li> <li>• I can narrate/describe briefly past events or situations.</li> <li>• I can give a simple narrative account of the activities of an individual or group of people.</li> <li>• I begin to use some historical terms when communicating history.</li> <li>• I can communicate history while referring to various primary and secondary sources.</li> <li>• I can include examples of causes and effects with the help of writing frames.</li> <li>• I start to use some common historical terminology when communicating history.</li> <li>• I can recall key facts about historical event and topics I have studied.</li> <li>• I can communicate my understanding of history in various forms (verbally, written, digitally).</li> </ul>	<ul style="list-style-type: none"> <li>• I can use concrete and abstract historical terms when communicating history orally or in writing.</li> <li>• I can discuss history and improve on what I already know.</li> <li>• I can further improve my knowledge through guided research.</li> </ul>	<ul style="list-style-type: none"> <li>• I can communicate aspects of history using categories (social, economic, political) to structure and organize my ideas.</li> <li>• I can write structured accounts using key facts and historical terms.</li> <li>• I can define and use historical terms and concepts accurately.</li> <li>• I can further improve my knowledge through some independent research.</li> </ul>	<ul style="list-style-type: none"> <li>• I can communicate history using a logical structure of ideas.</li> <li>• I can write accounts which include use of concrete historical terms and concepts.</li> <li>• I can use historical terms and concepts to organize my arguments on the topics studied.</li> </ul>	
	HISTORY OPTION			
	Level 8	Level 9	Level 10	
	<ul style="list-style-type: none"> <li>• I can demonstrate an increased factual knowledge and understanding of the period being studied.</li> <li>• I can discuss/write an account of past events in coherent structure of ideas and arguments.</li> <li>• I can use concrete and abstract terms when communicating history orally or in writing.</li> <li>• I can communicate aspects of history using categories (social, economic, political) to structure and organize my ideas.</li> <li>• I can make links between topics to make contrasts and comparisons.</li> <li>• I can define secondary historical concepts and terms when communication history.</li> <li>• I can discuss history and improve on what I already know.</li> <li>• I can further improve my knowledge through guided research.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write structured accounts using evidence and reach some conclusions.</li> <li>• I can write accounts for past events in terms of causes and effects in a stratified way.</li> <li>• I can discuss/write accounts using a wide range of concrete and abstract historical terms (e.g. papal bull, excommunication).</li> <li>• I can communicate historical facts, reflections and conclusions effectively using a wide range of historical terms and concepts.</li> <li>• I can define and use historical terms and concepts accurately.</li> <li>• I am flexible to change my arguments if historical fallacies or inaccuracies are detected.</li> <li>• I can further improve my knowledge through some independent research.</li> </ul>	<ul style="list-style-type: none"> <li>• I can communicate history using a logical structure of ideas and arguments.</li> <li>• I can I can communicate history using a wide range of presentation techniques.</li> <li>• I can discuss/write analytical accounts which include different interpretations.</li> <li>• I can discuss/write accounts which include an accurate use of concrete and abstract historical terms and concepts.</li> <li>• I can use historical terms and concepts to organize, analyse and develop historical arguments on the topics studied.</li> <li>• I can compare my arguments with those developed by other people.</li> <li>• I am flexible in improving my arguments due to feedback and fresh ideas.</li> <li>• I can further improve my knowledge through comprehensive research.</li> </ul>	



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