

# **HISTORY**

## **Learning & Assessment Programme**

### **Year 7**





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# Introduction

## Teaching Objectives in History

- The teacher will illustrate the importance of studying history in our lives and explain how history is written. Concepts and skills are important in studying history. Key historical concepts which help students to organise knowledge and ideas about history, make generalisations, recognise similarities and differences, find patterns and establish connections, should be emphasised. Thus students may understand how historians work, what they are interested in and how historical knowledge and understanding is constructed and created.
- The teacher will explain the mechanics of time, dating, chronology, sequence in history. Students are to be made to understand that certain historical periods are lasted longer than others and that often they overlap with one another.
- The teacher will train students how to define, explain and use historical concepts and terminology in the right context.
- The teacher will explain and help students master the concepts of change and continuity. Students are made aware that history can teach us a lot about life and that we can learn various lessons from it. They should realise that there were times in history when mankind progressed or regressed.
- The teacher will explain and train students how to recognize and differentiate between the different levels of causes and consequences. Students are to be made aware that events are linked with each other with series of long-term, short-term causes and consequences and immediate triggers, some of which may be more significant than the others.
- The teacher will explain the importance of empathising with the protagonists and with the common people in the past. Students are invited to discuss who makes history. They should realise that not only important people and events are important but also the common people. They are invited to name important people and events that they know about. They may do some research about an important historical person who interests them.
- The teacher will explain the importance of evidence in history and train students how to question and analyse different types of primary and secondary sources. Students should become aware that sources are divided into primary and secondary ones with primary sources being more important because of their reliability. They should also understand that for the time before man started to write, we do not have any written evidence but we have to rely on various remains which are studied by archaeologists.
- The teacher will train students to differentiate between fact, opinion, objectivity and bias and anachronisms.
- The teacher will train students how to recognize different historical perspectives and interpretations.
- The teacher will train students to research and communicate history orally, in writing and in digital displays.

## 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' ability, some of which are listed below:

- Analysing primary and secondary sources
- Analysing video clips
- Discussion/debate
- Extended writing
- Labelling diagrams or maps
- Map reading or interpretation
- Model-making
- Oral presentation
- Oral questioning
- Problem-solving task
- Quiz
- Recall
- Research work using books or the Internet
- Role-play
- Site-visit reporting
- Structured questions
- Writing a simulated historical document, manuscript, advert or poster
- Writing captions to illustrated sources

In order for educators to obtain a fair assessment of what the students' know, what they have successfully learnt, what are their strengths and weaknesses, they have to employ a number of strategies during the actual teaching and learning process, such as:

- Encourage participation of students during lesson activities;
- Observe and listen to the students as they perform tasks given during the lesson;
- Evaluate the responses which the students make to the teacher's questions during the lesson;
- Mark and provide an adequate feedback to the students' work;
- Reflect on and evaluate the success criteria of their own teaching.

The use of a range of tasks which include different levels of difficulty and presented in different modes will enable the teacher to assess the level of historical understanding of students with different abilities and attitudes to learning. One way of documenting students' understanding and progress is through a portfoglio/file/folder/workbook containing a range of exemplars of historical tasks compiled during the scholastic year.

### Three important steps in Assessment for Learning (AFL)

#### Step 1. Understanding what students know

When starting a new topic or concept, the educator needs to become aware of what the students already know and if they have any misconceptions. This could be achieved by using guided questions, brainstorming, associate key words, mind web, discussion, a key picture source, a quotation from history.



## **Step 2. Using effective questioning techniques**

Educators 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. Open-ended questions allow for a multiple range of correct responses, require students to think further and can be used to assess both lower and higher order cognitive skills, depending on the nature and formulation of the question. The following are a few examples of questions based on Bloom's taxonomy of cognitive understanding:

### **Recall of content questions**

Questions starting with:

- When, where, what, who
- Which of these statements are true or false
- How many

### **Comprehension questions**

Question starting with:

- Can you explain/write in your word...
- Can you outline briefly...
- Can you explain the meaning of...

### **Application questions**

Questions starting with:

- Do you know another instance when...
- Could have this happened if...
- Can you mention the main characteristics of...

### **Analytical questions**

Questions starting with:

- How was this different/similar to...
- What were the motives behind...
- What was the turning point in...

### **Synthesis questions**

Questions starting with:

- Can you provide a possible solution to...
- Can you describe in a nutshell...
- Can you outline the key events leading to...

### **Evaluation questions**

Questions starting with:

- Can you assess the achievements and failures of...
- How effective were the reforms carried out by...
- Do you think there was there a better solution to...

### **Step 3. Feedback during the lesson**

Feedback gives the students the opportunity to improve in their learning. Feedback can take various forms: from teacher to students; from students to teacher and from student to student. Good feedback should include the following principles:

- Focus on the students' work;
- Focus on the learning objectives and outcomes;
- State how the students' work can be improved;
- Compare the students' work with a sample or model answer;
- Include positive comments that install confidence in students in their learning;
- Avoid negative, labelling or intimidating comments.

Written feedback can be in the form of marks, grades, comments. When a comment is written next to a mark or grade, students tend to ignore the comment and all the corrections done by the teacher and focus on the mark as the measure of their success, failure or ability.

Comments need to begin with what has been a success and what needs to be improved and provide advice on how this improvement can be achieved. In this way, the feedback given should stimulate the student to improve in their motivation to learn. Concrete and measurable improvement will in turn increase the students' self-esteem and confidence in learning more.

### **Skills and competencies taught by the school based assessment**

The SBA tasks have been selected in such a way 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.

#### **History skills**

- Sequence and chronology;
- Use of historical terminology;
- Selecting between primary and secondary sources;
- Change and continuity between historical periods;
- Historical empathy;
- Learning about historical anachronism;
- Historical significance;
- Synthesis of historical knowledge.

#### **Transferable skills**

- Research skills;
- Creative writing;
- Selection, organization and presentation skills;
- Decision making and problem solving;
- Application of various ICT skills;
- Collaborative planning and learning.



# History Learning Outcomes

## (Level 7)

<b>Learning Outcome</b>	<b>A. Time and Chronology in History</b>
<b>Subject Focus</b>	<b>I can understand and use historical time periods, dating system, scale of time, sequence and chronology.</b>
A1 I can put a wide range of pictures and objects in sequence.	
A2 I can sort the main historical periods in chronological sequence.	
A3 I understand how dating by century work.	
A4 I can put dates in the correct century.	
A5 I can construct a simple time-line without using scale.	
A6 I can explain the meaning of historical time terminology: B.C./B.C.E. and A.D./C.E., decade, century, millennium, period, era.	
A7 I can distinguish how B.C./B.C.E. and A.D./C.E. are represented on a time-line.	
A8 I can sort events, periods and personalities in chronological order.	

<b>Learning Outcome</b>	<b>B. Historical terms and concepts</b>
<b>Subject Focus</b>	<b>I can understand and use historical terms and concepts such as similarity and difference, change and continuity and cause and effect.</b>
B1 I can realise, from a provided list, that there were reasons for, and results of, the main events and changes.	
B2 I can identify the primary concepts in history (e.g. cause, change, chronology, etc).	
B3 I can explain the difference between primary historical concepts (e.g. cause vs consequence, empathy, etc.).	
B4 I can sort instances of change and continuity between historical periods.	
B5 I can sort causes and consequences of historical events.	
B6 I recognize that some aspects of the past are thought to be more significant than others.	

<b>Learning Outcome</b>	<b>C. Working with historical sources</b>
<b>Subject Focus</b>	<b>I can develop an understanding of historical skills and concepts when analysing and interpreting historical sources.</b>
C1 I begin to identify different ways in which the past is represented.	
C2 I can describe concrete evidence (e.g. pictures, artefacts, buildings).	
C3 I can distinguish between primary and secondary sources.	
C4 I can make simple inferences from primary and secondary sources.	
C5 I can describe simple maps, diagrams and graphs.	
C6 I am aware that there is a wide range of evidence for different historical periods.	
C7 I am familiar with the question 'How do we know?'	

<b>Learning Outcome</b>	<b>D. Historical interpretation and empathic understanding</b>
<b>Subject Focus</b>	<b>I can think critically about different interpretations, ideas, values and beliefs of the past and empathise with the protagonists.</b>
D1 I can make a simple imaginative reconstruction of a historical situation (e.g. building the Pyramids).	
D2 I can describe the sensations of a historical event or situation (e.g. besieging a castle).	
D3 I can draw reactions to a historical story (e.g. Caesar's assassination).	
D4 I am aware of how people in the past acted and reacted in various situations (e.g. Phoenician traders).	
D5 I can describe the use of certain artefacts in the past (e.g. chain mail, crown, etc.)	
D6 I can use my imagination to describe how life could have been in the past.	
D7 I can empathize by acting the role of people in the past.	
D8 I can identify values and beliefs that change over time.	
D9 I can identify different interpretations of a historical event from one or more sources.	

<b>Learning Outcome</b>	<b>E. Communicating history</b>
<b>Subject Focus</b>	<b>I can communicate what I have learnt, recall, record, summarise, research, discuss, argue and present my ideas, observations and conclusions.</b>
E1 I can recall a substantial amount of historical facts.	
E2 I can narrate/describe briefly past events or situations.	
E3 I can give a simple narrative account of the activities of an individual or group of people.	
E4 I begin to use some historical terms when communicating history.	
E5 I can communicate history while referring to various primary and secondary sources.	
E6 I can include examples of causes and effects with the help of writing frames.	
E7 I start to use some common historical terminology when communicating history.	
E8 I can recall key facts about historical event and topics I have studied.	
E9 I can communicate my understanding of history in various forms (verbally, written, digitally).	

## 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	LOF
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. <b>(2 lessons)</b>	Recall	1. I can recognize and name which animals inhabited the islands from a set of given pictures. <b>(L6)</b>	<b>C7.2</b>
		2. I can list the animals that inhabited the islands during this phase. <b>(L6)</b>	<b>E7.1</b>
		3. I can recall key facts about the Għar Dalam phase. <b>(L7)</b>	<b>E7.1</b>
	Chronology Sequence	4. I can place Għar Dalam in its proper place within the different phases of Maltese Prehistory. <b>(L8)</b>	<b>A7.2</b>
	Terminology	5. I can distinguish the difference between prehistory and history. <b>(L6)</b>	<b>E7.4</b>
	Cause and Effect	6. I can identify some causes why animals that inhabited the islands during this phase became extinct and their fossils were found in Għar Dalam. <b>(L7)</b>	<b>E7.6</b>
		7. I can explain why the Maltese Islands were cut off from Sicily and mainland Europe with the end of the last Ice Age. <b>(L8)</b>	<b>E7.6</b>
	Significance	8. I can explain why archaeology is important for the study of prehistory. <b>(L7)</b>	<b>B7.6</b>
		9. I can state the contribution of Sir Temi Zammit in the field of archaeology. <b>(L7)</b>	<b>B7.6</b>
	Communicating history	10. I can communicate my facts, reflections and conclusions about the Għar Dalam phase in different ways: in writing, verbally or digitally. <b>(L8)</b>	<b>E7.8</b>
		11. I can improve my knowledge about the Għar Dalam after receiving feedback. <b>(L7)</b>	<b>E7.9</b>

## Unit Code and Title: HIS 7.1 Before History

Teaching objectives	Subject Focus	Learning Outcomes	LOF
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. <b>(3 lessons)</b>	Recall	1. I can recall key facts about the people who inhabited the Maltese Islands in the Stone Age. <b>(L6)</b> 2. I can identify which work activities existed and which did not in Maltese prehistoric times. <b>(L6)</b> 3. I can list some 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. <b>(L7)</b>	<b>E7.1</b> <b>D7.6</b> <b>D7.6</b>
	Chronology Sequence	4. I can place the Neolithic, Temple and Bronze Age periods in its proper chronological place in Malta's prehistory. <b>(L7)</b> 5. I can calculate the length of time of the Prehistoric times phase in Malta's prehistory. <b>(L8)</b>	<b>A7.2</b> <b>A7.3</b>
	Terminology	6. I can explain the meaning of the term: Stone Age and why the period is called so. <b>(L7)</b>	<b>E7.4</b>
	Cause and Effect	7. I can identify reasons why Stone Age people crossed from Sicily to settle in the Maltese Islands. <b>(L7)</b>	<b>E7.6</b>
	Significance	8. I can recognize the importance of the remains found in the first prehistoric village found at Skorba near Mgarr. <b>(L8)</b>	<b>B7.6</b>
	Empathy	9. I can empathize about 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. <b>(L7)</b> 10. I can talk about how Prehistoric times people could have felt and what were their reactions in a given situation. <b>(L7)</b> 11. I can make an imaginative reconstruction of life in prehistoric times without being anachronistic. <b>(L8)</b>	<b>D7.6</b> <b>D7.2</b> <b>D7.1</b>
	Communicating history	12. I can communicate my facts, reflections and conclusions about the Prehistoric times in Malta in different ways: in writing, verbally or digitally. <b>(L7)</b> 13. I can improve my knowledge about Prehistoric times after receiving feedback. <b>(L8)</b>	<b>E7.8</b> <b>E7.9</b>

## Unit Code and Title: HIS 7.1 Before History

Teaching objectives	Subject Focus	Learning Outcomes	LOF
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. <b>(4 lessons)</b>	Recall	1. I can list some of the megalithic temple sites found in the Maltese Islands. <b>(L6)</b> 2. I can recognize the main megalithic temples of Malta from a set of given pictures. <b>(L7)</b> 3. I can list ways how the megalithic temples and prehistoric artefacts are being taken care of. <b>(L7)</b> 4. I can locate the main megalithic temple sites on an outline map of the Maltese Islands. <b>(L8)</b>	<b>E7.1</b>  <b>C7.1</b>  <b>C7.4</b>  <b>C7.5</b>
	Chronology Sequence	5. I can construct a simple time line or chronological table of the main megalithic temples. <b>(L7)</b> 6. I can describe the stages and the tools used in the building of these temples. <b>(L7)</b>	<b>A7.5</b>  <b>E7.4</b>
	Change Continuity	7. I can observe/identify progress in temple building when shown pictures of megalithic temples from different periods. <b>(L7)</b>	<b>C7.4</b>
	Enquiry	8. I can ask questions about the temples, <i>e.g.</i> when, who, how, why were they built and what artefacts were found. <b>(L7)</b> 9. I can describe how these temples were discovered and later excavated by archaeologists. <b>(L7)</b>	<b>C7.7</b>  <b>E7.3</b>
	Significance	10. I can explain the significance of the term: UNESCO World Heritage Site. <b>(L7)</b> 11. I can show the significance of the temple building age in Malta's prehistory. <b>(L8)</b>	<b>E7.4</b>  <b>B7.6</b>
	Interpretation Source Analysis	12. I can talk about the beliefs of the people who built the megalithic temples after analysing particular remains, such as statues, altars and spiral reliefs. <b>(L7)</b> 13. I can discuss, with the help of archaeological evidence, how life in Prehistoric times could have been like. <b>(L8)</b>	<b>D7.8</b>  <b>D7.6</b>
	Communicating history	14. I can talk about the megalithic temples recalling simple facts and understanding their use. <b>(L6)</b> 15. I can write particular sentences to describe a particular temple, <i>e.g.</i> Ġgantija. <b>(L7)</b>	<b>D7.1</b>  <b>E7.8</b>

## Unit Code and Title: HIS 7.1 Before History

Teaching objectives	Subject Focus	Learning Outcomes	LOF
4. The teacher will help students understand the Bronze Age in Malta and be aware of the main remains of that period. <b>(3 lessons)</b>	Recall	1. I can recognize various artefacts of the Bronze Age period from others that are not. <b>(L6)</b> 2. I can list some artefacts and remains from the Bronze Age period. <b>(L7)</b>	C7.1 C7.1
	Chronology Sequence	3. I can place the Bronze Age period in its proper place in a simple time-line or chronology of Malta's Prehistoric periods. <b>(L7)</b>	A7.1
	Terminology	4. I can explain the meaning of the terms: dolmen, menhir and cart ruts. <b>(L6)</b>	E7.4
	Change Continuity	5. I can identify instances of change and continuity between the Temple Period and the Bronze Age. <b>(L7)</b>	B7.4
	Cause and Effect	6. I can distinguish the advantages of bronze over flint for making tools and weapons. <b>(L7)</b>	B7.1
	Enquiry	7. I can suggest reasons why there is a gap in evidence of 200 years between the Temple and the Bronze Age periods. <b>(L8)</b>	D7.9
	Empathy	8. I can talk about various aspects from the life of the Bronze Age people who inhabited the Maltese Islands. <b>(L7)</b>	D7.4 D7.7
	Interpretation Source Analysis	9. I can identify and speak about similarities and differences between the Neolithic, the Temple Period and the Bronze Age people that inhabited the Maltese Islands. <b>(L8)</b> 10. I can reach conclusions when presented with different sources about the Bronze Age period. <b>(L8)</b>	D7.4 D7.7 C7.4
	Communicating history	11. I can express in writing some of the facts and interpretations about the Bronze Age period in Malta. <b>(L7)</b> 12. I can explain how bronze was made by melting copper and tin, mixing them in moulds to produce tools, weapons and jewellery. <b>(L8)</b>	E7.8 E7.9 D7.1 D7.2

## Unit Code and Title: HIS 7.2 Meeting Civilizations

Teaching objectives	Subject Focus	Learning Outcomes	LOF
1. The teacher will illustrate the importance of the Egyptian civilisation and offer guidance about some of the most important aspects of this civilisation. <b>(3 lessons)</b>	Recall	1. I can identify Ancient Egyptian artefacts from others that are not. <b>(L6)</b> 2. I can list some of the main features of Egyptian Civilization: River Nile, the Great Pyramids, the Sphinx, the pharaohs, the papyrus plant, the hieroglyphs, mummies and sarcophagi. <b>(L7)</b>	<b>C7.1</b> <b>C7.1</b>
	Chronology Sequence	3. I can place Egyptian Civilisation in a time frame. <b>(L7)</b> 4. I can construct a time-line using scale showing Egyptian Civilization from its early times until the Roman conquest in 31 B.C. <b>(L8)</b>	<b>A7.5</b> <b>A7.5</b>
	Terminology	5. I can identify key words associated with Ancient Egyptian Civilization: River Nile, pharaoh, mummy, sarcophagus, papyrus, pyramid, sphinx, the names of some of the most common gods. <b>(L6)</b>	<b>E7.4</b>
	Cause and Effect	6. I can give reasons why Egyptian Civilization declined due to invasion, conquest and influence by other civilizations: Hellenistic and Roman <b>(L8)</b>	<b>B7.1</b>
	Empathy	7. I can use role-play to reconstruct the life of a particular Egyptian person: pharaoh, peasant, scribe, merchant, priest. <b>(L8)</b> 8. I can describe the process how the Great Pyramids were built. <b>(L7)</b>	<b>D7.2</b> <b>D7.1</b>
	Significance	9. I can explain the use or the significance of certain legacies from Ancient Egyptian Civilization: the Great Pyramids, the sphinx, the pharaoh, mummies. <b>(L7)</b>	<b>B7.6</b>
	Interpretation Source Analysis	10. I can extrapolate historical facts and interpretations when observing and analysing different types of primary and secondary sources. <b>(L7)</b>	<b>C7.4</b>
	Communicating history	11. I can answer open ended questions that require some length (between one to three sentences) orally or in writing about various aspects of Egyptian Civilization. <b>(L7)</b> 12. I can speak or write independently about Egyptian Civilization in a structured and coherent way after being given a number of keywords. <b>(L8)</b>	<b>E7.8</b> <b>E7.9</b>



## Unit Code and Title: HIS 7.2 Meeting Civilizations

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will highlight the importance of the Golden Age of Ancient Greece and its legacy to the world. <b>(3 lessons)</b>	Recall	1. I can identify artefacts about Ancient Greek Civilization from others that are not. <b>(L6)</b> 2. I can list some of the main features of Ancient Greece: the origins of democracy, architectural styles, Greek gods, Athens, Sparta, the Parthenon, the Acropolis, the Olympic Games. <b>(L7)</b>	<b>C7.1</b>  <b>C7.1</b>
	Chronology Sequence	3. I can give the approximate dates when Ancient Greek Civilization existed and include the landmarks of this civilization. <b>(L7)</b>	<b>A7.8</b>
	Terminology	4. I can identify key words associated with Ancient Greek Civilization: Athens, Sparta, Acropolis, Doric, Ionic, agora, Corinthian architectural styles, Olympic Games. <b>(L6)</b> 5. I can name between three to six famous people from Ancient Greece: Plato, Aristotle, Socrates, Pythagoras, Herodotus, Pericles, Alexander the Great and state their contribution (e.g. as philosopher, scientist, historian, statesman, conqueror). <b>(L7)</b>	<b>E7.4</b>  <b>B7.6</b>
	Cause and Effect	6. I can give one reason how Ancient Greeks made advances in: science, architecture, politics, drama, sport and warfare. <b>(L7)</b> 7. I can demonstrate using a map of the Mediterranean, where, how (using ships) and why (for commerce) the Greeks found many colonies. <b>(L7)</b> 8. I can compare and contrast the city-states of ‘democratic’ Athens and ‘tyrannical’ Sparta and linking it with the notion of democracy today. <b>(L8)</b>	<b>B7.1</b>  <b>C7.5</b>  <b>D7.4</b>
	Change and Continuity	9. I can compare and contrast the Olympic Games in Ancient Greek times with those of today. <b>(L6)</b>	<b>D7.4</b>
	Significance	10. I can describe why the Parthenon was built and discuss its architectural importance. <b>(L7)</b> 11. I can describe the differences and significance of Doric, Ionic and Corinthian architectural styles. <b>(L8)</b>	<b>E7.8</b>  <b>E7.8</b>
	Empathy	12 I can reconstruct (e.g. by using role-play) some of the aspects of common life of the Ancient Greeks with regards to religious worship, politics, education, drama, sport, leisure and warfare. <b>(L7)</b>	<b>D7.6</b>
	Communicating history	13. I can answer open ended questions that require some length orally or in writing (between one and three sentences) about various aspects of Greek Civilization. <b>(L7)</b> 14. I can speak or write independently about Greek Civilization in a structured and coherent way after being given a number of key words. <b>(L8)</b>	<b>E7.8</b>  <b>E7.9</b>

## Unit Code and Title: HIS 7.2 Meeting Civilizations

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. the teacher will explain the importance of the Phoenicians as traders and sailors and the foundation and expansion of Carthage. <b>(3 lessons)</b>	Recall	1. I can identify artefacts about Phoenician and Carthaginian Civilizations from others that are not. <b>(L6)</b> 2. I can list some of the items traded by the Phoenicians (e.g. pottery, tools, statuettes, jewellery and weapons). <b>(L6)</b>	<b>C7.1</b> <b>C7.1</b>
	Chronology Sequence	3. I can place Phoenician and Carthaginian Civilization and their rule over the Maltese Islands on a time-line. <b>(L7)</b>	<b>A7.5</b>
	Terminology	4. I can explain key words associated with Phoenician and Carthaginian civilizations: <i>murex</i> , purple cloth, cedar trees, bartering, Phoenicia, Lebanon, Carthage, Ba'al, Astarte, Tanit. <b>(L7)</b>	<b>E7.4</b>
	Cause and Effect	5. I can give reasons how and why the Phoenicians founded colonies. <b>(L7)</b> 6. I can state reasons why the Phoenicians adopted salt as a unit of currency and writing and what use did they make of them. <b>(L7)</b>	<b>B7.1</b> <b>B7.1</b>
	Change Continuity	7. I can spot similarities and differences between Phoenician and Carthaginian Civilizations (e.g. from Phoenician peaceful traders and colonizers to Carthaginian warriors and empire builders). <b>(L7)</b>	<b>E7.8</b>
	Empathy	8. I can empathize with Phoenician sailors during a sea voyage for exploration and trading purposes. (L8)	<b>D7.4</b>
	Significance	9. I can list some of the legacies of the Phoenicians to later civilizations. (L8)	<b>E7.8</b>
	Interpretation Source Analysis	10. I can use a map of the Mediterranean to explain the strategic position of Carthage and shade the lands under Carthaginian influence. <b>(L7)</b>	<b>C7.4</b>
	Communicating history	11. I can answer open ended questions that require some length (between one to three sentences) orally or in writing about various aspects of Phoenician and Carthaginian Civilizations. <b>(L7)</b> 12. I can speak or write independently about Phoenician and Carthaginian Civilizations in a structured and coherent way. <b>(L8)</b>	<b>E7.8</b> <b>E7.9</b>

## Unit Code and Title: HIS 7.2 Meeting Civilizations

Teaching objectives	Subject Focus	Learning Outcomes	LOF
4. The teacher will highlight the evidence and legacy of the Punic period in Malta's history. (3 lessons)	Recall	1. I can <del>list</del> identify Punic artefacts and legacies found in the Maltese Islands (L6) 2. I can identify Punic artefacts found in the Maltese Islands from other that were not. (L7)	C7.1 C7.1
	Chronology Sequence	3. I can place Phoenician and Carthaginian periods in Malta's history on a time-line. (L7)	A7.8
	Terminology	4. I can explain the meaning or significance of key words associated with Punic times in the Maltese Islands (e.g. terracotta sarcophagus, Punic inscriptions, <i>cippus</i> , Tas-Silġ sanctuary, Ras il-Wardija, Phoenician shipwreck at Xlendi). (L7)	E7.5
	Change Continuity	5. I can give examples of change and continuity in Malta from late Bronze Age to Punic times. (L8)	B7.3
	Significance	6. I can state why Malta was important for the Phoenicians as a trading and shelter port. (L7)	B7.1
	Empathy	7. I can write some sentences to describe the arrival of the first Phoenician sailors and traders in Malta. (L8)	E7.2
	Interpretation Source Analysis	8. I can discuss the importance of the <i>cippus</i> and its inscription in Punic and Greek languages. (L7)	B7.6 C7.4
	Communicating history	9. I can answer open ended questions that require some length orally or in writing about Malta in Punic times. (L7) 10. I can speak or write independently about Malta in Punic times in a structured and coherent way after being given a number of key words. (L8)	E7.8 E7.9

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

Teaching objectives	Subject Focus	Learning Outcomes	LOF
<p>1. The teacher will explain what the Roman Empire was and how it grew and extended over most of Western Europe and North Africa.</p> <p><b>(3 lessons)</b></p>	Recall	<p>1. I can list some of the key facts and features about the Roman Civilisation. <b>(L7)</b></p> <p>2. I can identify artefacts about Ancient Roman Civilisation from other that are not. <b>(L6)</b></p>	<p><b>E7.1</b></p> <p><b>C7.1</b></p>
	Chronology Sequence	<p>3. I can place some of the events in the history of Ancient Rome on a timeline e.g. foundation of the city, Rome as a Republic and an Empire, the adoption of Christianity, partition of the Empire, the Barbarian Invasions and the fall of Rome. <b>(L7)</b></p>	<b>A7.2</b>
	Terminology	<p>4. I can explain and use terms in my writing such as Empire, Emperor, <i>Pax Romana</i>, <i>Mare Nostrum</i>, Punic Wars. <b>(L7)</b></p>	<b>E7.4</b>
	Change Continuity	<p>5. I can explain change by using maps to show the expansion of Rome before and after the Punic Wars. <b>(L7)</b></p>	<b>C7.5</b>
	Cause and Effect	<p>5. I can distinguish between the more and the less important causes for Roman expansion and justify my choice. <b>(L8)</b></p>	<b>B7.5</b>
	Empathy	<p>6. I can empathize with the life of a Roman character e.g. a legionnaire, a teenager, a slave, a gladiator. <b>(L7)</b></p>	<b>D7.7</b>
	Interpretation Source Analysis	<p>7. I can colour on a map the extent of the Roman Empire across Europe and Northern Africa. <b>(L6)</b></p> <p>8. I can find and use evidence from sources to identify the main causes why Julius Caesar was killed. <b>(L7)</b></p>	<p><b>C7.5</b></p> <p><b>D7.9</b></p>
	Significance	<p>9. I can explain why the Roman Army and Roman Roads contributed to the expansion and defence of the Empire. <b>(L7)</b></p>	<b>E7.8</b>
	Communicating history	<p>10. I can answer open ended questions that require some length (between one to three sentences) orally or in writing about various aspects of the Roman Empire. <b>(L7)</b></p> <p>11. I can speak or write independently about the Roman Empire in a structured and coherent way after being given a number of keywords. <b>(L8)</b></p>	<p><b>E7.8</b></p> <p><b>E7.9</b></p>

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

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will teach about Roman life and society, the Roman army and Roman roads. <b>(4 lessons)</b>	Recall	1. I can distinguish Ancient Roman artefacts from others that were not. <b>(L6)</b> 2. I can list some artefacts and remains from the Ancient Roman period. <b>(L7)</b> 3. I can describe the features and uses of Roman amphitheatres, baths, aqueducts and roads. <b>(L7)</b>	<b>C7.1</b>  <b>C7.1</b>  <b>C7.2</b>
	Chronology Sequence	4. I can place in sequential order a normal day of a common Roman citizen or a patrician. <b>(L7)</b>	<b>D7.6</b>
	Terminology	5. I can explain terms such as Senate, plebians and patricians, amphitheatre, Legions, aqueduct and public baths. <b>(L7)</b>	<b>E7.4</b>
	Change Continuity	6. I can compare similarities and differences between Roman and Greek civilisations. <b>(L8 &lt; L7)</b> 7. I can compare the values and beliefs of Ancient Rome with those of today (e.g. gladiator fighting, slavery, banqueting, religious worship). <b>(L8)</b>	<b>B7.4</b>  <b>D7.8</b>
	Cause and Effect	8. I can identify the reasons behind the building of aqueducts and roads by the Romans. <b>(L7)</b>	<b>D7.1</b>
	Empathy	9. I can empathize orally or in writing with the social role of a plebeian, a patricians, a slave, a gladiator or a free common Roman citizen. <b>(L8)</b>	<b>D7.7</b>
	Interpretation Source Analysis	10. I can ask and answer questions from given sources about everyday life in Roman times. <b>(L7)</b> 11. I can distinguish between primary and secondary sources about Ancient Roman times, such as: artefacts, buildings, coins, inscriptions, statues, texts, people (emperor, legionary, gladiator, senator, slave), roads, houses, artistic reconstructions. <b>(L7)</b>	<b>C7.4</b>  <b>C7.3</b>
	Communicating history	12. I can answer open ended questions that require some length orally or in writing about various aspects of Roman life and society. <b>(L7)</b> 13. I can speak or write independently about Roman Civilization in a structured and coherent way after being given a number of key words. <b>(L8)</b>	<b>E7.8</b>  <b>E7.9</b>

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

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. the teacher will highlight the causes for the fall of this Empire and explain the importance of its legacy <b>(3 lessons)</b>	Recall	1. I can demonstrate how the Roman Empire was divided into the Western and Eastern Roman Empires on a given map. <b>(L6)</b>	<b>C7.5</b>
	Terminology	2. I can explain terms such as legacy, barbarians, slaves in the Roman Empire, absolute power of the emperor. <b>(L7)</b>	<b>E7.4</b>
	Change Continuity	3. I can identify similarities and differences in present-day structures with Roman amphitheatres, baths, aqueducts and roads. <b>(L7)</b>	<b>D7.8</b>
	Cause and Effect	4. I can list some causes which led to the decline and fall of the Roman Empire such as epidemics, civil wars, the defence of the Empire, erosion of values and the Barbarian invasions. <b>(L7)</b> 5. I can distinguish between the more and the less important causes for the decline and fall of the Roman Empire and give reasons for my choice. <b>(L7 &gt; L8)</b>	<b>B7.5</b> <b>B7.5</b> <b>B7.6</b>
	Interpretation Source Analysis	6. I can use evidence from different sources to reach conclusions about the decline and fall of the Roman Empire. <b>(L7)</b> 7. I can show the main Barbarian Invasions using a map of the Roman Empire. <b>(L7)</b> (a new LO instead of no. 2)	<b>B7.4</b> <b>B7.5</b>
	Significance	8. I can discuss the significance of some of the most prominent legacies left by the Romans. (e.g. the Colosseum, Pantheon and the Roman Forum.) <b>(L7)</b>	<b>B7.6</b>
Communicating history	9. I can answer open ended questions that require some length (between one to three sentences) orally or in writing about various aspects of Roman Civilization. <b>(L7)</b> 10. I can speak or write independently about the decline and fall of the Roman Empire in a structured and coherent way after being given a number of keywords. <b>(L8)</b>	<b>E7.8</b> <b>E7.9</b>	

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

Teaching objectives	Subject Focus	Learning Outcomes	LOF
1. The teacher will explain how the Romans took over Malta (3 lessons)	Recall	1. I can recall the main highlights of the Punic Wars, including Hannibal Barca's crossing of the Alps. (L7)	E7.2
	Chronology Sequence	2. I can place the Punic Wars on a timeline and determine how the Maltese Islands featured during these wars. (L8) 3. I can distinguish between B.C. and A.C. by placing the Roman period (218 BC – 476 AD) in Malta on a timeline. (L7)	A7.2 A7.6 A7.7
	Change Continuity	4. I can explain similarities between Carthaginian and Roman Civilizations (e.g. empire builders, naval power, strategic position, slavery). (L7)	E7.8
	Cause and Effect	5. I can identify the causes that led to the Punic Wars. (L7) 6. I can identify the end result of the Punic Wars i.e. the destruction of Carthage and the triumph of Rome. (L7) 7. I can identify reasons why the Romans conquered the Maltese Islands in 218 BC (L7)	B7.1 B7.5  B7.1 B7.5
	Empathy	8. I can empathise with Carthaginian soldiers when crossing the Alps in 218 BC. (L7)	B7.7
	Interpretation Source Analysis	9. I can analyse and make simple inferences on the source by Titus Livius, about how Malta passed into Roman hands. (L7)	C7.4
	Communicating history	10. I can answer open ended questions that require some length orally or in writing about various aspects of the arrival of the Romans in Malta. (L7) 11. I can speak or write about the Punic Wars, and the Roman conquest of Malta, in a structured and coherent way after being given a number of key words. (L8)	E7.8  E7.9



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

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will illustrate how the Romans ruled over Malta and what the plight of the Maltese was. <b>(3 lessons)</b>	Recall	1. I can explain how Malta prospered as a result of the Pax Romana. <b>(L7)</b> 2. I can describe events during the Roman Period in Malta such as the case of Cicero vs. Verres and St. Paul's shipwreck on the Maltese Islands. <b>(L7)</b> 3. I can describe briefly how Malta was administered by the Romans. <b>(L7)</b>	E7.2 E7.2 E7.2
	Terminology	4. I can explain the role which these people had in Roman Malta: Praetor, Cicero, Verres, St. Paul, <i>Pax Romana</i> . <b>(L7)</b>	E7.3
	Change Continuity	5. I can discuss and argue as to whether Christianity survived in Malta after St. Paul's stay in view of the lack of evidence. <b>(L8)</b>	D7.9
	Empathy	6. I can empathise with the beliefs and values of inhabitants of the Maltese Islands based on the evidence on the Shipwreck of St Paul in 60 AD. <b>(L7)</b> 7. I can identify some of the changes in the beliefs and values between pagans and Christians in Malta after the arrival of St Paul. <b>(L7)</b>	D7.8 D7.8
	Interpretation Source Analysis	8. I can distinguish between primary and secondary sources related to the Roman Period in Malta, giving reasons for my answer. <b>(L7)</b> 9. I can make conclusions about administration, religion, industry, language and commerce in Malta from these sources: Diodorus Siculus (1st century BC), from the case of Cicero against Verres (1st century BC), coins minted in Malta in (2nd and 1st century BC) and the Acts of the Apostles (Chapter 28). <b>(L7)</b>	C7.3 E7.5
	Communicating history	10. I can answer open ended questions that require some length (between one to three sentences) orally or in writing about various aspects of life in Malta under the Romans based on historical facts. <b>(L7)</b> 11. I can speak or write independently about Malta in Roman times in a structured and coherent way after being given a number of keywords. <b>(L8)</b>	E7.8 E7.9

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

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. The teacher will highlight the importance of Roman remains in Malta. (5 lessons)	Recall	1. I can list and write about Roman remains in Malta such as the Domus Romana in Rabat, the Roman Baths at Għajn Tuffieħa, Roman villas at Ramla l-Ħamra and San Pawl Milqi, the Tas-Silġ Sanctuary. <b>(L7)</b> 2. I can distinguish between the main Roman sites and artefacts found in Malta from others that were not. <b>(L6)</b> 3. I can mention the names of the Maltese Islands and the city of Malta in Roman times. <b>(L6)</b>	<b>C7.4</b>  <b>C 7.4</b>  <b>C7.1</b>
	Terminology	4. I can explain terms such as <i>domus</i> , villa, olive press and baths ( <i>thermae</i> ). <b>(L7)</b>	<b>E7.2</b>
	Change Continuity	5. I can outline on a map the city of Melita in Roman times to determine its size in relation to Mdina today. <b>(L7)</b> 6. I can explain changes and continuity in the use of Tas-Silġ Sanctuary in Marsaxlokk in Prehistoric, Punic and Roman times. <b>(L7)</b>	<b>C7.5</b>  <b>B7.4</b>
	Cause and Effect	7. I can hypothesize why round towers were built in Malta and whether these were built during the Roman period or later. <b>(L7)</b>	<b>D7.9</b>
	Interpretation Source Analysis	8. I can classify a number of given sources about Roman remains in Malta under the following categories: statues, coins, inscriptions, domestic artefacts, structures. <b>(L6)</b> 9. I can infer on the use of a Roman site or about life in Malta in Roman times from different sources, <i>e.g.</i> - olive presses at San Pawl Milqi Villa - for the production of olive oil; - baths at Ramla l-Ħamra Villa - for luxurious bathing; - window glass panes and elaborate mosaics at Għajn Tuffieħa Baths – site used by rich people; - Cicero’s speech against Gaius Verres – the production of cloth in Malta; - the Guno Temple at Tas-Silġ Sanctuary – for worship of Roman gods. <b>(L7)</b> 10. I can use evidence (e.g. sunken anchors, shipwrecks, amphorae, Roman roads, coins, and olive presses) to determine how Malta was used for commerce in Roman times. <b>(L8)</b>	<b>C7.1</b>  <b>C7.4</b>          <b>C7.4</b>
	Communicating history	11. I can answer open ended questions that require some length (between one to three sentences) orally or in writing about Roman remains in Malta. <b>(L7)</b> 12. I can speak or write independently about Roman remains in Malta in a structured and coherent way after being given a number of keywords. <b>(L8)</b>	<b>E7.8</b>  <b>E7.9</b>

## Unit Code and Title:

### HIS 7.5 The Clash between the Roman Eagle and the Arab Crescent

Teaching objectives	Subject Focus	Learning Outcomes	LOF
1. The teacher will explain how the Byzantines came into being and what were the main features and legacies of Byzantine civilization. (3 lessons)	Recall	1. I can identify artefacts about Byzantine Civilization from others that are not. <b>(L6)</b> 2. I can list some of the main features of Byzantine Civilization: Constantinople, Constantine the Great, Justinian the Great, Hagia Sophia, the Bosphorus, Byzantine iconography, the Patriarch of Constantinople. <b>(L7)</b>	<b>C7.1</b>  <b>C7.1</b>
	Chronology Sequence	3. I can date the time when the Byzantine Empire existed (330 AD – 1453 AD). <b>(L7)</b> 4. I can explain how dating by century works using examples of events from the Byzantine history. <b>(L7)</b>	<b>A7.2</b>  <b>A7.3</b>
	Terminology	5. I can use key words associated with Byzantine Civilization in context: Constantinople, Hagia Sophia, the Bosphorus, the Emperor ( <i>Basileus</i> ), iconography, Constantine the Great, Justinian the Great, the Patriarch of Constantinople. <b>(L7)</b>	<b>E7.4</b>
	Change Continuity	6. I can decide form a number of given pictures of artefacts which of them were from the Roman or the Byzantine civilizations. <b>(L7)</b> 7. I can list similarities and differences between the Roman and Byzantine periods. <b>(L8)</b>	<b>A7.1</b>  <b>B7.4</b>
	Cause and Effect	8. I can give reasons why the Byzantines and the Arabs came into frequent conflicts. <b>(L8)</b> 9. I can describe how and give reasons why the fortifications of Constantinople were built the way they were built. <b>(L7)</b> 10. I can use a series of maps to show the decline of the Byzantine Empire across the centuries. <b>(L8)</b>	<b>B7.4</b>  <b>D7.2</b>  <b>C7.5</b>
	Significance	11. I can describe the greatness of the city of Constantinople as the successor of Rome as well as its commercial and strategic location. <b>(L7)</b>	<b>E7.6</b>
	Communicating history	12. I can answer open ended questions that require some length (between one to three sentences) orally or in writing about various aspects of Byzantine Civilization. <b>(L7)</b>	<b>E7.8</b>

## HIS 7.5 The Clash between the Roman Eagle and the Arab Crescent

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will explain how the Byzantines came to rule over Malta and the resulting Paleo-Christian period. <b>(2 lessons)</b>	Recall	1. I can identify artefacts and remains from the Byzantine period in Maltese history from others that are not. <b>(L6)</b> 2. I can list some artefacts and remains associated with the Byzantine period in Malta's history. <b>(L7)</b>	<b>C7.1</b> <b>C7.1</b>
	Chronology Sequence	3. I can date the time when the Byzantines ruled over the Maltese Islands (535 AD - 870 AD). <b>(L7)</b> 4. I can place in time or sequence important events, people and changes that took place in Malta under Byzantine rule. <b>(L7)</b>	<b>A7.2</b> <b>A7.8</b>
	Significance	5. I can explain the importance of Paleochristian remains in Malta dating to the Byzantine period (e.g. catacombs, baptismal font at Tas-Silġ, graffiti, oil lamps). <b>(L7)</b>	<b>E7.5</b>
	Empathy	6. I can describe how burial was carried out in the catacombs. <b>(L7)</b>	<b>E7.2</b>
	Communicating history	7. I can answer open ended questions that require some length orally or in writing about Byzantine Malta. <b>(L7)</b> 8. I can speak or write independently about Byzantine rule over Malta in a structured and coherent way. <b>(L8)</b>	<b>E7.8</b> <b>E7.9</b>

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. The teacher will briefly teach about the life of Mohammed and the new religion of Islam. <b>(2 lessons)</b>	Recall	1. I can identify who was Mohammed and why is he an important figure for the Muslims all over the world. <b>(L6)</b>	<b>D7.3</b>
	Chronology Sequence	2. I can locate, on a map, the places where Mohammed lived (Arabian Peninsula, Mecca, Medina, Jerusalem, Damascus and Hegira). <b>(L7)</b>	<b>C7.5</b>
	Terminology	3. I can use key words about Mohammed and Islam in context: e.g. Hegira, Mecca, Medina, the Koran, mosque, Ramadan. <b>(L7)</b>	<b>E7.5</b>
	Cause and Effect	4. I can identify some instances of cause and effect in Mohammed's drive to set up the new religion of Islam. <b>(L8)</b>	<b>B7.5</b>
	Empathy	5. I can act out the role of Mohammed when explaining the five pillars of the Islamic faith among the Arabs of his time. <b>(L7)</b>	<b>D7.7</b>
	Communicating history	6. I can answer open ended questions that require some length orally or in writing about Mohammed and the religion of Islam. <b>(L7)</b> 7. I can speak or write independently about Mohammed and the religion of Islam in a structured and coherent way. <b>(L8)</b>	<b>E7.8</b> <b>E7.9</b>

## HIS 7.5 The Clash between the Roman Eagle and the Arab Crescent

Teaching objectives	Subject Focus	Learning Outcomes	LOF
4. The teacher will explain how the Arabs spread throughout the Mediterranean and took over Malta. <b>(2 lessons)</b>	Recall	1. I can recognize pictures and artefacts about Arab Civilization from others that are not. <b>(L6)</b> 2. I can locate on a map the main centres of Arab Civilization: Mecca, Jerusalem, Cairo, Damascus, Baghdad and Cordoba. <b>(L7)</b>	C7.1 C7.5
	Chronology Sequence	3. I can use a map to explain the expansion of the Arab Empire after Mohammed. <b>(L7)</b>	C7.4 C7.5
	Terminology	4. I can use key words about Arab Civilization in context: e.g. Mecca, Baghdad, mosque, minaret, the Koran, Caliph, Emir ( <i>i.e.</i> governor). <b>(L7)</b>	E7.4
	Change Continuity	5. I can list some of the consequences of the Arab's expansion in the Middle East and in North Africa (e.g. religion, place-names, language, trade). <b>(L7)</b>	B7.5
	Cause and Effect	6. I can give reasons, with the help of a map, why the Arabs attacked Malta in 869 and 870 AD, within the context of Arab expansion in the Mediterranean and North Africa. <b>(L7)</b>	C7.4 C7.5
	Empathy	7. I can empathise with what the Maltese might have felt when the Arabs attacked Malta in 869 and 870 A.D. <b>(L7)</b>	D7.1 D7.2
	Communicating history	8. I can answer open ended questions that require some length orally or in writing (one to three sentences) about the Arab Empire and civilization. <b>(L7)</b>	E7.8

## 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 sort historical events or periods in chronological order.	Historical time and chronology				
2	I can sort causes and consequences of historical events.	History concepts				
3	I can recognise change and continuity between historical periods.	History concepts				
4	I can distinguish between primary and secondary sources.	Working with sources				
5	I can make simple inferences from primary and secondary sources.	Working with sources				
6	I can use my imagination to describe how life could have been in the past.	Empathy in history				
7	I can describe/narrate historical events or situations while using the appropriate terms.	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	<b>A web-chart</b>	<ul style="list-style-type: none"> <li>▪ Based on one of the syllabus themes (<i>e.g.</i> the Normans in History);</li> <li>▪ Includes picture sources and a minimum of text as captions;</li> <li>▪ Can be done as a group task in class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most pictures do not match topic;</li> <li>▪ No/too many missing or incorrect captions;</li> <li>▪ No variety in picture sources;</li> <li>▪ Inappropriate and poor design</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most pictures match topic;</li> <li>▪ Correct but very brief captions;</li> <li>▪ Limited variety in picture sources;</li> <li>▪ Satisfactory presentation/design.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pictures match topic;</li> <li>▪ Appropriately terminology and detail in captions;</li> <li>▪ Variety of sources;</li> <li>▪ Aesthetic/creative design and presentation.</li> </ul>
2	<b>A set of primary and secondary illustrated sources</b>	<ul style="list-style-type: none"> <li>▪ Four primary and four secondary sources from one syllabus theme (<i>e.g.</i> Ancient Egypt);</li> <li>▪ Captions that describe each source;</li> <li>▪ An appropriate heading/title;</li> <li>▪ Handed in printed/written on two A4 sheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Two or more missing/incorrect/repetitive/mixed up illustrated sources;</li> <li>▪ No or vague captions;</li> <li>▪ Misleading heading/title;</li> <li>▪ Inappropriate presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ One missing/incorrect/ repetitive /mixed up illustrated source;</li> <li>▪ Brief captions;</li> <li>▪ Correct title/heading;</li> <li>▪ Inappropriate presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows evidence of good research;</li> <li>▪ Correct choice of sources;</li> <li>▪ Detailed captions with appropriate terminology;</li> <li>▪ Appropriate title and presentation.</li> </ul>
3	<b>An illustrated chronological time-line or list</b>	<ul style="list-style-type: none"> <li>▪ Can be as a chart or as a table;</li> <li>▪ Linked to one of the syllabus themes (<i>e.g.</i> The Crusades);</li> <li>▪ Illustrated sources for the events;</li> <li>▪ Brief caption explaining the events;</li> <li>▪ An appropriate heading/title.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Events not in chronological order;</li> <li>▪ 2 or more picture sources do not match with the event;</li> <li>▪ No or vague description of events;</li> <li>▪ Poor design and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 event not in chronological order;</li> <li>▪ 1 picture source does not match with the event;</li> <li>▪ Very brief but correct description of events;</li> <li>▪ Satisfactory design/presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All events in chronological order;</li> <li>▪ All sources match with the events;</li> <li>▪ Detailed description of events;</li> <li>▪ Orderly and neat design and presentation.</li> </ul>
4	<b>A site-visit chart/report</b>	<ul style="list-style-type: none"> <li>▪ Can take the form of a chart or a written report;</li> <li>▪ Photographs taken during the visit;</li> <li>▪ Brief information about the site;</li> <li>▪ Report handed in as a hard copy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information out of context;</li> <li>▪ Less than 4 pictures/photos;</li> <li>▪ Most captions are missing;</li> <li>▪ Haphazard design/presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scant information;</li> <li>▪ 5-6 relevant pictures/photos;</li> <li>▪ Pictures not taken during visit;</li> <li>▪ Correct but very brief captions;</li> <li>▪ Satisfactory design/presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Detailed and contextual data;</li> <li>▪ 7-8 relevant pictures/photos;</li> <li>▪ Appropriately detailed captions;</li> <li>▪ Aesthetic and creative design and presentation.</li> </ul>
5	<b>A biographical research essay</b>	<ul style="list-style-type: none"> <li>▪ Based on a historical figure from the syllabus (<i>e.g.</i> Julius Caesar);</li> <li>▪ Evidence of independent research;</li> <li>▪ Four illustrated and captioned sources;</li> <li>▪ 200 word limit presented in essay format (introduction, body, conclusion).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Copy paste/plagiarism;</li> <li>▪ Less than 4 uncaptioned pictures required;</li> <li>▪ Very brief write up (<i>c.</i> 50 words);</li> <li>▪ Irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of little research;</li> <li>▪ 4 pictures + brief/vague captions;</li> <li>▪ Not enough information (100-150 words);</li> <li>▪ Not presented in a structured way.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows evidence of good research;</li> <li>▪ Correct and appropriately captioned picture sources;</li> <li>▪ Reaches the 200 word count;</li> <li>▪ Well-argued/structured write up.</li> </ul>
6	<b>Simulated manuscript</b>	<ul style="list-style-type: none"> <li>▪ Designed to fit one A4 or A3 sheet;</li> <li>▪ Linked the one of the syllabus themes;</li> <li>▪ Appear as 'authentic' as possible;</li> <li>▪ Include correct/plausible historical facts;</li> <li>▪ Use the appropriate calligraphic and language style.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Paper lacked simulated effects;</li> <li>▪ Printed not handwritten;</li> <li>▪ Lacks empathy;</li> <li>▪ Too many anachronistic facts;</li> <li>▪ Poor in design and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Include some simulation effects;</li> <li>▪ Contains some historical fallacies/anachronisms;</li> <li>▪ Information at times out of point;</li> <li>▪ Presentation fairly good but lacks creativity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very good simulation effects;</li> <li>▪ Shows evidence of researched;</li> <li>▪ Good choice of language and terminology;</li> <li>▪ Presentation looks very authentic.</li> </ul>



## 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
7	<b>Printed assessments of THREE RLOs.</b>	<ul style="list-style-type: none"> <li>▪ Students present a three hard copy printed result of three RLOs;</li> <li>▪ Work can be done in class or/and at home.</li> <li>▪ To include the title of the three RLOs on the printed result sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 RLO assessment done;</li> <li>• Too many wrong answers.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 RLO assessments done;</li> <li>• Contained 4-6 wrong answers.</li> </ul>	<ul style="list-style-type: none"> <li>• All 3 RLO assessments were done;</li> <li>• Contained between 0-3 wrong answers.</li> </ul>
8	<b>History poster collage</b>	<ul style="list-style-type: none"> <li>▪ Linked to one of the syllabus themes;</li> <li>▪ Includes enough illustrated sources to fit one A4 or A3 sheet;</li> <li>▪ Includes a title heading;</li> <li>▪ Collage demonstrates creativity in design and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• No title;</li> <li>• 4 or less pictures;</li> <li>• Most pictures anachronistic;</li> <li>• Repetitive aspects in pictures;</li> <li>• Haphazard layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple title;</li> <li>• 5-6 pictures with 1 picture not relevant to title;</li> <li>• A limited range of aspects;</li> <li>• Satisfactory layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate title;</li> <li>• 7+ pictures with a wide range of aspects;</li> <li>• Right choice of pictures;</li> <li>• Creative layout.</li> </ul>
9	<b>Workbook/Worksheets Tasks</b>	<ul style="list-style-type: none"> <li>▪ Tasks are to be completed with the correct and appropriate answers given;</li> <li>▪ Neat and orderly presentation of work;</li> <li>▪ Work done within the given deadline.</li> </ul>	<ul style="list-style-type: none"> <li>• Too many incomplete or missing tasks;</li> <li>• Untidy presentation;</li> <li>• Very vague or brief answers;</li> <li>• Work often hand in late.</li> </ul>	<ul style="list-style-type: none"> <li>• Some incomplete tasks;</li> <li>• Inconsistent presentation;</li> <li>• Denotes effort to give satisfactory answers;</li> <li>• Work sometimes given late.</li> </ul>	<ul style="list-style-type: none"> <li>• Very few incomplete tasks;</li> <li>• Neat presentation;</li> <li>• Full and appropriate answers;</li> <li>• Work given in time.</li> </ul>
10	<b>Other task chosen by the teacher</b>	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 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.

## Other Examples of SBA Titles for Year 7

SBA 1 – Web-Chart		
Title of SBA		Brief description
1	The Temple Period	different prehistoric temple sites, their location on a map and captions.
2	Ancient Egypt	Egyptian artefacts and archaeological remains: pyramids, mummies, temples, etc.
3	Ancient Greece	Artefacts, architecture, mythology, city-states, Olympic festival, famous people, etc.
4	Rome Malta	archaeological remains: baths, villas, artefacts, mosaics, domestic life, etc.

SBA 2 – A Set of Primary and Secondary Sources		
Title of SBA		Brief description
11	Ancient Rome	<i>e.g.</i> temples, amphitheatres, baths, roads, arches, legionary, armour, house, mosaics, statues, busts, inscriptions, domestic artefacts, etc.
12	Byzantine Civilization	<i>e.g.</i> churches, warriors, weapons, armour, mosaic, icons, statues, inscriptions, domestic artefacts, etc.
13	Arab Civilization	<i>e.g.</i> mosques, warriors, weapons, armour, ceramic art, literary works/books, domestic artefacts, etc.

SBA 3 – An illustrated chronological time-line or table or list		
Title of SBA		Brief description
19	Maltese Prehistory	Display of different prehistoric periods and phases through pictures: <i>e.g.</i> temples, structures, artefacts, tombs, etc.
20	Mediterranean Civilizations	Ancient Egypt; Ancient Greece, Phoenicians, Carthaginians, Romans, Byzantines and Arabs. One key date that features with each one: <i>e.g.</i> the building of the Pyramids (Egyptian), the first Olympic festival (Greece), the destruction of Carthage in the Third Punic War (Carthaginian), etc.
21	The Rise and Fall of Rome	Key events in Roman history: <i>e.g.</i> the legend of Romulus and Remus, the foundation of the Republic; the Punic Wars, Caesar's assassination, the foundation of the Empire by Augustus; Constantine the Great's the partition of the Empire; the sack of Rome in 476 A.D.

SBA 4 – A Site-Visit Report		
Title of SBA		Brief description
26	Ghar Dalam	Brief overview of its discovery and excavation, location and layout of the site, the museum exhibits, renovation works by Heritage Malta.
27	A Prehistoric Temple	Brief overview of its discovery and excavation, location and layout, particular sections, reliefs, altars, artefacts discovered on site, restoration works by Heritage Malta.
28	Tarxien Temples	Brief overview of its discovery and excavation, location and layout of the temples, particular rooms or sections, artefacts, statues, stone reliefs, altars discovered on sight.
29	The Museum of Archaeology, Valletta	Brief historical overview of the museum; the rooms named after each historical period; samples of exhibited artefacts by historical period.
30	The Roman Domus, Rabat	Its discovery and excavation; brief historical overview, location and plan of the <i>domus</i> ; its particular sections; significant artefacts and exhibits; renovation works by Heritage Malta.
31	St Paul's Catacombs, Rabat	Brief historical overview, location and plan, types of tombs, inscriptions, artefacts excavated/exhibited on site, restoration works by Heritage Malta.

**SBA 5 – An Illustrated Biographical Research Essay**

Title of SBA		Brief description
35	Hannibal	Brief biography; involvement in Second Punic War; expedition across the Alps; Battle of Zama; 2-4 illustrations, 100-200 words.
36	Cleopatra	Brief biography; her career as Queen of Egypt; her relationship with Julius Caesar and Mark Anthony; her defeat by Augustus and planned suicide, 2-4 illustrations, 100-200 words.
37	Julius Caesar	Brief biography; his conquest of Gaul; rise to power as dictator; his assassination; 2-4 illustrations; 100-200 words.
38	Mohammed	Brief biography; the new faith in Islam; the Hegira; the conquest of Mecca; the Koran; the conquest of Arabia; 2-4 illustrations; 100-2000 words.
39	Constantine the Great	Brief biography; his rise to power as Roman Emperor; the Edict of Milan of 313 A.D.; the division of the Empire; Constantinople; 2-4 illustrations; 100-200 words.

**SBA 6 – A Simulated Historical Manuscript**

Title of SBA		Brief description
43	Egyptian Hieroglyphics	Write a list of items traded by an Egyptian merchant using hieroglyphic symbols.
44	Egyptian mummies	A mummy maker writing a guide-list on the process of mummification.
45	A Phoenician sea voyage	A Phoenician sailor describing his experience and adventures on a merchant ship in the Mediterranean.
46	A page from Hannibals' diary	Hannibal describing the living conditions and difficulties when crossing of the Alps with his army made up of mercenary tribes and elephants.
47	Cicero's addressing the Senate	Cicero presenting his arguments in the Roman Senate in the case against Caius Verres, accused of stealing valuable objects from the Temple of Juno in Malta.
48	The Romans	A slave who managed to escape and return to his homeland, narrating his experience as a slave in the household of a wealthy Roman family.

**SBA 8 – A History Poster Collage**

Title of SBA		Brief description
54	Prehistoric Remains in Malta	Temples, built structures, tombs, art, pottery ware, statues, tools, jewellery, etc.
55	Greek Architecture	Temples, column types, theatres, a typical Greek house, the Acropolis, sculpture.

## School Based Assessment (History)

### Record of Marks (Excel spreadsheet format)

A	B	C	D	E	F	G	H	I	J
Assessment for Year 7 History Scholastic Year 2018-2019									
List No.	SURNAME	NAME	Class/Set	SBA xx out of 10	SBA xx out of 10	SBA xx out of 10	SBA xx out of 10	Total Mark out of 40	Total Mark out of 100
1				0	0	0	0	0	0
2				0	0	0	0	0	0
3				0	0	0	0	0	0
4				0	0	0	0	0	0
5				0	0	0	0	0	0
6				0	0	0	0	0	0
7				0	0	0	0	0	0
8				0	0	0	0	0	0
9				0	0	0	0	0	0
10				0	0	0	0	0	0
11				0	0	0	0	0	0
12				0	0	0	0	0	0
13				0	0	0	0	0	0
14				0	0	0	0	0	0
15				0	0	0	0	0	0
16				0	0	0	0	0	0
17				0	0	0	0	0	0
18				0	0	0	0	0	0
19				0	0	0	0	0	0
20				0	0	0	0	0	0
21				0	0	0	0	0	0
22				0	0	0	0	0	0
23				0	0	0	0	0	0
24				0	0	0	0	0	0
25				0	0	0	0	0	0
26				0	0	0	0	0	0
27				0	0	0	0	0	0
28				0	0	0	0	0	0
29				0	0	0	0	0	0
30				4	4	3	3	14	35

Insert surnames, names and class/set of students.

Insert the mark (0-10) obtained by each student for each SBA.

The total mark out of 40 is the sum of the 4 SBAs.

The total mark out of 100 is calculated automatically





