HISTORY
Learning & Assessment Programme
Year 8

Contents

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 liked 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 prespectives 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 8)

Learning Outcome	A. Time and Chronology in History
Subject Focus	I can understand and use historical time periods, dating system, scale of time, sequence and chronology.
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.	

Learning Outcome	B. Historical terms and concepts
Subject Focus	I can understand and use historical terms and concepts such as similarity and difference, change and continuity and cause and effect.
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.	

Learning Outcome	C. Working with historical sources
Subject Focus	I can develop an understanding of historical skills and concepts when analysing and interpreting historical sources.
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?'	

Learning Outcome	D. Historical interpretation and empathic understanding
Subject Focus	I can think critically about different interpretations, ideas, values and beliefs of the past and empathise with the protagonists.

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 form one or more sources.

Learning Outcome	E. Communicating history
Subject Focus	I can communicate what I have learnt, recall, record, summarise, research, discuss, argue and present my ideas, observations and conclusions.

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 8 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 8.1 Malta under the Arabs and the Normans

Teaching objectives	Subject Focus	Learning Outcomes	LOF
1. The teacher will highlight the Arab rule over Malta and the results of their stay **(2 lessons)**	Recall	1. I can recall some important facts about Arab rule in Malta. **(L6)**	
	Change and Continuity	2. I can distinguish between things that changed or remained the same in Malta during Arab rule. **(L6)** 3. I can list some changes which Arab rule brought over Malta (*e.g.* in dress, language, religious beliefs, building, place names, farming). **(L7)**	
	Cause and Effect	4. I can explain some of the causes and consequences of the failed Byzantine attack on the Maltese Islands in 1048-1049. **(L7)** 5. I can list the consequences of Arab rule over Malta. **(L7)**	
	Enquiry	6. I can use various sources to arrive at the prevailing religion in Malta under Arab rule. **(L7)** 7. I can use various sources of evidence to ask and answer questions about Arab times in Malta. **(L7)**	
	Empathy	8. I can empathize with the life of a peasant in Malta under Arab rule. **(L7)**	
	Communicating history	9. I can answer open ended questions that require some length orally or in writing about Arab rule in Malta. **(L7)**	

Unit Code and Title: HIS 8.1 Malta under the Arabs and the Normans

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will empower students to understand the importance of the Arab remains in Malta. **(2 lessons)**	Recall	1. I can identify pictures of artefacts and remains that date back to Arab times in Malta from others that are not. **(L6)** 2. I can list some of the remains and legacies of the Arab period in Maltese history. **(L7)**	
	Chronology Sequence	3. I can place the dates of the Arab period in Maltese history on a time-line. **(L6)**	
	Change and Continuity	4. I can give reasons why Arab/Muslim influence in Malta did not end with the end of Arab rule in 1091. **(L7)**	
	Significance	5. I can explain the significance of some of the legacies and influences of Arab rule over Malta (*e.g.* farmhouse, flat roofs, stairs in open yards, thick walls, Arab cemetery at Rabat, Majmuna's tombstone, winding narrow streets, the decreased size of the old capital city). **(L7)**	
	Interpretation Source Analysis	6. I can suggest reasons why the Arab period in Maltese history in very scarce in archaeological and written sources. **(L8)**	
	Communicating history	7. I can answer open ended questions that require some length orally or in writing about Arab times in Malta. **(L7)** 8. I can speak or write independently about Arab times in Malta in a structured and coherent way. **(L7)**	

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. The teacher will explain the main characteristics of the Viking civilization in their homeland and the various contacts established through exploration. **(2 lessons)**	Recall	1. I can label parts of a Viking knar and longship. (L6)	
	Chronology Sequence	2. I can give the approximate time when the Vikings existed (*i.e.* c. 800 to c.1100 A.D.). **(L7)** 3. I can explain the stages by which the longship was constructed. **(L8)**	
	Terminology	4. I can explain the meaning of terms associated with the Vikings (*e.g.* Scandinavia, runes, raids, pagans, saga, longship, knar, Odin) **(L7)**	
	Cause and Effect	5. I can list reasons why the Vikings raided Europe. **(L7)**	
	Empathy	6. I can describe a scene of a Viking raid. **(L8)**	
	Significance	7. I can write captions to a number of sources about the Vikings to highlight their significance. **(L7)**	
	Interpretation Source Analysis	8. I can identify similarities and differences between a knar and a longship. **(L6)** 9. I can mark on a given map the Viking lands and the areas raided or discovered by the Vikings. **(L7)** 10. I can write the names of students in class using the Viking alphabet. **(L6)** 11. I can identify pictures of Viking artefacts from others that are not. **(L6)**	
	Communicating history	12. I can answer open-ended questions that require some length about the Viking civilization. **(L7)** 13. I can argue about the advantages of the longship over other sailing ships of the time. **(L8)**	

Unit Code and Title: HIS 8.1 Malta under the Arabs and the Normans

Teaching objectives	Subject Focus	Learning Outcomes	LOF
4. The teacher will teach about the origins of the Normans and their military achievements in England, Southern Italy and Sicily. **(2 lessons)**	Recall	1. I can recall some of the main events, places and personalities connected to the history of the Normans in Europe. **(L7)**	
	Chronology Sequence	2. I can give the approximate time when the Normans existed in history (*i.e.* from 911 A.D. to c. 1204). **(L7)** 3. I can design a simple parallel time-line about the Vikings and the Normans in history. **(L8)**	
	Terminology	4. I can label parts of a Norman Knight dressed in full armour. **(L6)**	
	Change Continuity	5. I can explain how and why the Normans are descended from the Vikings. **(L7)** 6. I can list some similarities and differences between the Vikings and the Normans. **(L7)**	
	Cause and Effect	7. I can list some of the consequences of the Norman conquest of England, Southern Italy and Sicily. **(L7)**	
	Enquiry	8. I can explain the historical significance of the Bayeux Tapestry when learning about the Normans. **(L8)**	
	Significance	9. I can demonstrate the significance of the following as part of the Norman historical legacy: the Bayeux Tapestry, the Tower of London, the Doomsday Book, the Battle of Hasting). **(L8)**	
	Interpretation Source Analysis	10. I can mark of a given map the location of Normandy and the lands conquered by the Normans in Europe. **(L7)** 11. I can identify pictures of Norman artefacts and sources from others that are not. **(L6)**	
	Communicating history	12. I can do structured independent research one aspect of the Normans in history (*e.g.* William the Conqueror, the Battle of Hastings, Norman castles etc.) **(L8)**	

Unit Code and Title: HIS 8.1 Malta under the Arabs and the Normans

Teaching objectives	Subject Focus	Learning Outcomes	LOF
5. The teacher will explain how Count Roger I and the Normans took over the Maltese Islands in 1091. **(1 lesson)**	Chronology Sequence	1. I can describe in chronological sequence, how Count Roger raided the Maltese Islands in 1091 based on Malaterra's account. **(L7)**	
	Terminology	2. I can explain the meaning of these terms associated with the Normans in Malta: Malaterra, Hauteville, razzia, ħaraġ, Kyrie Eleison. **(L7)**	
	Change Continuity	3. I can identiy changes and continuity in Malta before and after the Norman raid of 1091. **(L8)**	
	Cause and Effect	4. I can list some of the reasons why the Normans raided the Maltese Islands in 1091. **(L7)**	
	Interpretation Source Analysis	5. I can distinguish fact from opinion when reading through Malaterra's account of 1091. **(L8)**	
	Communicating history	6. I can narrate a legend associated with the Normans in Malta. **(L6)**	

Teaching objectives	Subject Focus	Learning Outcomes	LOF
6. The teacher will investigate the debate on religious developments that the Maltese Islands may have experienced under Arab and Norman rule. **(3 lessons)**	Recall	1. I can list some facts about Count Roger I, King Roger II and Emperor Frederick II and their connection with the Maltese Islands. **(L7)**	
	Change Continuity	2. I can explain how Christianity started to regain ground in Malta under Norman rule. **(L7)**	
	Enquiry	3. I can use evidence (*e.g.* Majmuna's tombstone, the Arab cemetry at Rabat etc.) to reach conclusions about the religious set-up of early medieval Malta. **(L7)** 4. I can speak about two myths that refert o Norman times (*i.e.* the granting of the Maltese national colours by Count Roger, the explusion of the Arabs from Malta by Count Roger). **(L7)**	
	Interpretation Source Analysis	5. I can match captions with pictures of artefacts and remains partaining to Norman times in Malta. **(L6)** 6. I can use evidence to argue about how and why the Maltese Islands were depopulated and repopulated during the Arab period. **(L8)** 7. I can explain briefly what written sources (*e.g.* Al-Himyari, Bishop Burchard von Strassbourg, Prof. Godfrey Wettinger) said about the Maltese Islands in Arab and Norman times. **(L7)** 8. I can use Gilbertus' census to reach conclusions about the population of the Maltese Islands in early medieval times. **(L7)**	
	Communicating history	9. I can answer open-ended questions that require some length about Malta under Arab and Norman times. **(L7)** 10. I can write a structured account about Malta under Arab and Norman times. **(L7)**	

Unit Code and Title: HIS 8.2 Europe in the Middle Ages

Teaching objectives	Subject Focus	Learning Outcomes	LOF
1. The teacher will help students understand what the feudal system was and how life was in the Middle Ages **(5 lessons)**	Recall	1. I can identify words and phrases associated with feudalism (e.g. manor, vassal, homage, bondage, serfs, feudal lords, feudal dues, knighthood, castles etc.) from others that are not. **(L6)**	
	Chronology Sequence	2. I can approximately place the feudal age on a history time-line. **(L7)**	
	Terminology	3. I can fill in a diagram about the social pyramid of feudalism. **(L6)** 4. I can explain the meaning of words and phrases associated with feudalism (see examples in No. 1 above) **(L7)**	
	Cause and Effect	5. I can give reasons why the feudal system originated in the Early Middle Ages. **(L7)** 6. I can describe some of the consequences of the feudal system on the life of ordinary people (e.g. women, children, peasants, craftsmen). **(L7)**	
	Empathy	7. I can sort sentences that describe the life of people that lived in the feudal age. **(L6)** 8. I can compare the life of a peasant with that of feudal lord by writing short sentences in two separate columns. **(L7)** 9. I can describe a day in the life of one or more of the following: a king, a feudal lord, a knight, a merchant, a peasant, in the feudal age. **(L7)** 10. I can list some of the hardships encountered in the daily life of a king, a knight and/or a peasant in the feudal age. **(L7)**	
	Interpretation Source Analysis	11. I can sort out pictures of artefacts that were used by different people in the feudal age (*e.g.* costumes, weapons, armour, buildings, coins, tools, domestic objects. **(L6)** 12. I can label parts of a medieval village (*e.g.* manor house, lord's castle, peasant dwellings, open fields, church, river, mills etc.) **(L6)** 13. I can analyse visual primary sources from a feudal perspective (*e.g.* a royal banquet or coronation, a Council of the Church, a battle scene, a Medieval town fair etc.) **(L7)** 14. I can argue how the Catholic Church was influenced by the feudal set-up (e.g. its hierarchical set-up, the temporal power of the Papacy, the luxurious life of Popes, Cardinals and Bishops, the teachings of the Church about the social status quo). **(L8)** 15. I can recognize the type of people (*e.g.* King, feudal lord, knight, peasant etc.) from a number of given pictures. **(L6)**	
	Communicating history	16. I can answer open-ended questions that require some length about the feudal system. **(L7)** 17. I can write a structured account about the feudal system. **(L7)**	

Unit Code and Title: HIS 8.2 Europe in the Middle Ages

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will encourage students to look at Medieval European architecture, with emphasis on castle and cathedral building. **(4 lessons)**	Recall	1. I can identify features of Romanesque and Gothic cathedrals from a number of given pictures. **(L6)** 2. I can mention/list some basic features of medieval castles and cathedrals. **(L7)**	
	Chronology Sequence	3. I can select and place pictures of motte and bailey, keeps and concentric castles under different headings. **(L6)** 4. I can mark the time on a history time-line when medieval castles, Romanesque and Gothic cathedrals existed. **(L7)**	
	Terminology	5. I can give the meaning of words and phrases associated with medieval castles (*e.g.* drawbridge, curtain wall, loopholes, moat, gate and portcullis etc.) **(L7)** 6. I can write short captions to identify or describe pictures of medieval castles. **(L7)**	
	Cause and Effect	7. I can recognize the best locations to build a castle in the Middle Ages. **(L6)** and give reasons for my choice. **(L7)** 8. I can explain how a medieval castle was attacked or besieged and with which weapons. **(L7)** 9. I can speak about the impact which Gothic cathedrals may have left on the mentality of medieval people. **(L8)**	
	Significance	10. I can list **(L6)** and explain the use **(L7)** of the main defensive features found in most medieval castles. 11. I can explain the symbolism behind certain features of Gothic cathedrals (*e.g.* spiral pinnacles, gargoyles, stained glass) **(L7)** 10. I can compare and contrast similarities and differences between Romanesque and Gothic cathedrals. **(L8)**	
	Empathy	9. I can state the use of different parts and rooms found in a medieval castle (*e.g.* dungeon, stores, stables, staircase, inner courtyard, great hall, banquet hall, kitchen etc.) **(L7)** 10. I can write about a day in the life of a person who lived or worked in a medieval castle (*e.g.* feudal lord, knight, guard, cook, blacksmith etc.) **(L8)**	
	Simulation	11. I can design a simple stained glass window panel. (L6) 12. I can design an elaborate stained glass rose window using mathematical instruments**. (L8)**	
	Communicating history	13. I can answer open-ended questions that require some length about medieval castles and cathedrals. **(L7)** 14. I can produce a structured research about medieval castles or cathedrals in the form of a chart, model, illustrated essay or power point presentation. **(L7)**	

Unit Code and Title: HIS 8.2 Europe in the Middle Ages

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. the teacher will help students understand what the Black Death which swept throughout Europe in the 14th century was. **(2 lessons)**	Recall	1. I can answer simple controlled questions about the Black Death. **(L6)**	
	Chronology Sequence	2. I can use different colours on a map to show the regions hit by the Black Death in 1347, 1348, 1349 and 1350. **(L6)**	
	Terminology	3. I can explain the meaning of words and phrases associated with the Black Death (*e.g.* epidemic, contagion, quarantine, lazarettos, Flagellants, Jewish pogroms, blood-letting). **(L7)**	
	Cause and Effect	4. I can list and explain some effects which the Black Death brought on the daily life of people in the towns and villages. **(L7)** 5. I can place causes and effects of the plague under two separate column headings. **(L6)**	
	Change and Continuity	6. I can identify **(L6)** or list **(L7)** some continuity and/or changes in the social, political and economic set-up of Medieval Europe after the Black Death.	
	Empathy Interpretation Source Analysis	7. I can explain why most of the measures taken to combat the plague proved largely unsuccessful. **(L7)** 8. I can draw an eye-witness account based on a primary source (*e.g.* Boccaccio's account of the plague in Florence). **(L8)**	
	Communicating history	9. I can answer open-ended questions that require some length about Black Death. **(L7)** 10. I can produce a structured research about the complex reasons for the plague and its consequences in the form of a chart, illustrated essay or power point presentation. **(L7)**	

Unit Code and Title: HIS 8.3 Medieval Life in Malta and its Legacy

Teaching objectives	Subject Focus	Learning Outcomes	LOF
1. The teacher will talk about important economic and social aspects of Malta as a Mediterranean island in Late Medieval times. **(4 lessons)**	Recall	1. I can recall the basic facts about corsairing and the dejma in Late Medieval Malta. **(L6)** 2. I can recall the main events of the revolt against Monroy. **(L7)** 3. I can identify **(L6)** or list **(L7)** the most important government officials in 15th century Malta (namely: ħakem, jurats, notary, *castellano*, viceroy, *catapano*, *secreto*).	
	Chronology and Sequence	4. I can arrange in chronological sequence the events before, during and after the Monroy revolt of 1427. **(L6)**	
	Terminology	5. I can explain the meaning of words or phrases such as: Comune, Università, viceroy, ħakem, jurats, *castellano, catapano,* notary*, secreto, Castrum Maris, Magna Carta Libertatis, Regio Demanio, Militia List, tratte,* dejma, corsairing, peasant revolt, uprising. **(L7)**	
	Change and Continuity	6. I can explain how Malta was governed in the 15th century. **(L8)** 7. I can describe the duties of the most important 15th century government officials **(L7)** and compare them with those of today. **(L8)**	
	Cause and Effect	8. I can write in separate columns, the causes and consequences of the revolt against Monroy. **(L6)** 9. I can list some of the causes and consequences of the revolt against Monroy. **(L7)** 10. I can list some of the causes and consequences of corsairing in Late Medieval Malta. **(L7)** 11. I can narrate the events leading up and resulting from the Moorish invasion of 1429, including the legends connected with that event. **(L7)**	
	Empathy	12. I can describe a day in the life of a Maltese corsair or member of the *dejma* militia. **(L7)**	
	Interpretation Source Analysis	13. I can identify and list some facts on Malta's socio-economic set-up derived from the *Mantati Documents (1473-1538)* (*e.g.* duties of the market wardens (*catapani*), list of food prices issued by the Unversità, *bandi* issued by the ħakem and the jurats etc.) **(L7)** 14. I can assess the economic and social conditions of Late Medieval Malta based on the written sources of the time. **(L8)**	
	Communicating history	15. I can answer open-ended questions that require some length about the socio-economic and political set-up of Late Medieval Malta. **(L7)** 16. I can produce a structured presentation on life in Late Medieval Malta in the form of a chart, illustrated essay or power point presentation. **(L7)**	

Unit Code and Title: HIS 8.3 Medieval Life in Malta and its Legacy

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will acquaint students with medieval places such as cities, villages and hamlets and help them locate such places on a map. **(1 lesson)**	Recall	1. I can list, without using a source map, the name of some villages or hamlets that existed in Medieval Malta. **(L7)**	
	Terminology	2. I can give the meaning of the words: capital city, fortified city, town, village, hamlet, settlement. **(L7)**	
	Change Continuity	3. I can compare and contrast the topography of Malta in Late Medieval Malta with that of today through the use of two corresponding maps. **(L8)**	
	Cause and Effect	4. I can discuss, using a source map, the strategic importance of Malta's Late Medieval fortified cities. **(L7)**	
	Empathy	5. I can list some of the advantages and disadvantages of living in a fortified city or village in Late Medieval Malta. **(L7)**	
	Interpretation Source Analysis	6. I can name, through a given map, the fortified cities and some villages and hamlets that existed in Late Medieval Malta. **(L6)** 7. I can place in separate columns cities, villages and hamlets having a Semitic or a Romance name (*e.g.* Birgu, Mdina, Qormi, Luqa, Żurrieq, Mqabba, Żejtun etc.) **(L7)**	

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. the teacher will illustrate aspects of change and continuity as seen in medieval buildings in Mdina, Birgu and the Cittadella. **(3 lessons)**	Recall	1. I can name Malta' fortified towns that existed in Late Medieval Malta. **(L6)** 2. I can list some of the main historical facts about medieval Mdina, Birgu and the Gozo Citadel. **(L7)**	
	Change Continuity	3. I can identify **(L6)** some of the medieval architectural heritage found in Mdina, Birgu and the Gozo Citadel and state its use today **(L7)**	
	Empathy	4. I can reconstruct a day in the life of a person who lived in Mdina, Birgu or the Gozo Gitadel in Late Medieval Malta (*e.g.* ħakem, notary, cotton merchant, blacksmith, dejma guard, corsair captain, sailor, noble man). **(L8)**	
	Interpretation Source Analysis	5. I can place pictures of Malta's medieval heritage under the following headings (i.e. Mdina, Birgu, the Gozo Citadel, the countryside). **(L6)**	
	Significance	6. I can assess the importance of Birgu as the main maritime centre of Late Medieval Malta. **(L7)** 7. I can assess the importance of Mdina as the capital city of Malta in Late Medieval Malta. **(L7)**	
	Communicating history	8. I can produce a presentation on Malta' fortified towns in the form of a chart, a photo story, a power point presentation or an illustrated essay. **(L7)**	

Unit Code and Title: HIS 8.3 Medieval Life in Malta and its Legacy

Teaching objectives	Subject Focus	Learning Outcomes	LOF
4. the teacher will expand students' knowledge of Medieval Malta by explaining reasons behind the abandonment of villages and hamets with Ħal Millieri as a case study. **(2 lessons)**	Recall	1. I can give the names of some lost villages that still existed in Late Medieval Malta. **(L6)**	
	Terminology	2. I can explain the difference in meaning between town, village, hamlet and lost village with the Maltese medieval context. **(L7)**	
	Cause and Effect	3. I can give reasons why certain villages wre abondoned while others increased in population and size. **(L7)**	
	Interpretation Source Analysis	4. I can idenfity a number of lost villages from a given map. **(L6)** 5. I can identiy the salient features of a Late Medieval hamelt when given a map of Simblija (refer to C. Dalli, 2006, p. 298). **(L7)** 6. I can use visual and witten secondary sources to identify and describe the features of a medieval hamelt using Ħal Millieri as a case study**. (L7)** 7. I can extract information about demography and the size of villages in Late Medieval Malta when from the *Militia List of 1419.* **(L7)**	
	Empathy	8. I can describe and empathize with the daily activities of people who lived in rock-cut caves (e.g. Għar il-Kbir), Simblija and Ħal Millieri. **(L8)**	
	Communicating history	9. I can explain why it is very unlikely that one would find archaelogical evidence of lost villages nowadays. (L8)	

Teaching objectives	Subject Focus	Learning Outcomes	LOF
5. the teacher will demonstrate to students aspects of local medieval religious architecture and paintings. **(1 lesson)**	Recall	1. I can list some of the medieval religious heritage found in the Maltese Islands. **(L7)**	
	Terminology	2. I can explain the meaning of words such as: chapel, frescoes, Siculo-Norman architecture, Gothic architecture. pointed-arch)	
	Change Continuity	3. I can compare and contrast the features found in Ħal Millieri Chapel with a chapel of nowadays. **(L8)**	
	Cause and Effect	4. I can list some of the causes which led to the deterioration of some of the medieval chapels and paintings. **(L7)**	
	Interpretation Source Analysis	5. I can discuss aspects of medieval art and architecture using Ħal Millieri and/or Bir Miftuħ Chapel as a case study. **(L7)**	
	Communicating history	6. I can produce a presentation on Ħal Millieri and/or Bir Miftuħ Chapel in the form of a chart, photo story, power point presentation, illustrated essay or model. **(L7)**	

Unit Code and Title: HIS 8.4 The Dawn of the Modern Age

Teaching objectives	Subject Focus	Learning Outcomes	LOF
1. The teacher will enlarge students' knowledge of the origins of the Renaissance. **(3 lessons)**	Recall	1. I can recall some of the most important facts about the origins of the Renaissance. **(L7)**	
	Chronology Sequence	2. I can place the Renaissance on a medieval time-line. **(L7)**	
	Terminology	3. I can show the meaning of the words or phrases: Renaissance, Middle Ages, rebirth, Early Modern Age. **(L7)**	
	Change and Continuity	4. I can recognize instances of change and continuity from picture sources about the Middle Ages and the Renaissance. **(L6)**	
	Cause and Effect	5. I can place in separate columns a given list of causes and consequences of the Renaissance. **(L6)** 6. I can list the causes that led to the early beginnings of the Renaissance in Italy. **(L7)**	
	Interpretation Source Analysis	7. I can place picture sources that fall under two headings: Medieval, Renaissance. **(L6)**	
	Significance	8. I can explain the historical importance of the Medici family and of the city of Florence as the cradle of the Italian Renaissance. **(L8)**	
	Communicating history	9. I can explain how Italy was divided in independent states using a secondary source map of Italy of the 15th century. **(L8)** 10. I can explain how the Renaissance spread to other countries using a secondary source map of Italy in the 15th century. **(L8)**	

Unit Code and Title: HIS 8.4 The Dawn of the Modern Age

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will help students understand the new direction artistic, social, scientific and political thought followed and familiarize them with various historical personalities. **(3 lessons)**	Recall	1. I can recall the names of important Renaissance men (e.g. Dante, Leonardo da Vinci, Michelangelo, Raffaelo, Macchiavelli etc.) **(L7)**	
	Terminology	2. I can explain the meaning of the following words or phrases: frescoes, oil painting, masterpiece, perspective, patron of the arts, classical texts, humanism, humanists). **(L7)**	
	Change Continuity	3. I can place a list of changes brought about by the Renaissance under these column headings: Painting, Architecture, Sculpture, Literature, Science and Engineering). **(L7)** 4. I can list some changes brought about by the Renaissance in areas mentioned in no. 3. **(L7)**	
	Interpretation Source Analysis	5. I can ask and answer questions on visual and written sources about the Renaissance. **(L7)** 6. I can name some of the most important masterpieces of the Renaissance (e.g. The Last Supper, the Vatican, the Statue of David etc.) **(L7)**	
	Significance	7. I can explain the far-reaching legacy of the Renaissance on the history of Europe (*e.g.* scientific discoveries, the religious revolution of the Protestantism, the printing press etc.) **(L8)**	
	Communicating history	8. I can answer open-ended questions that require some length about the features and achievements of the Renaissance. **(L7)** 9. I can produce independent biographical research on important Renaissance men in the form of an illustrated essay, chart or power point presentation. **(L7)**	

Unit Code and Title: HIS 8.4 The Dawn of the Modern Age

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. The teacher will develop students' understanding of the main developments of this period. **(3 lessons)**	Recall	1. I can match important men of the Renaissance with their respective discovery or invention (*e.g.* the caravel with Prince Henry the Navigator etc.) **(L6)** 2. I can answer close-ended questions on the inventions and discoveries made at the time of the Renaissance. **(L7)**	
	Terminology	3. I can give the meaning of the following terms and phrases: discovery, invention, caravel, compass, printing press, gunpowder. **(L7)**	
	Change Continuity	4. I can discuss how the discoveries and inventions changed or not the life of people in Renaissance times. **(L8)** 5. I can discuss/explain how the invention of gunpowder altered or not the course of battles, sieges, fortifications and armour. **(L8)** 6. I can discuss/explain how the invention of the compass and the caravel changed or not the nature of sea voyages and trade routes. **(L8)**	
	Cause and Effect	7. I can place a list of consequences linked to the inventions and discoveries of the age under separate column headings: compass, printing press, caravel, gunpowder **(L6)** 8. I can list some of the effects brought about by the invention of the printing/press, compass, caravel and gunpowder. **(L7)**	
	Interpretation Source Analysis	9. I can ask and answer questions on visual and written sources about these discoveries and inventions made in Renaissance times. **(L7)**	
	Communicating history	10. I can answer open-ended questions that require some length about the discoveries and inventions of the Renaissance. **(L7)** 11. I can produce independent research on important Renaissance discoveries and inventions in the form of an illustrated essay, chart or power point presentation. **(L7)**	

Unit Code and Title: HIS 8.4 The Dawn of the Modern Age

Teaching objectives	Subject Focus	Learning Outcomes	LOF
4. the teacher will highlight the main conquest and discoveries made by various explorers and the results of these discoveries. **(3 lessons)**	Recall	1. I can match the voyages of exploration and discovery with their respective explorer. **(L6)** 2. I can list some of the major voyages of exploration and discovery made during this period. **(L7)**	
	Terminology	3. I can give the meaning of terms such as: explorer, caravel, New World, colonies, colonization, colonial empire, Far East, slave trade. **(L7)**	
	Change Continuity	4. I can identify **(L6)** or list **(L7)** new trade products introduced to Europe as a result of this age. 5. I can state how new products from the New World and the Far East effected the lifestyle of Europeans. **(L7)**	
	Cause and Effect	6. I can place under separate column headings, a given list of causes and consequences of the Age of Exploration and Discovery. **(L6)** 7. I can list some of the causes and consequences of the Age of Exploration and Discovery. **(L7)** 8. I can place under separate columns, a given list of short-term and long-term consequences of this age. **(L7)**	
	Empathy	9. I can empathize with the experience of a sailor on one of Colombus' caravels during his voyage across the Atlantic in 1492. **(L8)**	
	Interpretation Source Analysis	10. I can mark on an outline world map, the approximate sea routes of the main explorers of this period. **(L7)** 11. I can identify and use colour-codes for the lands that formed the Spanish and Portuguese colonial empires in c.1600. **(L7)**	
	Significance	12. I can state **(L7)** or evaluate **(L8)** the contribution of some of the main explorers of this age (*e.g.* Marco Polo, Henry the Navigator, Balboa, Diaz, Da Gama, Colombus, Magellan, Cortez, Pizarro)	
	Communicating history	13. I can produce independent research on any one aspect of the Age of Exploration, Discovery and Colonization (*e.g.* the Atlantic Slave Trade, the Conquistadors, Christopher Colombus, Prince Henry the Navigator etc.*)* in the form of an illustrated essay, chart or power point presentation. **(L7)**	

HIS 8.5 The Crusading Movement and the Origins of the Order of St John to 1530

Teaching objectives	Subject Focus	Learning Outcomes	LOF
1. The teacher will help students explore what were the causes and consequences of the Crusades from a Frankish and Muslim perspective. **(5 lessons)**	Recall	1. I can say the names of the places where the Knights made as their home base before their coming to Malta. **(L7)**	
	Chronology Sequence	2. I can recognize picture sources of weapons used at the time of the Crusades and in other historical periods as an exercise on anachronism. **(L6)** 3. I can construct a simple time-line of the Crusades in the Holy Land for the period 1095-1291. **(L8)**	
	Terminology	4. I can explain the meaning of the following terms: pilgrims, Turks, Saracens, Moors, Franks, Crusades, Crusaders, Jerusalem, Holy Sepulchre, Palestine, Holy Land, Acre, jihad. **(L7)**	
	Cause and Effect	5. I can place in separate columns the causes and effects of the Crusades in the Holy Land. **(L7)** 6. I can list and explain some of the short-term and long-term consequences of the Crusading Movement in Medieval European history. **(L8)**	
	Interpretation Source Analysis	7. I can identify picture sources related to the Crusades from other that are not. **(L6)** 8. I can label the different parts of clothing and weapons worn by the Crusaders and the military orders. **(L6)** 9. I can write brief captions to picture sources on the Crusades (*e.g.* weapons, armour, castles, siege engines, artefacts). **(L6)** 10. I can answer question on written primary and secondary sources on the Crusades (*e.g.* extract from Pope Urban II's speech at Clermont, 1095). **(L7)** 11. I can identify on a given map, the main important places in the Holy Land at the time of the Crusades (*e.g.* Jerusalem, Acre, Tripoli, Edessa, Krak de Chevaliers, the Kingdom of Jerusalem). **(L7)** 12. I can draw the approximate land and sea routes used by the Crusades to travel from Europe to the Holy Land. **(L8)** 13. I can explain, with the use of a map, how the Crusading Movement affected other regions in Europe apart from the Holy Land (*e.g.* the Iberian Peninsula, the Baltic region, the South of France). **(L8)**	
	Significance	14. I can speak about the contribution of: Pope Urban II, Richard the Lionheart, Emperor Frederick II, St Louis IX and Saladin, to the Crusading Movement). **(L8)** 15. I can assess the contribution of the military orders (Templars, Teutonic Knights and Hosptiallers) in the Holy Land. **(L7)**	
	Communicating history	16. I can answer open-ended questions that require some length about the Crusading Movement. **(L7)** 17. I can produce independent research on any aspect of the Crusading Movement in the form of an illustrated essay, chart or power point presentation. **(L7)** 18. I can produce a simulated poster to encourage more people to join the Crusades. **(L8)**	

HIS 8.5 The Crusading Movement and the Origins of the Order of St John to 1530

Teaching objectives	Subject Focus	Learning Outcomes	LOF
2. The teacher will help students realize how and why the Order of St John was founded in the Holy Land and how its role changed in Rhodes. **(3 lessons)**	Recall	1. I can recall some of the main facts on the course of the Crusades between 1095 and 1291. **(L7)** 2. I can associate a number of given statements with various Crusading expeditions to the Holy Land (e.g. The First Crusade, the Third Crusade, the Fourth Crusade, the Children's Crusade etc.) **(L7)**	
	Chronology Sequence	3. I can place a number of statements on the Crusades in chronological order. **(L7)** 4. I can mark on a map the sequence and the dates when the Hospitaller Order moved from one home base to another – i.e. The Holy Land, Cyprus, Rhodes and Malta. **(L8)**	
	Terminology	5. I can give the meaning of the following terms: military order, *langues*, *collachio*, corsairing, statute, Grand Master, Grand Council. **(L7)**	
	Change Continuity	6. I can distinguish things that changed or remained the same about the Order of St John from its origins to 1530. **(L7)**	
	Cause and Effect	7. I can explain the connection between the Crusading Movement and the Order of St John. **(L7)** 8. I can discuss some of the consequences of the loss of Acre in 1291 upon the Hospitaller Order. **(l7)** 9. I can assess how its home base in Rhodes affected the Order (*e.g.* the *collacchio,* the Statute of the Order, division in seven *langues*, sea power, corsairing, red tunic, the Hospitaller flag). **(L7)** 10. I can explain why and how Ottoman expansion in the Eastern Mediterranean affected the Hospitallers in Rhodes. **(L8)**	
	Interpretation Sources	11. I can match **(L6)** or write **(L7)** captions to picture sources about the origins and history of the Order of St John in Palestine and Rhodes.	
	Empathy	12. I can answer open-ended questions that require some length about the origins and history of the Order of St John before 1530. **(L7)**	
	Communicating history	13. 16. I can answer open-ended questions that require some length about the origins of the Hospitaller Order of St John to 1530. **(L7)** 17. I can produce independent research on the origins of the Hospitallers to 1530 in the form of an illustrated essay, chart or power point presentation. **(L7)**	

HIS 8.5 The Crusading Movement and the Origins of the Order of St John to 1530

Teaching objectives	Subject Focus	Learning Outcomes	LOF
3. The teacher will empower students to understand why certain decisions were taken in the past with reference to the granting of the Maltese Islands to the Knights of St John. **(2 lessons)**	Recall	1. I can recall the names of the leading figures involved in the granting of Malta to the Knights. **(L7)**	
	Chronology Sequence	2. I can construct a time-line or chronological table of the main events from the Knights' loss of Rhodes in 1523 to their official entry at Mdina in 1530. **(L7)**	
	Cause and Effect	3. I can place under separate column headings (positive or negative) a given list of effects of the Order's coming to Malta. **(L6)** 4. I can discuss the true motvies of Charles V in handing Malta and Tripoli to the Knights. **(L7)**	
	Change and Continuity	5. I can discuss what changed and what remained the same in Malta with the Order's arrival in 1530. **(L8)**	
	Interpretation Source Analysis	6. I can locale on a given map of the Holy Land, the places connected with the Hospitaller Order of St John. **(L7)** 7. I can ask and answer valid historical questions using extracts from the Knights' Commission Report and the Map of Malta of 1536 by Quintinus as evidence. **(L7)**	
	Empathy Analysis	8. I can speak about how various sectors of the Maltese must have felt on hearing that Malta was to be granted to the Knights of St John. **(L8)**	
	Communicating history	9. I can answer open-ended questions that require some length about the Knights' arrival in Malta. **(L7)** 10. I can produce the front page of a simulated news sheet showing the various reactions of the Knights and the Maltese to the Order's arrival in 1530. **(L8)**	

Learning Outcomes Assessment Criteria for Year 8, 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 historical8events or periods in chronological order.	Historical time & chronology				
2	I can list some of the causes and consequences of historical events.	Historical concepts				
3	I can list some instances of change and continuity between historical periods.	Historical concepts				
4	I can state why certain historical sources are primary or secondary.	Working with sources				
5	I can make inferences from primary and secondary sources.	Working with sources				
6	I can make a simple imaginative reconstruction of a historical event or situation.	Historical empathy				
7	I can describe/narrate historical events or situations while using the appropriate terms.	Communicating history				

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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 web-chart	▪ Based on one of the syllabus themes (*e.g.* the Normans in History); ▪ Includes picture sources and a minimum of text as captions; ▪ Can be done as a group task in class.	▪ Most pictures do not match topic; ▪ No/too many missing or incorrect captions; ▪ No variety in picture sources; ▪ Inappropriate and poor design	▪ Most pictures match topic; ▪ Correct but very brief captions; ▪ Limited variety in picture sources; ▪ Satisfactory presentation/design.	▪ All pictures match topic; ▪ Appropriately terminology and detail in captions; ▪ Variety of sources; ▪ Aesthetic/creative design and presentation.
2	A set of primary and secondary illustrated sources	▪ Four primary and four secondary sources from one syllabus theme (*e.g.* Ancient Egypt); ▪ Captions that describe each source; ▪ An appropriate heading/title; ▪ Handed in printed/written on two A4 sheets	▪ Two or more missing/incorrect/ repetitive/mixed up illustrated sources; ▪ No or vague captions; ▪ Misleading heading/title; ▪ Inappropriate presentation.	▪ One missing/incorrect/ repetitive /mixed up illustrated source; ▪ Brief captions; ▪ Correct title/heading; ▪ Inappropriate presentation.	▪ Shows evidence of good research; ▪ Correct choice of sources; ▪ Detailed captions with appropriate terminology; ▪ Appropriate title and presentation.
3	An illustrated chronological time-line or list	▪ Can be as a chart or as a table; ▪ Linked to one of the syllabus themes (*e.g.* The Crusades); ▪ Illustrated sources for the events; ▪ Brief caption explaining the events; ▪ An appropriate heading/title.	▪ Events not in chronological order; ▪ 2 or more picture sources do not match with the event; ▪ No or vague description of events; ▪ Poor design and presentation.	▪ 1 event not in chronological order; ▪ 1 picture source does not match with the event; ▪ Very brief but correct description of events; ▪ Satisfactory design/presentation.	▪ All events in chronological order; ▪ All sources match with the events; ▪ Detailed description of events; ▪ Orderly and neat design and presentation.
4	A site-visit chart/report	▪ Can take the form of a chart or a written report; ▪ Photographs taken during the visit; ▪ Brief information about the site; ▪ Report handed in as a hard copy.	▪ Information out of context; ▪ Less than 4 pictures/photos; ▪ Most captions are missing; ▪ Haphazard design/presentation.	▪ Scant information; ▪ 5-6 relevant pictures/photos; ▪ Pictures not taken during visit; ▪ Correct but very brief captions; ▪ Satisfactory design/presentation.	▪ Detailed and contextual data; ▪ 7-8 relevant pictures/photos; ▪ Appropriately detailed captions; ▪ Aesthetic and creative design and presentation.
5	A biographical research essay	▪ Based on a historical figure from the syllabus (*e.g.* Julius Caesar); ▪ Evidence of independent research; ▪ Four illustrated and captioned sources; ▪ 200 word limit presented in essay format (introduction, body, conclusion).	▪ Copy paste/plagiarism; ▪ Less than 4 uncaptioned pictures required; ▪ Very brief write up (c. 50 words); ▪ Irrelevant information.	▪ Evidence of little research; ▪ 4 pictures + brief/vague captions; ▪ Not enough information (100-150 words); ▪ Not presented in a structured way.	▪ Shows evidence of good research; ▪ Correct and appropriately captioned picture sources; ▪ Reaches the 200 word count; ▪ Well-argued/structured write up.
6	Simulated manuscript	▪ Designed to fit one A4 or A3 sheet; ▪ Linked the one of the syllabus themes; ▪ Appear as 'authentic' as possible; ▪ Include correct/plausible historical facts; ▪ Use the appropriate calligraphic and language style.	▪ Paper lacked simulated effects; ▪ Printed not handwritten; ▪ Lacks empathy; ▪ Too many anachronistic facts; ▪ Poor in design and presentation.	▪ Include some simulation effects; ▪ Contains some historical fallacies/anachronisms; ▪ Information at times out of point; ▪ Presentation fairly good but lacks creativity.	▪ Very good simulation effects; ▪ Shows evidence of researched; ▪ Good choice of language and terminology; ▪ Presentation looks very authentic.

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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	**Printed assessments of THREE RLOs.**	▪ Students present a three hard copy printed result of three RLOs; ▪ Work can be done in class or/and at home. ▪ To include the title of the three RLOs on the printed result sheets.	• 1 RLO assessment done; • Too many wrong answers.	• 2 RLO assessments done; • Contained 4-6 wrong answers.	• All 3 RLO assessments were done; • Contained between 0-3 wrong answers.
8	**History poster collage**	▪ 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.	• No title; • 4 or less pictures; • Most pictures anachronistic; • Repetitive aspects in pictures; • Haphazard layout.	• Simple title; • 5-6 pictures with 1 picture not relevant to title; • A limited range of aspects; • Satisfactory layout.	• Appropriate title; • 7+ pictures with a wide range of aspects; • Right choice of pictures; • Creative layout.
9	**Workbook/Worksheets Tasks**	▪ Tasks are to be completed with the correct and appropriate answers given; ▪ Neat and orderly presentation of work; ▪ Work done within the given deadline.	• Too many incomplete or missing tasks; • Untidy presentation; • Very vague or brief answers; • Work often hand in late.	• Some incomplete tasks; • Inconsistent presentation; • Denotes effort to give satisfactory answers; • Work sometimes given late.	• Very few incomplete tasks; • Neat presentation; • Full and appropriate answers; • Work given in time.
10	**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 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.

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Other Examples of SBA Titles for Year 8

SBA 1 – Web-Chart	
Title of SBA	**Brief description**
5	Viking Civilization	Viking artefacts and archaeological remains: ships, weapons, dwellings, etc.
6	The Arab Legacy in Malta	Mdina, Rabat tombs/cemetery; artefacts, rubble walls, irrigation technique, cultivation of cotton, citrus trees, language, surnames, topography, etc.
7	The Legacy of the Crusades	castles in the Holy Land; crusader weapons, armour and siege engines; positive and negative consequences: crusade vs *jihad*; the military orders; pilgrimages; trade links; interest in the Arab language, medicine, goods among Europeans, etc.
8	Medieval siege warfare	castles, siege engines, armour, weapons, siege strategy/tactics, etc.
9	Malta' Medieval Legacy	administration, the dejma, Monroy's incident, architecture, Mdina, Birgu, chapels, frescoes, etc.
10	Art in the Middle Ages	Romanesque, Gothic architectural features; stained glass; illustrated manuscripts; paintings and frescoes; effigies; jewellery artefacts, etc.

Note: In the above table, the SBA numbers (5, 6, 7, 8, 9, 10) and titles are in the "Title of SBA" column.

SBA 2 – A Set of Primary and Secondary Sources	
Title of SBA	**Brief description**
14	The Vikings	*e.g.* dwellings, costumes, domestic artefacts, weapons, warriors, armour, long-ships, inscriptions, sagas, Viking raids, etc.
15	The Normans	*e.g.* warriors, costumes, armour, weapons, keeps, castles, Bayeux Tapestry, Doomsday Book, domestic artifacts, battle scenes, miniature paintings in manuscripts, etc.
16	The Crusades	*e.g.* warriors, costumes, armour, weapons, castles, battle scenes, miniature paintings in manuscripts, etc.
17	The Feudal System	*e.g.* costumes, castle, village landscape, oath of fealty, bestowing knighthood status, heraldry, feudal registers, royal charters, etc.
18	The Order of St John	*e.g.* Crak des Chevaliers, fortifications, the *collachio* in Rhodes, galleys, costumes, armour, weapons, miniature paintings in manuscripts, coat of arms/portraits of various Grand Master, etc.

SBA 3 – An illustrated chronologic al time-line or table or list	
Title of SBA	**Brief description**
22	The Normans in history	Their origin from the Vikings; Rolo's invasion of France in 911 A.D.; the foundation of the Duchy of Normandy; William the Conqueror's conquest of England; the Normans in Italy and Sicily; the Bayeux Tapestry; the Tower of London; the end of the Normans by 1200 A.D.
23	Malta under foreign rule	Phoenicians, Carthaginians, Romans, Byzantines, Arabs, Normans, the Empire of Frederick II, the Aragonese.
24	The early history of the Order	The foundation of the Order by Fra Gerard; Raymond de Puis as first Master; 1143 received Crak des Chevaliers; the Battle of Hattin (1187); Siege of Acre (1191); their base in Cyprus and then in Rhodes.
25	The Age of Discovery	The exploits of: *e.g.* Marco Polo, Henry the Navigator, Bartholomeo Dias, Christopher Colombus, Vasco da Gama, Nunes de Bilboa, Amerigo Vesupucci, Ferdinand Magellan, etc.

SBA 4 – A Site-Visit Report

	Title of SBA	Brief description
32	Mdina	Fortifications, strategic location, street layout, particular buildings.
33	A Medieval Chapel in Malta	Brief historical overview, location and plan of chapel, architectural features, interior layout, frescoes, vaulted ceiling, restoration works.
34	Birgu and Fort St Angelo	Fortifications, strategic location, street layout, particular buildings.

SBA 5 – An Illustrated Biographical Research Essay

	Title of SBA	Brief description
40	William the Conqueror	Brief biography; early career as Duke of Normandy; the invasion of England; the Bayeux Tapestry; his legacy as King of England; 2-4 illustrations; 100-200 words.
41	Emperor Frederick II	Brief biography: descendant of the Sicilian Normans; the extent of his Empire in Germany and Italy; involvement in Crusades in the Holy Land; conflicts with the Papacy; known as *Stupor Mundi*, 2-4 illustrations, 100-200 words.
42	One Renaissance artist	Brief biography: early career; major works, quests or legacy; 2-4 illustrations, 100-200 words.

SBA 6 – A Simulated Historical Manuscript

	Title of SBA	Brief description
49	A Viking raid	A monk chronicler writing his account of a Viking raid in a nearby village or monastery.
50	Count Roger in Malta	Malaterra describing Count Roger's raid on the Maltese Islands in 1091, based on an eyewitness account.
51	The Crusades	A dialogue between two Crusaders on their journey to the Holy Land: their motives and expectations for joining the Crusade.
52	The Black Death	A Sicilian writing to his Maltese relatives where he describes what happened when his town was hit by the plague.
53	Gonsalvo Monroy	Monroy writing a report of what happened in Malta during the revolt of 1427 from his point of view.

SBA 8 – A History Poster Collage

	Title of SBA	Brief description
56	The Viking legacy	Weapons, armour, costumes, the longship, the knarr, domestic artefacts, dwelling remains; Viking names (*e.g.* Olaf, Sven, Harald etc.)
57	Medieval Castles	Motte and bailey castles; the Norman keep; concentric castles; courtyards; loopholes; drawbridge; moat; portcullis; chapel; the great hall; the banquet room; the kitchen; the stables; the dungeon; the armoury, the toilets, etc.
58	The Crusades	Crusader castles in Palestine; costumes; armour; weapons; battle scenes (*e.g.* Battle of Hattin); significant events (*e.g.* Fall of Jerusalem);
59	Besieging a castle	Trebuchet; battering ram; ballista; catapult; moving siege tower; the early cannon; Greek fire; mining; starvation, etc.
60	Masterpieces of the Renaissance	*e.g. The Last Supper*; the *Monalisa, the Pietà*; *the Statue of David*; the Florence Dome; the Vatican; Hampton Court (in England), Fontainebleau Palace (in France); *Utopia* (by Thomas More); *The Prince* (by Macchiavelli), etc.

School Based Assessment for Year 8 (History)

Record of Marks (Excel spreadsheet format)

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 to the nearest 5.
Assessment for Year 8 History Scholastic Year 2018-2019
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				0	0	0	0	0	0

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 to the nearest 5.

History Department, Curriculum Annexe