

Wah Yan College Kowloon
F.1S History Scheme of Work (2017-2018)

Textbook	1. World History Express 1A (Second Edition, 1 st) 2. World History Express 1B (Second Edition, 2 nd)
Other Resources	World History Express Workbook 1A 1B

SL: Scheduled number of lessons

AL: Actual number of lessons

School Term	Weeks	Topics/ Extended Parts*	Learning Objectives/ Teaching Focus	SL/ AL	Teaching and Learning Activities	Self-directed Learning Skills	Consolidation and Assessment	Values [#]	Basic Law Education
First Term (3/9/2017-30/12/2017, Weeks 1-17)	1-4	Introduction to history study 1. What is history? 2. How do we study history? 3. Why do we study history? 4. What were the major developments in the Stone Age? (self-study)	The students would be able to: ● State what “history” means ● List out what a history student should look at when studying history (* <u>primary and secondary sources</u>) ● Explain why we have to study history ● <u>Write about the difference between old and new stone ages*</u> ● Chronology ● Change and Continuity ● Interpretation of sources	4	● Lecturing ● Questioning ● Group Discussion ● Pair work	1,2,3,4,5,7,8 ,	Worksheet Workbook	1, 2,4,14,19, 20,22	√
	5-8	Life in the main centres of early	The students would be able to: ● State the importance of River	8	● Lecturing ● Questioning	1,2,3,4,5, 7,8,11, 14	Worksheet Workbook	1, 2,4,14,19,	√

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		<p>civilisation (1)</p> <p>1. Why do we call Egypt and its civilisation “the Nile’s gift”?</p> <p>2. How did a united empire emerge in ancient Egypt? How did it decline gradually?</p> <p>3. How were people’s lives in ancient Egypt?</p> <p>4. Exploration of the mystery of mummies making and pyramids as well as the treasures of ancient Egypt</p>	<p>Nile to Egypt and its civilisation</p> <ul style="list-style-type: none"> ● State the intimate relations between man and environment* ● Give a brief outline to the development of ancient Egypt ● List out the different social classes in ancient Egypt and explain their rights and duties ● Write about the relations between mummies making and the social classes as well as the religion in ancient Egypt ● Give an introduction to different treasures of the Nile Valley ● Causes and consequences ● Change and continuity ● Interpretation of sources ● Significance 		<ul style="list-style-type: none"> ● Pair work ● Study of historical sources ● Group discussion 		Test on Week 9	20,22 (respect for culture),	
	9	Introduction to cross-curricular	<p>The students would be able to:</p> <ul style="list-style-type: none"> ● List out the steps involved in 	2	<ul style="list-style-type: none"> ● Lecturing ● Group 	1,2,3,4,5, 7,8,13,14	Worksheet	19, 26	

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		project-based learning	the preparation of a plan for project study with their classmates		discussion				
	10-14	<p>Life in the main centres of early civilisation (2)</p> <p>1. What were the characteristics of Sumerian city-states?</p> <p>2. Who ruled the Fertile Crescent after the Sumerians?</p> <p>3. How do we see the treasures of the Fertile Crescent?</p> <p>4. Early history and religion of Indus and Huanghe Valley</p> <p>5. What is civilisation?</p>	<p>The students would be able to:</p> <ul style="list-style-type: none"> ● Explain the importance of river valleys to some early civilisations ● Name the important kings who once ruled over the Fertile Crescent ● Give an introduction to different treasures of the Fertile Crescent ● <u>State briefly the historical context of the biblical records*</u> ● Write about the basic information of the Indus and Huanghe Valley ● List out the features of a civilisation ● Causes and consequences ● Change and continuity ● Interpretation of sources 	10	<ul style="list-style-type: none"> ● Lecturing ● Questioning ● Pair work ● Study of historical sources ● Group discussion 	1,2,3,4,5, 7,8,12, 13,14	Worksheet Workbook Test on Week 13	28, 33,34 (respect for culture), (obeying the laws)	√

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			● Significance							
	15-17		Mid Year Examination Christmas Holiday							
Second Term (31/12/2017-18/7/2018, Weeks 18 to 46)	18		Discussion of Examination Scripts							
	19-20	Preparation of project proposal	The students would be able to: ● Prepare a plan for project study with their classmates	2	● Lecturing ● Group discussion	1,2,3,4,5, 7,8,12, 13,14	Worksheet	26, 27		
	21-28	Life in Ancient Greece 1. Understanding of the birthplace of European civilisations 2. What is the significance of the legends of Trojan War? 3. What are the geographical characteristics of ancient Greek city-states? 4. What are the differences	The students would be able to: ● State the differences between the environments that brought about the birth of Greco-Roman civilisations and the civilisations in Asia and Africa ● Communicate their views on the authenticity of the Trojan War ● Write about the similarities and differences between the backgrounds of Athens and Sparta ● Explain why the Greeks needed to set up colonies ● Explain why the Persian Wars	15	● Lecturing ● Questioning ● Pair work ● Study of historical sources ● Group discussion	1,2,3,4,5, 7,8,11,12, 13,14	Worksheet Workbook Test on Week 27	22, 28, 33,34, 38	√	

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		<p>between the backgrounds of Athens and Sparta?</p> <p>5. How were Greeks' relations with other peoples?</p> <p>6. How did Alexander the Great build and rule his empire?</p> <p>7. The treasures of Ancient Greece</p>	<p>broke out and give an account of the Persian Wars</p> <ul style="list-style-type: none"> ● Write about the significance of the Persian Wars on the development of Ancient Greece ● Give an introduction to different treasures of the treasures of Ancient Greece ● Causes and consequences ● Similarities and differences ● Interpretation of sources ● Significance 							
	29		Uniform Test							
	30-37	<p>Life in Ancient Rome</p> <p>1. The origin of the Roman civilisation</p> <p>2. What is the significance of the three Punic Wars?</p>	<p>The students would be able to:</p> <ul style="list-style-type: none"> ● Describe the emergence of the Roman civilisation ● Explain why the three Punic Wars were significant in the development of Roman civilisation ● Give an account of the development of the Roman 	12	<ul style="list-style-type: none"> ● Lecturing ● Questioning ● Pair work ● Study of historical sources ● Group discussion 	1,2,3,4,5, 7,8,12, 13,14	Worksheet Workbook Test on Week 38	22, 28, 33,34, 38,39	√	

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		3. Roman Empire 4. How was life in Ancient Rome? 5. The treasures of Ancient Rome	<p>Empire</p> <ul style="list-style-type: none"> ● Give an introduction to different treasures of the Roman civilisation ● Causes and consequences ● Similarities and differences ● Change and continuity ● Interpretation of sources ● Significance 							
	38-39	Life in Medieval Europe: The 3 major religions	<p>The students would be able to:</p> <ul style="list-style-type: none"> ● Describe briefly the beliefs of the 3 major religions ● <u>State briefly the historical context of the biblical records*</u> ● Causes and consequences ● Similarities and differences ● Change and continuity ● Interpretation of sources 	2	<ul style="list-style-type: none"> ● Lecturing ● Questioning ● Pair work ● Study of historical sources ● Group discussion 	1,2,3,4,5, 7,8,11,12, 13,14	Worksheet Workbook	22, 28, 33,34, 38,39		
	40-46		<p>Final Examination</p> <p>Discussion of Examination Scripts</p>							

* The extended parts should be marked with asterisks. These parts should be more challenging and can be covered when the students can master the knowledge and skills covered in the conventional topics.

Repertoire of Self-directed Learning Skills

1. Reading to learn
2. Note-taking
3. Looking up words in the dictionary
4. Pre-lesson preparation
5. Group discussion
6. Group presentation
7. Initiative to ask questions
8. Setting learning objectives and doing reflections
9. eLearning platform with instant feedback
10. Flipped classroom
11. Peer assessment
12. Searching for information on the internet
13. Project learning
14. Training of higher-order thinking skills, etc.

2.

Core Values of Wah Yan College, Kowloon

I. Love and care	<u>Life</u> 1. Accept & feel positive about himself 2. Appreciation & Gratitude 3. Empathy & Compassion 4. Positive and grateful 5. Kind and humble	<u>Family</u> 6. Love your family 7. Loyalty and fidelity 8. Family as a basic unit of society; marriage is the foundation of a family <u>Love</u> 9. Forgiveness & Reconciliation 10. Care for the poor and the needy 11. Service to others
II. Strive for excellence	12. Reflective 13. Strive for excellence (Magis & fighting spirit), 13. Perseverance 14. Reflection (Examen), 15. Discern right from wrong (Ignatian Spirituality), 16. Men of Human Excellence (Competence, Commitment, Compassion, Conscience) 17. Perseverance	18. Curiosity & willingness to learn 19. Value imagination and creativity
III. Respect and Justice	20. Life is valuable and respectable	25. Mutual respect between a man and a woman

	<ul style="list-style-type: none"> 21. Manners and etiquette 22. Openness to good in all things 23. Honesty and integrity 24. Faithfulness 	<ul style="list-style-type: none"> 26. Love your neighbours 27. Respect for himself & others 28. Respect the rights of others, equity, the common good, human dignity
IV. Responsibility	<ul style="list-style-type: none"> 29. Freedom & Self-discipline 30. Responsible with public property 31. Responsibility 	<ul style="list-style-type: none"> 32. Social Identities: citizen identity, national identity and global citizen identity 33. Care for the environment
V. Faith	<ul style="list-style-type: none"> 34. Appreciate religious liturgies 35. Sacrifice 36. The meaning of life 37. Truth about God 38. Experience of God 39. Explore & practise one's faith 40. Evangelization 	