



WOLMER'S BOYS' SCHOOL

Department of the Humanities

Form: Second (2nd)

Subject: History

Course Outline 2023-2024

RATIONALE:

The development of any new curriculum needs to be guided by a philosophy. The philosophy of this History Curriculum is grounded in the theory of Constructivism. As expressed in this theory, learning and transformation among students takes place through concrete experiences, collaborative discourse, and reflection. With these tenets as the foundation, the curriculum takes a student- centered approach where learners will participate in the study of History through manipulation of artifacts, gathering and analyzing of historical information, assessing ideas and making connections to shape their own understanding of the discipline. Utilizing a student-centered approach breaks with the idea of History as content to be given by way of notes-taking and where learners merely repeat historical facts and memorize dates. The student- centered approach also discourages the idea of the teacher as the main individual in the classroom dispensing information to the learner.

The philosophy of this History curriculum embraces the overall philosophy of that of the National Standards Curriculum (NSC) which emphasizes the twenty first century skills such as critical thinking, communication, collaboration, creativity and the use of technology. Critical thinking skills are especially significant in that these are the tools that the learners need to sufficiently equip them to study the past and its relationship to the present. In addition to the critical skills that learners need to develop, the NSC curriculum also focuses on the STEM methodology which infuses Science, Technology Engineering and Mathematics which this History curriculum incorporates. Engagement of this methodology exposes the students to trans-disciplinary learning which is beneficial, in that it allows students to draw on other disciplines to complete a task. Incorporation of the STEM principle also serves to provide activities that encourage problem solving and creativity in order for students to become creative thinkers. The transformation of students as thinkers is not imperative only for the classroom but for the world of work.

The philosophy of this curriculum embodies the 5Es Model, also a pillar of the NSC, which is rooted in the principles of Constructivism

where students take responsibility for their own learning and construct knowledge through discovery. The 5Es Model requires students to engage, explain, evaluate, explore, and extend on the topic throughout the lesson. The teacher now acts as a guide and the traditional role of giving information is dispensed with, thus encouraging learners to ask their own questions and generate solutions to problems. Inquiry and project-based learning is the norm in this model.

The philosophy of this History curriculum synchronizes with the broader aims of the teaching of the discipline of History which is intended to foster a sense of identity, relate past events to real world situations, reflect on the human struggle that form the basis of historical events as well as draw conclusions from them. In conclusion, this philosophy uses the guiding principles of Constructivism to enable learners to interpret local, regional and international History, understand the work of historians, reflect on the human struggle and identify how the present is connected to the past. Critical reflection on historical and cultural experiences is also necessary for transformational learning in the History classroom.

GOALS:

1. Students should develop the skills of the historian through the interrogation of primary and secondary sources. They should understand the elements/ characteristics of history and how historians collect, record and interpret events.
2. Students should know the basic facts of history, understand cause and effect, make historical interpretations and understand how these have shaped contemporary society.
3. Students should be able to construct and interpret timelines, explain patterns of historical events, succession and duration, and continuity and change. They should understand the temporal context in which historical events occurred. They should understand the relationship between the development of societies and the environment and use geographical tools and skills to place them in a spatial context.
4. Students should be able to compare, analyze and interrogate multiple perspectives of historical records. They should challenge historical arguments and construct a sound historical narrative of their own. They should be able to formulate their own questions regarding historical documents and artifacts.

* Indicates a school week is not a 5-day week.

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
1	1 Continuity and Change	The emergence of ancient/early	Define and use correctly the concepts/terms: ancient, civilization, civilized, community, emergence,		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
		civilizations in Africa and Asia	<p>sedentary, nomadic, river valley, sedentary communities, specialized occupations, delta, and organized government.</p> <p>Locate on a map of the world the following rivers: - Nile, Tigris-Euphrates, Indus, Huang He and Yangtze to show their significance to early civilization.</p> <p>Identify conditions that are necessary for civilizations to emerge or develop.</p> <p>Assess the significance of rivers to the development of ancient civilization.</p> <p>Method of Delivery:</p>		
2	1 Continuity and Change	The emergence of ancient/early civilizations in Africa and Asia	<p>Identify the types of specialized occupations in early civilizations.</p> <p>Examine the role of specialized occupations in the development of early civilizations.</p> <p>Discuss the features of sedentary communities in early civilizations.</p> <p>Identify the features used to determine a civilized society.</p>		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Compare the features of sedentary communities in early civilizations with contemporary Jamaican society.</p> <p>Method of Delivery:</p>		
3	2 Continuity and Change	Egypt and the civilization of the Nile	<p>Define and use correctly the concepts/terms: ancient, irrigation, canals, shadoof, pharaoh, pyramids, hieroglyphics, hieratic, dynasties, mummification, papyrus, polytheism, nomadic, sedentary communities, civilization, conquest, kingdom.</p> <p>Identify Egypt on a map of the world to accurately locate Egypt in relation to the rest of the world.</p> <p>Examine the social groups in the ancient Egyptian society and the duties performed by each group.</p> <p>Method of Delivery:</p>		Classwork & Homework Grades #1 due
4	2 Continuity and Change	Egypt and the civilization of the Nile	Identify inventions that brought about significant changes in ancient Egypt.		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Discuss the importance of agriculture and trade in the ancient Egyptian society.</p> <p>Method of Delivery:</p>		
5	2 Continuity and Change	Egypt and the civilization of the Nile	<p>Discuss the roles of the Pharaoh in ancient Egypt.</p> <p>Describe the cultural practices of the ancient Egyptians.</p> <p>Method of Delivery:</p>		
6 *	3 Continuity and Change	Mesopotamia: The civilization between two rivers	<p>Define and use correctly the concepts/ terms: ancient, cuneiform, ziggurats, Fertile Crescent, polytheism, sedentary communities, civilization, conquest, the epic of Gilgamesh, Sumeria, Sumerians, Middle East, dykes, specialized occupations, stylus, clay tablets.</p> <p>Identify Mesopotamia (now Iraq) on a map of the world to accurately locate Mesopotamia (Iraq) in relation to the rest of the world.</p> <p>Examine the social classes in Mesopotamian society.</p>		Classwork & Homework Grades #2 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Identify the inventions that brought about significant changes in Mesopotamia.</p> <p>Method of Delivery:</p>		
7 *	3 Continuity and Change	Mesopotamia: The civilization between two rivers	<p>Evaluate the inventions that brought about significant changes to agriculture in Mesopotamia.</p> <p>Describe the religion, government and law codes of the Mesopotamians.</p> <p>Appreciate the contributions of Mesopotamians to today's society.</p> <p>Method of Delivery:</p>		
8	4 Continuity and Change	Early China	<p>Define and use correctly the concepts: ancient, Great Wall, Confucius, Hwang-Ho river (Yellow River), wheelwrights, elaborate symbols, water buffalo, war-chariots, pit dwelling, Yang and Yin, divination, astronomers, dynasty, philosophies, Taoism, Confucianism, Far East, fortified castles, customs</p>		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Locate China on a map of the world in relation to the rest of the world.</p> <p>Identify on a map of China the two major rivers- Huang He and the Yangtze.</p> <p>Method of Delivery:</p>		
9	4 Continuity and Change	Early China	<p>Discuss the cultural practices and customs of early China, for example, their religion.</p> <p>Examine the agricultural practices of ancient China.</p> <p>Appreciate the achievements of ancient China and their contribution to contemporary societies.</p> <p>Method of Delivery:</p>		Classwork & Homework Grades #3 due
10	5 Continuity and Change	Early India	<p>Define and use correctly the concepts: ancient, Indus Valley, Indus River, floodwalls, granaries, artisan, terracotta, Aryan civilization, semi nomadic, Vedas, Brahman, patriarchal, patrilineal, caste system, kshatriya, vaishya,</p>		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>shudra, Buddha, Buddhism, Buddhist, Hindu, epics, Gupta, empire, Mughal empire, Vedic Aryan civilization, Muslims.</p> <p>Locate India on a map of the world in relation to the rest of world.</p> <p>Identify on a map of India the features such as the Indus and the Ganges rivers, the Himalayas and the ancient sites/urban centres of Harappa and Mohenjo-Daro.</p> <p>Method of Delivery:</p>		
11	5 Continuity and Change	Early India	<p>Outline the five major social groups in ancient India.</p> <p>Describe the way of life of the people of the Indus Valley.</p> <p>Explain the rise of the Vedic Aryan Civilization in ancient India.</p> <p>Method of Delivery:</p>		
12	5 Continuity and Change	Early India	<p>Examine the various religions in ancient India.</p> <p>Discuss the factors that</p>		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>facilitated the growth of empires in ancient India.</p> <p>Demonstrate an appreciation for the contribution that ancient India has made to contemporary Jamaican society.</p> <p>Method of Delivery:</p>		
13		End of Term Exam (1st - 4th, 6th Forms)	End of Term Exam (1st - 4th, 6th Forms)	End of Term Exam (1st - 4th, 6th Forms)	End of Term Exam (1st - 4th, 6th Forms)
14		End of Term Exam (1st - 4th, 6th Forms)	End of Term Exam (1st - 4th, 6th Forms)	End of Term Exam (1st - 4th, 6th Forms)	End of Term Exam (1st - 4th, 6th Forms)
15					
16	6 Continuity and Change	Ancient civilizations of the Americas: The Aztecs	<p>Define and use correctly the concepts:</p> <p>Americas, conquest, empire, civilization, archaeology, division of labour, occupation, social organisation, polytheism, polytheistic, technology, Tenochtitlan, chinampas, Montezuma II, human sacrifice, canal, causeway, plaza, milpa, relay, porters, bondage, pyramid, tribute, litters, ball court, gourd, cocoa, piazzas, land reclamation.</p>		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			Identify Mexico on a map of the American continent locating the area in which the Aztecs settled. Method of Delivery:		
17 *	6 Continuity and Change	Ancient civilizations of the Americas: The Aztecs	Describe the social, political and economic organisations of the Aztecs. Examine the role of religion in the lives of the Aztecs. Method of Delivery:		
18	6 Continuity and Change	Ancient civilizations of the Americas: The Aztecs	Explain the effects of the inventions, for example their system of writing, calendar and chinampas on the Aztec society. Method of Delivery:		
19	7 Continuity and Change	Ancient civilizations of the Americas: The Mayas	Define and use correctly the concepts/terms: Americas, conquest, empire, civilization, archaeology, division of labour, occupation, social organisation, polytheism, polytheistic, technology, human sacrifice, plaza, palaces, pyramid, granaries (chultunes), Halach Uinic, cenotes, irrigation, indigenous, reservoirs, chac,		Classwork & Homework Grades #1 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>sacrifices, tattoo, pok-a-tok, Central America, astronomy, droughts.</p> <p>Locate the Yucatan peninsula, Guatemala, Honduras, Belize, on the map of the American continent, locating the area which was inhabited by the Mayas.</p> <p>Identify on a map of Central America or the Caribbean, the sites of the Mayan centres Tikal, Chichen Itza, Mayapan, Uxmal, Palenque and Copan.</p> <p>Method of Delivery:</p>		
20	7 Continuity and Change	Ancient civilizations of the Americas: The Mayas	<p>Describe the social, political, religious and economic organizations of the Mayas.</p> <p>Method of Delivery:</p>		
21	7 Continuity and Change	Ancient civilizations of the Americas: The Mayas	<p>Discuss the effects of the inventions on their development, for example, their system of writing (glyphs), mathematics, astronomy and calendar.</p> <p>Method of Delivery:</p>		Classwork Grade #2 due
22	8	Ancient	Define and use correctly the		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	Continuity and Change	civilizations of the Americas: The Incas	<p>concepts: llamas, quipus, aquifer, quipo, mita, llacs, Sapa Inca, Sinchi, diet, Inca, Waise, inkarri, Cuzco</p> <p>Locate on a map of South America, the area which was inhabited by the Incas.</p> <p>Method of Delivery:</p>		
23	8 Continuity and Change	Ancient civilizations of the Americas: The Incas	<p>Describe the social, political, religious and economic organizations of the Incas.</p> <p>Outline the ways in which labour was organized in the Incan Empire.</p> <p>Method of Delivery:</p>		
24	8 Continuity and Change	Ancient civilizations of the Americas: The Incas	<p>Assess the major achievements of the Incas in areas such as road engineering and recording keeping (despite the lack of writing).</p> <p>Compare the various practices of the indigenous American groups studied and the ancient civilizations of Africa and Asia.</p> <p>Method of Delivery:</p>		Homework Grade #2 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
25		In-Class Progress Test (1st - 6th Forms)	In-Class Progress Test (1st - 6th Forms)	In-Class Progress Test (1st - 6th Forms)	In-Class Progress Test (1st - 6th Forms)
26	9 Continuity and Change	Feudalism in Europe in the 14th and 15th centuries	<p>Define and use correctly the concepts: feudal, serfs, vassals, craftsmen, nobility, barons, farmers, peasants, Middle/Medieval Age, guilds, kings, lords, nobles, knights, pope, serfdom, tenant farmers, castle, crusade, aqueduct, minstrel, barbarian, scholar, heretic, infidel, cardinal, cathedral, bishop, monks, nuns, priests, abbeys, monasteries, bourgeoisie, papacy, cleric, clergy.</p> <p>Identify Europe on a map of the world to locate the countries that practised feudalism, for example, England, France, Italy, Spain and Portugal.</p> <p>Method of Delivery:</p>		
27 *	9 Continuity and Change	Feudalism in Europe in the 14th and 15th centuries	<p>Identify the features/characteristics of Feudalism during the Middle Ages.</p> <p>Discuss the role of the Roman Catholic Church in the Middle</p>		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			Ages. Method of Delivery:		
28	9 Continuity and Change	Feudalism in Europe in the 14th and 15th centuries	Examine the social groups in Medieval Europe. Describe the occupations of each of the social groups. Method of Delivery:		
29	10 Continuity and Change	Renaissance in Europe during the 14th to 16th centuries	Define and use correctly the concepts: Renaissance, exploration, inventions, compass, astrolabe, chart, quadrant, navigate, navigation, printing press, The East (Asia), Muslims, trade, commerce, voyages Locate on a map of Europe Italian city states that existed during the Renaissance Method of Delivery:		Classwork Grade #1 due
30	10 Continuity and Change	Renaissance in Europe during the 14th to 16th centuries	Examine the several areas of life that were influence by the Renaissance - literature, art, architecture, religion, and the sciences. Discuss the factors that gave rise		

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			to the Renaissance Method of Delivery:		
31	10 Continuity and Change	Renaissance in Europe during the 14th and 16th centuries	Describe the inventions of the Renaissance and their effects on the European society Show appreciation for the achievements of the Renaissance and their impact on contemporary society Method of Delivery:		
32 *	11 The interconnectivity between the past and the present	European exploration in the 14th to 16th centuries	Define and use correctly the concepts/terms: explorers, exploration, conquer, Columbus, migration, Prince Henry, navigate, expedition, New World, compass, astrolabe, quadrant, caravel, cartography Locate on a map of the world countries involved in early exploration. Examine the developments in Europe that lead to exploration. Identify outstanding European explorers and the places they explored.		Homework Grade #1 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			Trace the routes of explorers on the map of the world. Arrange using a table the arrival and settlements of European nations in the New World. Method of Delivery:		
33 *	11 The Interconnectivity between the past and the present	European exploration in the 14th to 16th centuries	Identify outstanding European explorers and the places they explored. Trace the routes of explorers on the map of the world. Arrange using a table the arrival and settlements of European nations in the New World. Method of Delivery:		
34	12 The interconnectivity between the past and the present	Reformation of the Roman Catholic Church in the 16th century	Define and use correctly the concepts/terms: Reformation, Pope, Rome, Latin, Anglo Saxons, clergy, clerics, priests, monks, nuns, abbeys, Martin Luther, Ninety-five Theses, Middle Ages, Roman Catholic Church, excommunication, Diet of Worms, Counter Reformation, Cardinals, Ignatius Loyola,		Classwork Grade #2 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Protestant, heresy , heretic, indulgences, friars, archbishop, bishops, synods, diocesan, monasteries, sacraments, Jesuits.</p> <p>Locate Germany on a map of Europe and identify Wittenberg and Worms</p> <p>Describe the factors that led to the Reformation in Europe in the 16th century.</p> <p>Method of Delivery:</p>		
35	12 The interconnectivity between the past and the present	Reformation of the Roman Catholic Church in the 16th century	<p>Examine the influence of Martin Luther and other significant personalities on the Reformation.</p> <p>Discuss the effects of the Reformation on European society in the Sixteenth century.</p> <p>Assess the actions taken by the Roman Catholic church to reform itself as a result of Protestantism.</p> <p>Method of Delivery:</p>		
36	Revision	Revision	Revision	Revision	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
37		End of Year Exam (1st – 3rd Forms)	End of Year Exam (1st – 3rd Forms)	End of Year Exam (1st – 3rd Forms)	End of Year Exam (1st – 3rd Forms)
38		End of Year Exam (1st – 3rd Forms)	End of Year Exam (1st – 3rd Forms)	End of Year Exam (1st – 3rd Forms)	End of Year Exam (1st – 3rd Forms)

READING LIST: