



WOLMER'S BOYS' SCHOOL

Department of the Humanities

Form: First (1st)

Subject: History

Course Outline 2023-2024

RATIONALE:

The development of any new curriculum needs to be guided by a philosophy. The philosophy of this Grade 7 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-centred 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-centred 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-centred 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 encourages 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 of 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 a necessary for transformational learning in the History classroom.

GOALS:

1. Students should develop 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 sound historical narrative of their own. They should be able to formulate their own questions regarding historical documents and artefacts.

*** 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 Understanding the nature, elements and purpose of history	Exploring the nature, elements and uses of History	<p>Define and use correctly the concepts/terms: History, time, sequence, chronology, material remains, relics/artefacts, primary sources, secondary sources, oral sources, change, continuity, historical significance</p> <p>Identify the characteristics of History (people, facts, time, change, causes, effects, events)</p> <p>Discuss the relevance or importance of history to everyday life.</p> <p>Describe how time is calculated in History- BCE (BC), CE (AD).</p> <p>Delivery method: Brainstorming, guided discussions and interactive lecture.</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	
2	1 Understanding the nature,	Exploring the nature, elements and	Show willingness to participate in historical research.	Interactive PowerPoint Presentation,	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	elements and purpose of History	uses of History	<p>Show an appreciation for the contribution of historians in providing an insight into the past.</p> <p>Recognise the value of History in helping to shape their future.</p> <p>Be sensitive to the biases that exist in historical writings.</p> <p>Value the importance of timelines as historical markers.</p> <p>Recognize the importance of various data gathering techniques used by Historians.</p> <p>Explain the contribution of historians in providing an insight into the past.</p> <p>Discuss the value of History in helping to shape the future.</p> <p>Delivery method: Brainstorming, Debate and Guided Exploration.</p>	Laptop, Projector, Videos and Speakers.	
3	2 Discovering the nature, elements and purpose of	How historians gather and interpret information	Define the following concepts/ terms: excavate, archaeology, fact, fiction, anthropology, fossils, petroglyphs, reconstruct, investigate, opinion, historical	Interactive PowerPoint Presentation, Laptop, Projector,	Classwork & Homework Grades #1 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	History through historical research		<p>evidence, verify, subjective, selective, significant, historical sources, artefacts, museums, archives, legend, ancient, oral tradition, historical interpretation.</p> <p>Describe how historians gather and evaluate information.</p> <p>Identify primary, secondary and oral sources of history.</p> <p>Differentiate between the meanings and features of primary and secondary sources.</p> <p>Delivery method: Guided exploration</p>	Videos and Speakers.	
4	2 Discovering the nature, elements and purpose of History through historical research	How historians gather and interpret information	<p>Examine the steps taken by historians in gathering and evaluating information.</p> <p>Evaluate the strengths and weaknesses of the use of primary, secondary and oral sources in historical research.</p> <p>Show a willingness to participate in historical research.</p>		

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Show appreciation for the work of historians.</p> <p>Delivery method: Direct instructions</p>		
5	3 Historical changes that have taken place over time in Jamaica from the 18th to the 21st century	Concept of continuity and change from the 18th century –the 21st century	<p>Define and use correctly the concepts/terms: change, sequence, continuity, architecture, era, decade, century, dynasty, generation, fashion, transportation, and lifestyle.</p> <p>Identify areas of change and continuity in the Jamaican society from the 18th century to the present.</p> <p>Illustrate the changes (in transportation, communication, fashion recreational activities, architecture among others) which have taken place in Jamaica over the last century.</p> <p>Delivery methods: Brainstorming and Think-Pair-Share,</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	
6	3 Historical changes that have taken place over time	Concept of continuity and change from the 18th century –the 21st century	Compare the difference between change and continuity from the 18th – the 21st century.	Interactive PowerPoint Presentation, Laptop, Projector,	Classwork & Homework Grades #2 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	in Jamaica from the 18th to the 21st century		<p>Recognize that continuity and change is a part of everyday life. Discuss the importance of the concept change in History.</p> <p>Show appreciation for changes in society Compare the difference between change and continuity from the 18th to the 21st century.</p> <p>Discuss the importance of the concept of change in History.</p> <p>Delivery methods: Brainstorming, Reflections and Guided Discussions</p>	Videos and Speakers.	
7	4 History of Family, School, Church or Community	Discovering the nature, elements, and importance of History through historical research	<p>Define and use correctly the concepts/terms: research, project, aims/ objectives, interview, survey, questionnaires, method, data, data collection, census.</p> <p>Identify an area of research i.e. family, school, church or community (Wolmer's History).</p> <p>List the sources that will be used to collect data on the research topic.</p>		Project on Wolmer's History

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			Compile research and present findings in project form. Delivery methods: Inquiry-Based and Guided Discussions		
8	4 History of Family, School, Church or Community	Wolmer's History	Discuss Wolmer's History: - main and other benefactors/founder and donors; terms and conditions of last will and testament. Delivery methods: Flipped Classroom and mini field trip.	PDF handout Online Quiz/Google Classroom	
9	4 Discovering the nature, elements, and importance of History through historical research	Wolmer's History	Discuss Wolmer's History: - locations, monuments/ symbols of the school, outstanding alumni and principals of the school. Delivery methods: Flipped Classroom and mini field trip.		Classwork & Homework Grades #3 due
10	5 Tainos, Kalinagos and the Encomienda System -16th century	The lifestyle of the Tainos and the Kalinagos and their interaction with the Europeans	Define and use words/such as: Indigenous, natives, navigate, migration, Zemi, cacique, batos, remora, bohio, exploration, conquest, oubutu, Encomienda System, Spaniards, ethnic groups, enslavement, corbet, warrior, contract, forced labour,	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	Research & create glossary of historical terminology

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>resistance, Protector of Indians, The Laws of Burgos, petition, colony.</p> <p>Identify on a map of the world Spain in relation to the Caribbean area.</p> <p>Locate on a map of the Caribbean the settlements of the Tainos and Kalinagos.</p> <p>Examine the factors influencing the migration and settlement of the Tainos and the Kalinagos.</p> <p>Delivery methods: Brainstorming, Guided Practice and discussion.</p>		
11	5 Tainos, Kalinagos and the Encomienda System -16th century	The lifestyle of the Tainos and the Kalinagos and their interaction with the Europeans.	<p>Describe the physical appearance and the dress of the Tainos and the Kalinagos.</p> <p>Assess the nature of Tainos and Kalinagos architecture.</p> <p>Discuss the survival strategies, (farming, fishing, hunting, trading) used by the Tainos and Kalinagos.</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	

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12	5 Tainos, Kalinagos and the Encomienda System -16th century	The lifestyle of the Tainos and the Kalinagos and their interaction with the Europeans	<p>Compare the social, religious and political life of the Tainos and the Kalinagos with contemporary society.</p> <p>Appreciate the Tainos 'and Kalinagos' ability to manipulate the natural environment in journeying across the Caribbean from South America, surviving natural disasters: hurricanes, floods etc.</p> <p>Delivery methods: Brainstorming, Graphic Organizer, Reflections and Jigsaw.</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	
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	5 Tainos, Kalinagos and the Encomienda	The Encomienda System – 16th Century.	Discuss the main reasons for the introduction of the Encomienda System.	PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	System -16th century		Describe the treatment that the indigenous people received under The Encomienda System and the effects it had on them. Delivery method: Think-Pair-Share and Guided Discussion.		
17	5 Tainos, Kalinagos and the Encomienda System -16th century	The Encomienda System–16th Century.	Evaluate the responses of the indigenous people to the treatment they received under the Encomienda System Research the Tainos, Kalinagos and Encomienda System using multiple sources. Assess the reasons for the ending of the Encomienda system. Show empathy for the plight of the indigenous peoples. Delivery methods: Gallery Walk, Reflections and Guided Discussions	PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	
18	6 European Indentureship - 17th Century	European Indentureship - 17th Century	Define and use correctly the concepts/terms: indentureship, indentured servants, contract, forced labour, resistance,	PDF Handout Globe/World map-Google Earth	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>arbitrary, petition, volunteers, planters, colony, settlement, and proprietor.</p> <p>Identify on map of the world places in Europe from which the indentured servants came and the places in the Caribbean to which they were taken.</p> <p>Discuss the reasons for the introduction of European Indentureship in the Caribbean in the 17th century.</p> <p>Examine the terms of the labour contracts that were designed for the indentured servants differentiating between employer and indentured servants.</p> <p>Delivery methods: Brainstorming, Guided Practice and Think-Pair-Share.</p>		
19	6 European Indentureship - 17th Century	European Indentureship - 17th Century	Describe how the indentured servants were treated by the Europeans during the period of Indentureship and their response to the treatment.	PowerPoint Presentation, Laptop and Projector	Classwork & Homework Grades #1 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Evaluate the reasons for the ending of the Indentureship period.</p> <p>Compare contractual arrangement of indentured servants to those of contemporary societies.</p> <p>Delivery methods: Brainstorming, Graphic Organizer and Reflections.</p>		
20	African Enslavement in the British Caribbean (17th Century – 19th Century)	African Enslavement in the British Caribbean (17th Century – 19th Century)	<p>Define and use correctly the concepts/terms: Sugar Revolution, slave trade, enslavement, enslaved Africans, Middle Passage, Trans- Atlantic trade, chattel slavery, slaver, production, exploitation, resistance, settlers, colonists, ethnic groups, superior, inferior, plantation.</p> <p>Identify Africa on a map of the world and locate the areas in West Africa from which the Africans were taken to be enslaved.</p> <p>Discuss the reasons why Africans were brought to the Caribbean.</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Discuss the ways in which Africans were captured and brought to the Caribbean.</p> <p>Delivery method: Brainstorming, Exploration, Guided Discussion and Guided Practice.</p>		
21	African Enslavement in the British Caribbean (17th Century – 19th Century)	African Enslavement in the British Caribbean (17th Century – 19th Century)	<p>Describe the conditions on the Middle Passage during the Trans-Atlantic trade.</p> <p>Describe the arrival and sale of West Africans in the West Indies.</p> <p>Recognize the level of conflict that developed between the European and the Africans during the Trans-Atlantic Slave Trade. Empathize with the enslaved Africans and the conditions they faced.</p> <p>Delivery methods: Gallery Walk, Reflections and Guided Discussions.</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	Classwork Grade #2 due
22	African Enslavement in the British Caribbean (17th Century	African Enslavement in the British Caribbean (17th	Identify the social groups on a sugar plantation and state how they related to each another.	Interactive PowerPoint Presentation, Laptop, Projector,	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
	– 19th Century)	Century – 19th Century)	<p>Examine the treatment of enslaved Africans on the sugar plantation and their response to the treatment.</p> <p>Empathize with the enslaved Africans and the conditions they faced.</p> <p>Delivery methods: Gallery Walk, Reflections and Guided Discussions.</p>	Videos and Speakers.	
23	Fight for Freedom (15th century – early 19th century)	Fight for freedom (15th century – early 19th century)	<p>Define and use correctly the concepts/terms: freedom, resistance, violent, non-violent, rebellion, revolt, revolution, punishment, institution, marronage, heritage, control, restriction, slave laws.</p> <p>Outline the various forms of resistance.</p> <p>Identify on a map of Jamaica:</p> <ul style="list-style-type: none"> a) Maroons communities b) Parishes in which Tacky and Sam Sharpe rebellions occurred. <p>Delivery methods: Brainstorming, Graphic Organizer, Guided Discussions.</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	

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24	Fight for Freedom (15th century – early 19th century)	Fight for freedom (15th century – early 19th century)	<p>Examine the ways in which the Maroons, Tacky and Sam Sharpe resisted slavery.</p> <p>Evaluate the success/failure of each resistance effort.</p> <p>Develop an appreciation for the effects of the resistance efforts in the shaping of Jamaica's history.</p> <p>State some examples of slave laws in Jamaica during the period of enslavement.</p> <p>Research multiple sources to get information on the types of resistance efforts during the fight for freedom.</p> <p>Delivery methods: Presentation and Reflections.</p>	PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	Homework Grade #2 due
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	The work of the British Abolitionists	The work of the British Abolitionists	Define and use correctly the concepts/terms: abolition, abolitionist, emancipation, freedom, amelioration, humanitarian, enslavement, West India Interest,	Online quiz/Google Classroom	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Identify the British Abolitionists.</p> <p>Construct timeline to show major achievements of the Abolitionists to bring an end to slavery.</p> <p>Discuss the actions taken by the enslaved which helped to bring an end to slavery.</p> <p>Delivery methods: Think-Pair-Share and Lecture.</p>		
27	The work of the British Abolitionists	The work of the British Abolitionists	<p>Debate the arguments for and against slavery.</p> <p>Analyse the reasons for the ending of slavery.</p> <p>Evaluate the work of the abolitionists.</p> <p>Compare and analyse simple historical arguments on the work of the British Abolitionists.</p> <p>Appreciate the work of the abolitionists and the enslaved Africans in fighting for freedom.</p>	PowerPoint Presentation, Laptop and Projector.	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			Delivery methods: Brainstorming, Graphic Organizer, Debate, Guided Discussions and Reflections.		
28	The Emancipation Act of 1833 and the Apprenticeship System	Emancipation and the Emergence of a Free Society	<p>Define and use correctly the concepts/terms: abolition, emancipation, apprenticeship, amelioration, Stipendiary Magistrates, West India Interest</p> <p>Outline the provisions of the Emancipation Act of 1833.</p> <p>Analyse the provisions of the Emancipation Act of 1833.</p> <p>Delivery methods: Brainstorming, Graphic Organizer, Lecture, Guided Discussions.</p>	PowerPoint Presentation, laptop and projector.	
29	The Emancipation Act of 1833 and the Apprenticeship System	Emancipation and the Emergence of a Free Society	<p>State the aims of the Apprenticeship System.</p> <p>Explain the difficulties encountered by the apprentices and planters during the Apprenticeship System.</p> <p>Discuss the effectiveness of the Apprenticeship System.</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	Classwork Grade #1 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			<p>Assess the reasons for the ending of the Apprenticeship System.</p> <p>Understand the impact of the Apprenticeship System on the British slave society.</p> <p>Delivery methods: Brainstorming, Role Play, Reflection and Guided Discussions.</p>		
30	The Emancipation Act of 1833 and the Apprenticeship System	Emancipation and the Emergence of a Free Society	<p>Assess the reasons for the ending of the Apprenticeship System.</p> <p>Understand the impact of the Apprenticeship System on the British slave society.</p> <p>Delivery methods: Brainstorming, Role Play, Reflection and Guided Discussions.</p>	Interactive PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	
31	Peasantry in the 19th Century	Peasantry in the 19th Century	<p>Define and use correctly the concepts/terms: peasant, peasantry, diversify, economy, non-conformist missionaries, planter class, government, cooperatives, free villages, subsistent farming.</p>	PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			State factors which contributed to the development of the peasantry in the British Caribbean 19th century.		
32	Peasantry in the 19th Century	Peasantry in the 19th Century	Explain the factors which retarded the growth of the peasantry in the British Caribbean in the 19th century.	PowerPoint Presentation, Laptop, Projector, Videos and Speakers.	Homework Grade #1 due
33	Peasantry in the 19th Century	Peasantry in the 19th Century	<p>Discuss the obstacles faced by the peasants in the 19th century.</p> <p>Describe the contributions of the non-conformist missionaries to the development of peasantry in the 19th century.</p> <p>Delivery methods: Brainstorming, Lecture and Exploration.</p>		
34	Peasantry in the 19th Century	Peasantry in the 19th Century	<p>Examine the initiatives of the peasants showing how these contributed to their social, political and economic advancement in the 19th century.</p> <p>Tabulate, using the various food groups, the new produce introduced by the peasants to</p>	PowerPoint Presentation, Laptop and Projector.	Classwork Grade #2 due

Week	NSC Unit	Topics	Lesson/Method of Delivery	Use of ICT	Student Assessment
			diversify British Caribbean economies of the 19th century. Delivery methods: Lecture, Guided Discussions, Graphic Organizer and Reflection.		
35	Peasantry in the 19th Century	Peasantry in the 19th Century	Appreciate the role of the peasants in the development of the Jamaican society. Connect areas of the Jamaican society today with that of the peasantry of the past. Delivery methods: Lecture, Guided Discussions, Graphic Organizer and Reflection.	PowerPoint Presentation, Laptop and Projector.	
36	Revision	Revision	Revision	Revision	
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: