

Subject Homepage : History

1. Our expectations

Students are able to understand the present in the context of the past. They should also acquire knowledge of their community and culture. Besides, we hope to train the mind of students by introducing them to distinctive skills employed by historians.

2. Curriculum Framework

- F.1 a. Renaissance – meaning, features, causes and achievements
 - b. The French Revolution – causes, course and effects
- F.3 International Conflicts and Threats to Peace in the 20th century
 - WWI, WWII & The Cold War
- F.4 The Making of Modern World & Conflicts and Transformation in Twentieth-Century World
- F.5 Modernization and Transformation in Twentieth-Century World Asia
- F.6 Europe in the 19th century
- F.7 Europe in the 20th century

3. Language Policy

-English as the medium of instruction

4. Learning outcomes

Students should have:

1. acquired knowledge and understanding, such that they will be able to:
 - a) acquire an understanding of concepts and terms fundamental to historical study;
 - b) identify the relationship between cause and consequence of historical events;
 - c) detect change and continuity in major historical issues and developments;
 - d) show an understanding that the past may be interpreted in different ways;
 - e) how the present world developed from the past

2. mastered skills, such that they will be able to :
 - a) demonstrate an understanding of historical terminology and use it in the appropriate context;
 - b) arrange events sequentially according to set criteria;
 - c) describe features of historical maps, models, diagrams, charts, tables, pictures and cartoons;
 - d) make simple deductions and inferences from historical sources;
 - e) identify different interpretations of major historical events and personalities;
 - f) distinguish between historical facts and opinions;
 - g) apply historical knowledge and skills in everyday life
 - h) demonstrate independent judgment in following different lines of enquiry.

3. developed values and attitudes, such that they will be able to:
 - a) relate the study of the past to contemporary life
 - b) appreciate that different societies held different beliefs, values and attitudes at different times
 - c) develop values and attitudes in relation to moral, civic, and environmental education.

5. Learning Strategy

To arouse students' interests, pictures, cartoons, videos, films, discussion and role play will be employed in teaching. Students are also encouraged to participate in visits. Students will be asked to recollect important events in their lives and present them in chronological order. Quizzes and tests will be used to help students to consolidate their learning.

6. Subject Characteristics

Although History is a study of the past, our main concern is to keep the teaching and learning of the subject in line with current developments in the field, such as the emphasis on acquisition of skills and concepts, the importance of using sources and the need to adopt new formats of assessment. Various sources of historical events will be displayed to students and students will be trained to make analysis of these sources.

7. Teaching Staff

F.1 Miss Ho Tin Wai & Miss Wu Yim Fong

F.3, F.4, F.5, F.6 & F.7 Miss Wu Yim Fongt

8. Appendices:

I. Glossary

F.1

The Renaissance

Columbus	Voyages of discovery
Da Vinc, Leonardo	astronomy
Galileo, Galilei	architecture
Gutenberg	autonomy
Jesus	Catholicism
Luther, Martin	Christianity
Magellan, Ferdinand	Divine Right of Kings
Medici family	dome
Michelangelo	feudalism
Montesquieu	humanism
Raphael	Mona Lisa
Rousseau	Protestant
Shakespeare, William	Protestantism
Enlightenment	reason
Reformation	sculpture
Renaissance	serf
	separation of power

The French Revolution

French Revolution	independence democracy
Napoleon I	liberalism
Battle of Waterloo	nationalism
Congress of Vienna	equality
Absolutism	fraternity
Age of Reason	liberty
Age of Revolution	freedom of speech
Bastille	guillotine
Bill of Rights	nation-state
Bourbon Dynasty	natural rights
bourgeoisie	Palace of Versailles
proletariat	Parliament
civil war	republic
colony	revolutionary
constitutional monarchy	

F.3

WWI & WWII

1. Britain	31. Pan-Slavism
2. France	32. naval race
3. Germany	33. arms race
4. Russia	34. dreadnoughts
5. Italy	35. suspicion
6. Austria-Hungary	36. Triple Alliance
7. Serbia	37. Triple Entente
8. Balkan Peninsula	38. opposing (rival) camps
9. Ottoman Empire (Turkey)	39. Bismarck
10. colonial rivalries	40. isolate
11. extreme nationalism	41. international crises
12. armaments race	42. Moroccan Crisis
13. alliance system	43. Bosnian Crisis
14. Sarajevo Incident	44. Balkan Wars
15. tension	45. Archduke Francis Ferdinand
16. Industrialisation (Industrial Revolution)	46. heir
17. expansion	47. unlimited support
18. raw materials	48. ultimatum
19. colonies	49. harsh
20. independence	50. declared war on
21. glory	51. mobilize
22. prestige	52. Schlieffen Plan
23. revenge	53. invaded
24. humiliated	54. Central Powers
25. Alsace-Lorraine	55. Allied Powers
26. Franco-Prussian War	56. overthrow
27. Balkan Peninsula (the Balkans)	57. withdrew
28. Slavs	58. Paris Peace Conference
29. Greater Serbia	59. Treaty of Versailles
30. Pan-Germanism	60. indemnity

61. war-guilt clause	89. Fuhrer
62. disarm	90. communism
63. demilitarize Rhineland	91. militarism
64. cede	92. aggression
65. humiliating / humiliated	93. aggressive/ expansionist foreign policy
66. repudiate	94. dictator / one-party dictatorship
67. destroy	95. economic sanctions
68. casualties	96. representative
69. economic / war destruction	97. appeasement policy
70. communist	98. Sudetenland
71. Czechoslovakia	99. Nazi-Soviet Non-aggression Pact
72. Yugoslavia	100. annexed
73. Poland	101. Axis Powers
74. League of Nations	102. Pearl Power
75. settle disputes	103. persecution of Jews
76. peaceful means	104. concentration camps
77. international co-operation	105. atomic bombs
78. negotiation	106. Nagasaki
79. unanimous voting	107. Hiroshima
80. Great Depression	108. independence
81. totalitarianism	109. superpowers
82. Fascism	110. United Nations
83. Mussolini	
84. Fascist Party	
85. Nazism	
86. republican government	
87. Hitler	
88. Nazi Party	

F.4 History Vocabulary (Cold War)

<u>U.S. Presidents</u>	<u>Soviet leaders</u>
Wilson	Stalin
Roosevelt	Khrushchev
Truman	Brezhnev
Kennedy	Gorbachev
Nixon	
Ford	
Carter	
Reagan	
Bush	
<u>Others</u>	D'etente
Churchill	conciliatory
Iron curtain	negotiation
containment policy	Afghanistan
Marshall Plan	dissolution
Molotov Plan	Prague Spring
Berlin blockade (crisis)	Brezhnev Doctrine
Warsaw Pact	restructuring
NATO	openness
Cuban Missile Crisis	collapse
Domino Theory	democratic

F.4 History Vocabulary (Middle East)

1. Arab	11. refugee
2. Israel	12. Terrorism / Terrorist
3. Palestine	13. assassination
4. Mecca	14. suicide bomb / car bomb
5. Syria	15. Palestinian Liberation Organization PLA
6. Egypt	16. Hamas
7. Jordan	17. Rabin
8. Lebanon	18. Arafat
9. Iraq	19. Clinton
10. Zionism	20. Balfour Declaration

F.4 History Vocabulary (Yugoslavia & S. Africa)

21. multi-racial	31. Apartheid
22. Yugoslavia	32. Afrikaner
23. Tito	33. white domination
24. Serbia / Serbs	34. Mandela
25. Croatia / Croatians	35. Sharpeville Massacre
26. Bosnia / Bosnians	36. Soweto Massacre
27. Kosovo / Albanians	37. de Klerk
28. Milosevic	38. condemnation
29. ethnic cleansing	39. economic sanctions
30. mediation	40. civil disobedience

II. Useful websites

<http://www.learner.org/interatives/renaissance>
<http://www.mrdowling.com/705french.html>
<http://chnm.gmu.edu/revolution/#>
<http://www.lib.byu.edu/-rdh/wwi>
<http://www.worldwar1.com/index.html>
<http://www.bbc.co.uk/history/worldwars/wwtwo>
<http://www.historyplace.com/worldwar2/>
<http://www.coldwar.org>
<http://www.nato.int>
<http://www.hkbu.edu.hk/-sosc1/hist/index.html>
<http://www.yale.edu/lawweb/avalon/20th.htm>
<http://www.grs.gov.hk>
<http://www.heritagemusium.gv.hk>
<http://www.lcsd.gov.hk/CE/Museum/Monument>
<http://www.www1.cei.gov.cn/govinfo/>
<http://www.people.com.cn/GB/index.html>
<http://www.cnd.org/CR/index.htm>
<http://www.china.org.cn/chinese/index.htm>
<http://www.aseansec.org/>
<http://www.asiasociety.org/>
<http://www.cityu.edu.hk/searc/>
<http://www.hku.hk/cas/about.html>
<http://www.aasianat.org/>
http://www.rekihaku.ac.jp/index_ne.html
<http://www.warlinks.com/>
http://www.boondocksnet.com/cb/posters_world_war_ii.html
<http://www.nato.int/>
<http://rutlandhs.k12.vt.us/jpeterso/Szykpage.htm>
<http://www.apecsec.org.sg/>
http://europa.eu.int/index_en.htm
<http://www.oecd.org/home/>
<http://www.un.org/>
<http://www.who.int/en/>