

HISTORY IN THE NATIONAL CURRICULUM

Acknowledgements

The History National Curriculum has been produced in accordance with the Curriculum Guidelines Document by the following members: Odile Jean-Louis, Ephna Kilindo, Mariette Esparon, Jacques Kouï, Sylvianne Stravens, Allen Hortense, Tulsidas Brojmohan, Fiona Ernesta-Uranie, Gloriette De Commarmond, L. B. Herath, A. Hamid, Martial Moumou, Cynthia Renaud, Ghislaine Boniface, Isidore Lopez, Tessie Victor, Jacob Alex and Marguerite M. Marie. We are also grateful to all Social Science teachers for their comments.

The History Curriculum

Introduction

History is the study of humanity's past. Through the study of history the learners will explain events through an analysis of past thinking and reconstruct them in an imaginative way through an interpretation of records. A range of concepts is employed, many of which are shared with other disciplines. There are, however, concepts such as continuity and change which are of particular relevance to the study of history. It is in the combination of these elements that history makes its particular contribution to the curriculum. In developing conceptual understanding the learners will employ a range of intellectual skills which will contribute to their personal development.

Two broad approaches are adopted in history teaching. These differ in the emphasis placed on the relative importance of “content” and “skills” in the study of the subject. The skills like interpretation, evaluation, analysis, synthesis are developed throughout the curriculum.

The History Curriculum starts at secondary level and it builds on the Social Studies Primary Curriculum. Basic historical knowledge and skills are introduced at the initial stage. This is followed by early history of men and civilisation, leading to the history of Seychelles. From Secondary Three onwards the curriculum covers world events which have had significant impact in the shaping of today’s world.

Monitoring and evaluation of learners' progress and that of the programme are based on the stated curriculum objectives through formative and summative forms of assessment using a variety of techniques. The curriculum is supported by learner's handbooks and a variety of reference materials.

Rationale

In accordance with the Policy of Education in Seychelles, through the History Curriculum the learners will acquire pride in their national identity as a Seychellois. Learners will better understand present-day situation and human behaviours through the knowledge of their local historical background, the evolution of the Seychellois society and its link with the wider world.

History helps learners develop intellectual skills and acquire knowledge of other people's experiences, ways of life, aspirations and achievements contributing to the development of an enquiry mind. History helps in the development of a critical and logical mind. It helps the learners to make judgments and decisions, and solve problems about real human situations. It develops desirable social and personal values. It confronts the learners with numerous situations in which human dignity, social justice, creativity and initiative are key issues.

The study of History helps the learners to understand some of the processes that dominate mankind's development. Understanding the process of change, for instance, helps the learners to see people's unique ability to change their environment in a sustainable way.

The study of history is related to other subjects of the curriculum like the Geography, Languages, Mathematics, Science and Personal and Social Education.

History also contributes towards the development of knowledge and understanding of International Humanitarian Law and Humanitarian Rights education through the various topics of the curriculum.

Aims

The aims of the history curriculum are:

- to stimulate interest in and enthusiasm for the study of the past;
- to help learners understand their own history and the development of Seychelles in relation to other parts of the world;
- to enable learners to acquire knowledge and understanding of human activity in the past, and its links with the present;
- to develop essential skills such as interpretation and evaluation, empathy, synthesis and extrapolation;
- to promote in the learners a sense of patriotism and an appreciation of their cultural heritage;
- to promote basic principles of International Humanitarian Law and Human Rights.

GENERAL OBJECTIVES

The general objectives for History are organised according to the Area of Study for each cycle. The Areas of Study are included in the Scope and Sequence.

Knowledge

Cycle 4	Cycle 5
<p>K401. Understand some ways in which we find out about the past.</p> <p>K402. Understand past events in a chronological framework.</p> <p>K403. Develop understanding of the prehistoric period until the discovery of farming.</p> <p>K404. Develop knowledge and understanding of ancient civilisations in various parts of the world.</p> <p>K405. Develop an awareness of the causes and effects of the voyages of explorations and discoveries of the 15th and 16th centuries</p> <p>K406. Develop knowledge and understanding of global colonisation</p> <p>K407. Develop knowledge and understanding of important episodes and developments in Seychelles history from discovery to 1900.</p> <p>K408. Develop understanding of slavery and its effects on Seychelles society.</p> <p>K409. Develop an awareness of the economic, political and social situations in Seychelles from the turn of the 20th century to independence.</p> <p>K410. Develop knowledge and understanding of economic, social and political developments in post independence Seychelles.</p>	<p>K501. Understand the transformations which took place as a result of the Industrial Revolution;</p> <p>K502. Understand the causes, events of the First World War and its impact on the World;</p> <p>K503. Develop awareness of the importance of peacemaking after the First World War and its effect on the countries involved;</p> <p>K504. Understand the origin, success and failure of the League of Nations and its role in world affairs;</p> <p>K505. Develop knowledge of the Weimar Period , the circumstances which allowed Hitler to come to power in Germany and the impact of his rule;</p> <p>K506. Develop understanding of international relations which led to the outbreak of Second World War;</p> <p>K507. Develop knowledge of the structure and function of the United Nations Organisation and its involvement in world issues;</p> <p>K508. Develop understanding of the origins of the Cold War and its consequences on world issues during the period of 1945 - 1989.</p>

Skills	Cycle 4	Cycle 5
Chronology	<p>Learners will:</p> <p>S401 -develop sequence of events and objects in order to acquire a sense of chronology;</p> <p>S402 -use dates and terms relating to the passing of time;</p>	<p>Learners will:</p> <p>S501 -place events, people and changes in the periods studied within a chronological framework;</p> <p>S502 -use dates, terms and conventions that describe historical periods and the passing of time;</p>
Range and depth of historical knowledge and understanding	<p>S403 -interpret aspects of the past through stories from different periods and cultures, including stories and eyewitness accounts of historical events;</p> <p>S404 -recognise why people did things, why events happened and what happened as a result;</p> <p>S405 -compare differences between ways of life at different times;</p>	<p>S503 -analyse the characteristic features of particular periods and societies, including the range of ideas beliefs and attitudes of people;</p> <p>S504 -analyse causes and effects of the historical events, situations and changes in the periods studied;</p> <p>S505 -describe and make links between the main events, situations and changes both within and across periods;</p>
Interpretations of history	<p>S406 -justify the different ways in which the past is represented;</p> <p>S407 -analyse events of history and how they relate to the present;</p>	<p>S506 -explore how and why some historical events, people, situations and changes have been interpreted differently;</p> <p>S507 -analyse and evaluate interpretations;</p> <p>S508 -evaluate historical events in relation to our position at present;</p>

<p>Historical enquiry</p>	<p>S408 -find out about aspects of the past from a range of sources of information, including artifacts, pictures, documents, printed sources and sites;</p> <p>S409 -ask and answer questions about the past;</p>	<p>S509 -investigate independently aspects of the periods studied, using a range of sources of information, including documents and printed sources, artefacts, pictures, photographs and films, oral accounts;</p> <p>S510 -ask and answer significant questions, to evaluate sources in their historical context, identify sources for an investigation, collect and record information relevant to a topic and reach conclusions;</p>
<p>Organisation and communication</p>	<p>S410 -communicate their awareness and understanding of history in a variety of ways;</p> <p>S411 -select and organise historical information including dates and terms;</p> <p>S412 -use the terms necessary to describe the periods and topics studied.</p>	<p>S511 -select and organise historical information, including dates and terms;</p> <p>S512 -organise their knowledge and understanding of history through the accurate selection and deployment of terms necessary to describe and explain the periods and topics studied;</p> <p>S513 -communicate their knowledge and understanding of history using a range of techniques, including extended narratives and descriptions and substantiated explanations, tables, graphs, drawings, maps, charts.</p>

GENERAL OBJECTIVES

Attitudes

<p style="text-align: center;">Secondary (Cycle 4 - 5) Students should</p>	<p style="text-align: center;">Attitudes to be developed throughout the cycles to achieve the objectives</p>
<p>Attitudes towards self and others</p>	
<p>ATS 1 want to find out more about themselves and their independent relationship with other people</p>	<p>Trust, kindness, wisdom, honesty, open-mindedness, courage, truthfulness, sense of humour, self reliance, self esteem, self discipline, sincerity, self respect, responsibility, consideration, courtesy, compassion, sympathy, gratitude, sharing, reconciliation, solidarity, empathy, simplicity, righteousness, cordiality, creativity, mutual respect for the religious observances of others.</p> <p>Appreciation of the culture of others, observance of small family norms, love for family, love for the elderly, appreciation of the world's cultural heritage, sensitivity to respond to social and cultural change.</p> <p>Equality, justice, loving and caring, protection of the rights of labour participation, freedom of speech, belief and worship.</p> <p>Protection of sustainability of the environment, awareness and commitment to maintain the environment for the survival of humankind, love and care for nature.</p> <p>Harmony between people and the environment, unity of people and nature, peaceful co-existence, love of peace and harmony, non-violence, interdependence, conflict resolution through non violent means, mutual understanding, cooperation, respect among nations, globalism.</p>
<p>ATS 2 appreciate the essential work of others and the commonality of needs, rights, beliefs, aspirations, behaviour and talents which bind humankind</p>	
<p>ATS 3 be willing to explore new patterns of interaction and be prepared to utilise and value their capacities for creative and critical thinking</p>	
<p>ATS 4 have a commitment to defending their rights, respect the rights of others and be committed to carry responsibilities</p>	
<p>Attitudes towards the environment</p>	
<p>ATS 5 appreciate, respect and value the different physical and human environments and reflect positively upon their own place in them</p>	
<p>ATS 6 appreciate that in an interdependent world system , consideration for the overall good human kind and the planet should influence their decisions and actions</p>	

Attitudes

Below are the attitudes which will be developed through the study of History.
Learners will:

- listen to and respect other view points;
- share thoughts and opinion with others;
- recognise variety in people and respect their lifestyles;
- express opinion to others;
- undertake study activities on their own;
- develop interest in the study of History;
- appreciate the achievements of civilisations through the world;
- appreciate the achievements of their ancestors;
- develop a sense of respect for the way of life of their ancestors;
- recognise and respect the dignity and rights of other people;
- act in a tolerant, fair and sympathetic manner towards others;
- participate and take responsibilities in collective activities;
- demonstrate a sense of independence and use of initiative;
- show thoroughness and seriousness in work;
- develop a sense of empathy;
- show concern for evidence;
- appreciate his/her cultural heritage;
- appreciate the positive role of his ancestors in the socio-cultural, political and economic development of the country;
- identify himself/herself with positive values and aspirations of his/her people;
- develop a sense of patriotism;
- appreciate beliefs and ideologies of societies and prominent historical personalities;
- appreciate the fundamental unity of the race within the socio-cultural, political and economic diversity of the peoples of the world.

Scope and Sequence for History

The scope and sequence for History is presented by cycle with indication of the levels. The areas of study are given in chronological order and in the order they appear in the syllabus.

AREA OF STUDY	CYCLE 4 S1 - S3	CYCLE 5 S4 - S5
	S1	
1.0 Foundation for History	-What is History? -Historical Sources	
2.0 Prehistory	-Prehistoric period	
3.0 Ancient History	-Early Civilisation	
4.0 The Age of Exploration	-Voyages of explorations and discovery of Seychelles	
	S2	
5.0 Colonisation	-The Emergence of Colonisation	
6.0 History of Seychelles	-Colonisation and Settlement of Seychelles -Slave Trade and Slavery in Seychelles -The Movement for Independence in Seychelles -Seychelles after independence to the present	
	S3	
7.0 The Nineteenth and Twentieth Century World 7.1 The Industrial Revolution 7.2 The First World War	-The Industrial Revolution -The First World War -Peacemaking after the First World War	
		S4
8.0 The Search for International Order between 1919 until late 1930's		-The League of Nations -The Collapse of International Peace 1919 - 1939
9.0 Germany 1919 - 1939		-The Weimar Republic, the rise of Hitler and impact of his rule
		S5
10.0 Tension and Co-operation since 1945		-The Cold War and Rival Alliances -The United Nations Organisation

Terminal Objectives -

Cycle 4

The Terminal Objectives given below show the relationship with the general objectives of each level within each cycle. The skills for each cycle provided on page 6 are to be developed throughout the implementation of the curriculum.

General objectives	Level	Terminal objectives
<p>K401. Understand some ways in which we find out about the past.</p> <p>K402. Set their study of past events in a chronological framework.</p>	<p>S1</p>	<p>-develop understanding of the nature of history and why it is studied;</p> <p>-acquire historical vocabulary in relation to time, place and people;</p> <p>-acquire skills in locating and the use of historical sources;</p> <p>-develop an interest in history</p>
<p>K403. Develop understanding of the prehistoric period until the development of farming.</p>	<p>S1</p>	<p>-know how the earth looked before the appearance of people;</p> <p>-understand the development and activities of the first people;</p> <p>-give details on the changes that occurred in the life of the first people with the beginning of farming;</p>
<p>K404. Develop knowledge and understanding of ancient civilisations in various parts of the world.</p>	<p>S1</p>	<p>-gain knowledge of early civilisations of the world, where, why and how they started; (e.g. Mesopotamia, Aztecs, Indus, Egypt and Australia)</p> <p>-explain the major changes brought about by the beginning of civilisation;</p> <p>-give details on the way of life, beliefs and achievements of the ancient civilizations using Egypt as an example;</p>
<p>K405. Develop an awareness of the causes and effects of the voyages of explorations and discoveries of the 15th and 16th centuries</p>	<p>S1</p>	<p>-give the causes, developments and effect of the 15th and 16th century age of exploration;</p> <p>-compare the routes of famous explorers like Columbus, Vasco Da Gama, Ferdinand Magellan and their various discoveries;</p> <p>-understand the circumstances and development in the discovery of Seychelles;</p>
<p>K406. Develop knowledge and understanding of colonisation.</p>	<p>S2</p>	<p>-develop an understanding of colonisation;</p> <p>-gain knowledge on the effects of global colonisation</p> <p>-acquire skills in the use of historical sources;</p> <p>-empathise with people whose lives were transformed by colonisation</p>

K407. Develop understanding of the circumstances causes and effects of colonisation and settlement of Seychelles.	S2	-develop understanding of the circumstances, which led to colonisation of Seychelles; -outline the development of the early settlements, its failures and successes.
K408. Develop understanding of slavery and its effects on the Seychelles society.	S2	-gain understanding of slavery and slave trade in the world and in particular, the Indian Ocean. -gain understanding of slavery as a system in Seychelles and its socio-economic impact; -discuss the differences between Seychelles as a slavery society and Seychelles at present.
K409. Develop an understanding of the economic, political and social conditions of Seychelles as a colonial society.	S2	-gain knowledge and understanding of the French and the British colonial rule in Seychelles; -demonstrate understanding of the economic and social conditions of Seychelles under British rule from 1903 to independence;
K410. Develop knowledge and understanding of the conditions which led to independence of Seychelles.	S2	-develop understanding of the methods of colonisation in Africa and their effects - develop an awareness of the external factors influencing Seychellois society after world war II to independence; -understand the political development which led to independence.
K411. Develop knowledge and understanding of economic, social and political developments in post independence Seychelles	S2	-understand the transition from a colonial society to an independent nation; -know the transformations which took place in post independence Seychelles; -develop appreciation for the achievements of our society and the challenges it faces today.

General objectives	Level	Terminal objectives
K501. Understand the transformations which took place as a results of the Industrial Revolution.	S3	<ul style="list-style-type: none"> -understand why the Industrial Revolution happened; -understand how the changes in agriculture facilitated the Industrial Revolution and vice versa; -understand the major inventions of the Industrial Revolution; -understand the economic, social and political consequences of the Industrial Revolution;
K502. Understand the causes, events of the First World War and its impact on the world.	S3	<ul style="list-style-type: none"> -understand the causes of the First World War; -understand how this European war became a World War; -show an understanding of main events of the war on different fronts; -demonstrate understanding of the effects of First World War; -understand the importance of peace;
K503. Develop awareness of the importance of peacemaking after the First World War and its effect on the countries involved.	S3	<ul style="list-style-type: none"> -understand that the peacemaking of 1919 with the Treaty of Versailles ended the First World War; -evaluate the consequences of the peace settlements which changed the world in years to come; -outline the merits and defects of the Treaty of Versailles;
K504. Understand the origin, successes and failures of the League of Nations and its role in world affairs.	S4	<ul style="list-style-type: none"> -understand the origins of the League of Nations; -understand the structure of the league of Nations; -outline the weaknesses of the League of Nations; -show understanding of its successes and failures;
K505. Develop knowledge of the Weimar period and the circumstances which allowed Hitler to come to power in Germany and the impact of his Rule.	S4	<ul style="list-style-type: none"> -develop understanding of the success and failure of the Weimar Republic; -know the common reasons for Aggressive Nationalism throughout Europe; -understand the reason for Hitler's rise to power; -demonstrate understanding of the changes in Germany under Hitler; -know the reasons for Hitler's aggression in Europe; -understand that Hitler was mainly responsible for dragging the world into a devastating war;

K506. Develop an understanding of international relations which led to outbreak of Second World War.	S4	<ul style="list-style-type: none"> -understand the reasons for the collapse of international order in 1930's; -outline Hitler's Foreign Policy -evaluate the effectiveness of the policy of appeasement
K507. Develop knowledge of the structure and function of the United Nations Organisation and its involvement in world issues.	S5	<ul style="list-style-type: none"> -know the background that led to the formation of the UNO; -outline the aims and objectives of the UNO; -know the structure of the UNO; -understand the role of UNO as a peacekeeping and humanitarian organization;
K508. Develop understanding of the origins of the Cold War and its consequences on world issues during the period of 1945 - 1989.	S5	<ul style="list-style-type: none"> -show understanding of the main features and the nature of the Cold war; -develop an emphatic understanding of how and why the war-time allies became peace-time enemies; -outline the major events of the 'Cold War'; -evaluate 'Cold War' ideologies;

Teaching/Learning Strategies

In an attempt to move away from the traditional methods of teaching, new approaches are being proposed where teachers should be concerned with the process of enquiry. Active, child-centred forms of learning are therefore recommended as learners need to handle historical sources.

The ideas of evidence, causation and change are central to history. Approaches in history teaching should aim to develop both historical concepts and historical skills.

Teaching methods include analysis and discussion, use of comparisons and analogies from the pupils' own experiences, recording and communicating conclusions drawn from research work based on historical evidence. Such activities as role-play, simulation games, dramatic reconstructions and debates are equally relevant and encouraged.

Assessment

The assessment of pupils' progress is an essential element in the learning process of History. It helps to evaluate pupils' historical knowledge, understanding and progressive acquisition of historical skills. It also provides invaluable feedback on the success of teaching and guides future teaching.

Assessment in history can take both formative and summative forms. A variety of approaches could be used in the process such as objective tests, classroom observations, essays, structured questions, enquiries, oral assessment (discussion work or presentation) and research projects.

The different types of assessment strategies which teachers use should reflect the best ways to measure the extent to which stated objectives have been achieved. These strategies should cater for both historical knowledge and understanding as well as acquired historical skills. Some assessment options are provided in the Unit Documents.