



<b>Enseignement secondaire</b>		
<b>Classes internationales</b>		
	<b>Régime anglophone</b>	
<b>Histoire</b>		
<b>Programme</b>		
<b>7IEC</b>		
Leçons hebdomadaires: 2		
Langue véhiculaire: anglais		
Nombre minimal de devoirs par trimestre: 1		

### **Pre-Requisites**

There are no formal pre-requisites. This course ultimately prepares the students to the History courses of the IB Diploma Programme by introducing them to the study of history and teaching them historical skills. The focus of the History course will be on major themes such as the great civilizations and their legacy, different systems of government, or the importance of religion in societies. Wherever suitable, the course will include the history of Luxembourg and the Greater Region.

### **Aims**

The aims as stated in the IB History Guide:

- develop an understanding of, and continuing interest in, the past;
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments;
- promote international-mindedness through the study of history from more than one region of the world;
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives;
- develop key historical skills, including engaging effectively with sources;
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.



## Course components

### What is History?

Students will be introduced to:

- the guiding questions of the discipline: what are the topics studied in History? How do we know about the past?
- skills-based historical analysis by looking at various source materials and recognizing the differences between primary and secondary sources, and examining bias;
- the notion of calendars and calculation of time and the study of History in terms of different periods;
- the importance of mapping the world and the analysis of historical maps. Students will see the interactions between people and their environment that led to the beginnings of civilization.

### The Great Civilisations

What makes a great civilisation? Students will investigate how civilisations were formed, how they functioned, and how they compared to each other. The Fertile Crescent and Ancient Egypt are areas of the world/civilisations that are studied in this section.

#### Ancient Greece

Students will examine how this civilisation evolved. They will investigate the differences between the Greek and the modern forms of democracy, and how various factors, such as the landscape contributed to the creation of different Greek Poleis (city-states). Despite unifying factors, such as religion and language, a politically unified Greece did not exist. Both units will conclude with the study of the legacies of the great civilisations: democracy, writing, state system are examples.

#### The Roman Republic

This unit will study the creation of Rome until the rise of the Roman Empire (The Roman Empire will be the first unit studied in the 6I). Topics of this unit are: the development of the city of Rome (architecture, infrastructure, society), the political development of the Roman Republic, the Roman Conquest.

Connections with other civilisations like Greece and Egypt are important sections of the unit since students will learn to see History as a whole and recognize that the different topics are not disconnected to each other.



## The Roman Empire

Different aspects of the Roman Empire are studied in this unit. These comprise: the rule of Augustus, the pax romana, the importance of the transport system and road network, life in the Roman Army, life in Rome and in the Provinces.

This unit will furthermore study the emergence of Christianity and the persecutions of the first Christians in the Roman Empire.

Students will investigate the notion of Romanisation by studying the impact of the Roman Conquest on the Greater Region around Luxembourg. The students will furthermore study the evolution of the Christian religion into a state religion.

The unit will conclude with the Germanic invasions and the downfall of the Roman Empire.

## Skills and objectives

Students will work on a variety of primary material as used by professional historians in order to establish historical fact or engage in historical controversy. This includes the analysis of written as well as visual and audio-visual sources, and the analysis of graphs and charts, mind maps, etc. Students are expected to develop a critical and judicious attitude to history in terms of events, personalities, and ideas, through the questioning analysis of source material

## Assessment

Students engage in multiple forms of formative assessment that help them develop their knowledge and **understanding**, their ability to conduct research, to be able to evaluate and to synthesize information and communicate their ideas effectively.

Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. These criteria are the following:

- Knowing and Understanding
- Communicating
- Critical Thinking

## Course Material

World History, Patterns of interaction / publisher: Houghton Mifflin Harcourt /  
author: Holt McDougal / ISBN: 978-0-547-49112-7