



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
Histoire		
Programme		
6IEC		

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

Medieval Europe

One focus of this unit will be the establishment of the Frankish Empire, the significance of the reign of Charlemagne and the role of the Church in European society. Students will analyse the Feudal system, the development of trade and towns, and the daily life in a medieval town, as well as the daily life of the majority of the population, the peasants. Another focus of this unit will be on Jewish life in a medieval town and the development of anti-Semitism in European society.

Islam and the Crusades

Students will define Islam and gain greater understanding for the practice of this religion. They will study the creation and the expansion of Islam. The aim of the unit is to demonstrate the scientific, literary and philosophical achievements of the Islamic civilisation. Links will be made to the study of the Crusades and the rising anti-Semitism in European society. At the end of this unit students will recognise links and differences between the three main monotheistic religions. At the end of this unit students will recognise different conceptions of Islam and learn to make a difference between the religion of Islam and Islamic fundamentalism.

National Unity in Early Modern Europe

Topics of this unit will be: the Norman Conquest of Britain, the significance of the Magna Charta and the Hundred Years War, at the end of which two different nation-states were created; England and France. Students will reach an understanding how the war resulted in the formation of a national identity in both countries and in the consolidation of the absolute power of the kings.

Renaissance and Humanism – A Changing World

The concept of change provides the basis for this unit and concentrates on the influence of art and literature in this period as well as the transformation in thought and understanding of the world that people had around them. Students will use the example of Leonardo da Vinci, Vesalius, and Copernicus among others to explore how new ideas paved the way for the journeys of discovery.

The Age of Exploration and Conquest

Students will explore major voyages of discovery: Henry the Navigator, Christoph Columbus, among others. They will look at the social, economic and political reasons behind these in a historical context, and study the demographic and cultural impact of the European conquest. Students will find out that technical developments of the 15th century made the voyages possible. Using the example of the Aztecs, students will learn that highly developed societies existed before the arrival of the Europeans. They will further look at the first form of global trade, the triangular trade, and at the impact of the slave trade and reach an



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