

We would be glad to address any queries or issues which you may have. Just email us on

info.htamalta@gmail.com

IMPORTANT NOTICE

*** Membership renewal ***

Some members still have to pay this year's membership fee. We have kept these members on our mailing list, even from previous years. The HTA (Malta) appreciates if you could settle this year's fee.

Membership fee is kept to a minimum of €5 despite the costs incurred by publications and printing.

Send your name and surname, address, telephone number and email address to the Treasurer's address hereunder. Cheques are to be made payable to *L-Għaqda tal-Għalliema tal-Istorja*.

Mr. Alex Cutajar, 23, Ave Maria, Triq M.A. Vassalli, Hal Qormi QRM 3414.

PUBLICATIONS

We remind you that the HTA (Malta) publishes from time to time. Kindly contact us if you wish to order any of the back copies.



L-Għaqda tal-Għalliema tal-Istorja
History Teachers' Association
(Malta)

NEWSLETTER

March 2013
Issue 7

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“One of the biggest challenges facing history teachers in England is how to deliver all the benefits which the study of the past might bestow on young people, in the very limited curriculum time available.”

Terry Haydn (2012)

Editorial

This issue is concerned with the publication of the new National Curriculum Framework (NCF), launched in February 2013. We are hereby focusing on excerpts from the NCF which concern the subject of History to see how it is treated.

On a positive note, the HTA is pleased to note that the NCF takes on board the suggestion made by Prof Yosanne Vella during the consultation process to change the term Citizenship Education, as this was the term used in the draft versions, to Humanities.

One cannot, however, but raise a thought of concern over the amount of curriculum time allocated to History. In the Lower Secondary years, the area Humanities and Education for Democracy are allotted 10% of the curriculum time, while for the Senior Secondary years Humanities is grouped with Religious and Ethics Education, Education for Democracy and Visual and Performing Arts with 10% of the curriculum time. This begs the question: If, according to the NCF, "30% equates to at least 12 lessons a week and 12.5% equates to at least 5 lessons a week" (p. 17), how many lessons for History would 10% mean? How will lessons be worked out in the Senior Years when History has to jostle for a position with a greater number of subjects than in the Lower Secondary?

Indeed, Haydn's citation on the first page of this newsletter remains a timely advice, for England as much as for Malta.

Alex Cutajar

(p. 54)

Humanities

Humanities Education consists of History and Geography. The learning of History contributes to the development of the students' sense of identity as Maltese citizens as well as citizens of Europe and members of a wider global community. The learning of Geography enables learners to develop spatial understanding of the local, regional and global environment as well as physical, economic and political interactions within and between communities.

During the Junior Years, the Humanities encourage children to:

- begin to understand the interrelationships between people, their cultures, contexts and land use.
- explore and investigate their immediate past and present, thus beginning to understand the importance of collecting evidence.
- develop observation and recording skills.
- collate, examine and test data in an attempt to draw simple conclusions from it.
- develop the basic concepts of chronology, empathy, cause and effect, change and continuity.
- engage in the study of geographical, environmental and social concepts.

Through investigative and fact-finding experiences, observation, fieldwork and recording skills will be developed and used extensively.

Humanities

Through the study of History and Geography, learners will develop the basic concepts of chronology, empathy, cause and effect, change and continuity. Through active learning and investigative and fact-finding experiences, they gain an understanding of the interrelationships between people, their cultures, contexts and land use. Through exploring and investigating their past and present, they develop observation and recording skills and gain understanding of the importance of collecting evidence. They learn to collate, examine and test data in an attempt to draw simple conclusions from it.

The pedagogy presented for this Learning Area includes:

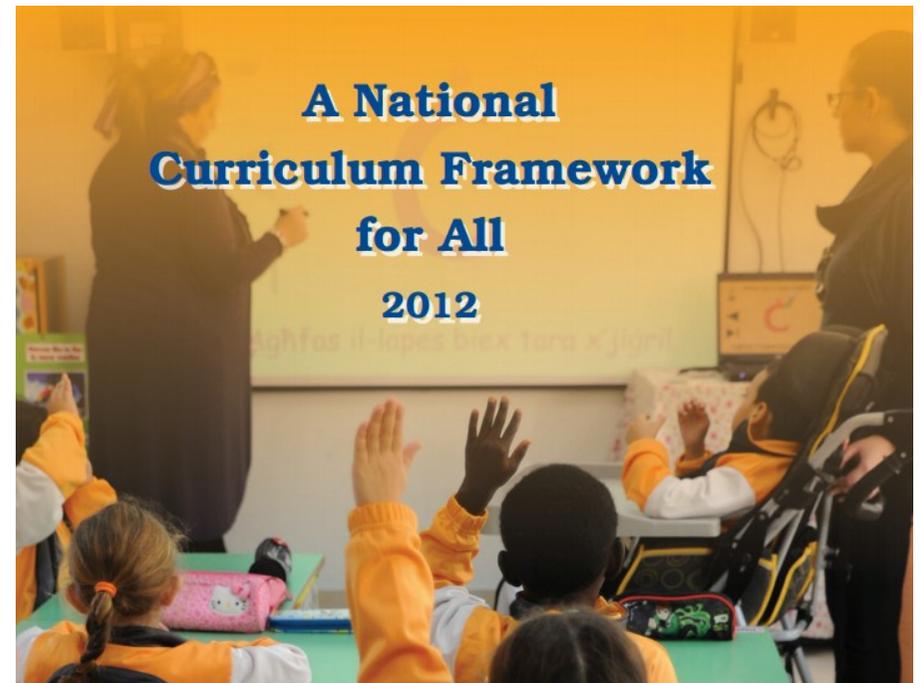
- fostering an enjoyment of history and developing curiosity about the past which informs understanding of the present.
- developing a sense of identity through learning about the development of Malta, Europe and the world.
- introducing learners to what is involved in understanding and interpreting the past.
- making pupils aware of similarities and differences between life today and in the past and use common words associated with the passing of time to establish a chronology of time.
- simulating discussion of why things happen or change and the results.
- enabling learners to acquire knowledge and understanding of places in Malta, Europe and the world.
- increasing the learner's knowledge of other cultures and, in so doing, teach respect and understanding of what it means to be a positive citizen in a society that has people from different cultures.
- understanding geography information, and developing enquiry and problem solving skills.
- enabling learners to understand environmental problems in Malta, Europe and globally.
- encouraging children and young people to commit to sustainable development.



Noticeboard

☞ The new National Curriculum Framework has been published. The official document can be downloaded by following the link from the website of the Ministry of Education. It would be as well if teachers are aware of the provisions of the NCF.

<https://www.education.gov.mt/>



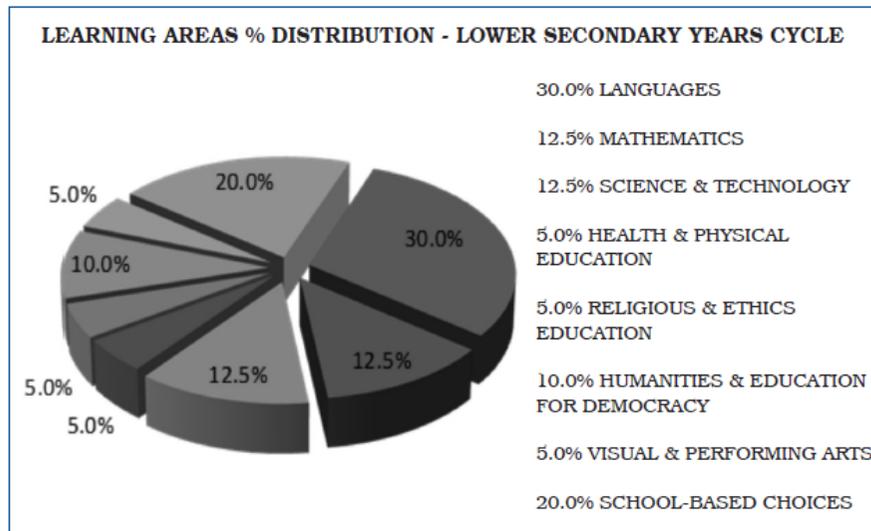
The place of History in the National Curriculum Framework

Following are excerpts from the National Curriculum Framework showing references to the subject of History.

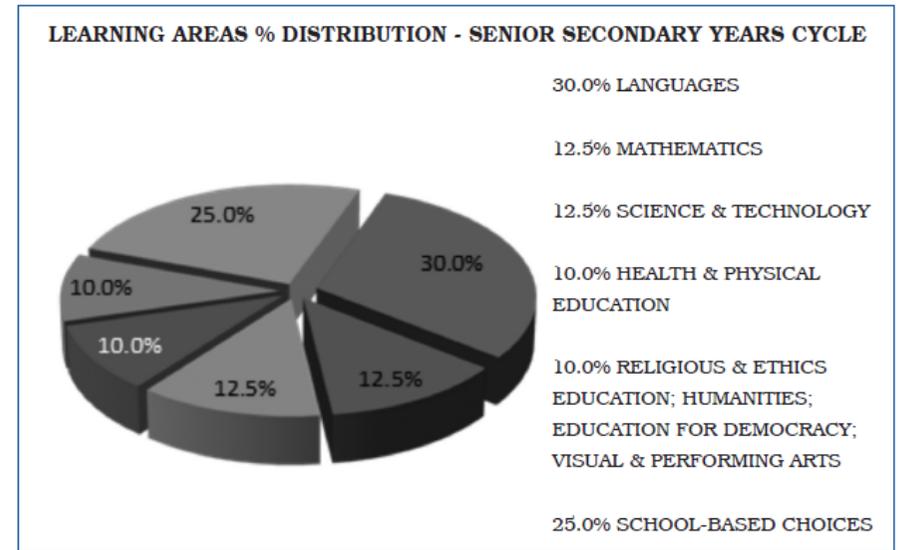
(p. 8).

Humanities	The consultation feedback was negative with regard to the placement of Geography and History within the Citizenship Education Learning Area. This concern is now addressed by placing the study of Geography and History in a specifically focused Learning Area.
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(p. 18)



(p. 18)



(p. 23)

Outcome 3: Learners who are engaged citizens who are able to secure social justice in constantly changing local, regional and global realities	
Children who view diversity as a cohesive force rather than a dividing force.	Young people who value and work in favour of a democratic and inclusive society.
Children who appreciate and promote their Maltese culture and heritage.	Young people who appreciate and respect the Maltese culture and heritage.
Children who appreciate their Mediterranean, European and global contexts.	Young people who take pride in the Maltese identity, heritage and language while recognising and respecting others within a Mediterranean, European and globalised context.
Children who value and respect difference whilst recognising similarities.	Young people who act in favour of the common good, social cohesion and social justice.
Children who develop an awareness of their rights and responsibilities as active citizens.	Young people who make and adhere to commitments.
Children who adopt a healthy and active lifestyle, conscious of the long-lasting implications of their decision in this respect.	Young people who adopt a healthy and active lifestyle and appreciate and know how to make good use of leisure time.