



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
Histoire		
Programme		
5IEC		
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. 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

The Age of Reformation

The role and influence of the Catholic Church and the resulting Protestant Reformation will be a topic of this unit. Students will briefly analyse how grievances within the Catholic Church led to the challenging of the Pope's authority and how the Reformation, initiated by Martin Luther's 95 Theses, resulted in religious divisions in Europe.

The Age of Enlightenment and Revolution

This unit examines the evolution of government from Absolutism to the role of Parliament in the British Monarchy and the ensuing thoughts and ideas of Enlightenment Thinkers and Philosophers. Students will have a chance to debate the questions of what makes a great ruler and discover various forms of government. They will further study the effects of Enlightenment and analyse the factors that shape revolutionary change in government, ideology and technology. Revolutionary change brought Human and Civil Rights, but in some cases, it led to the outbreak of violence and terror, as demonstrated by the French Revolution.

The examples used will be the American and the French Revolutions. Students will explore the concept of "human rights" that was shaped by both revolutions. They furthermore will explore the influence of these revolutions on the future developments in Europe and in Latin America.

The biography of Napoleon is an example of how individuals shape politics and history. Students analyse how the events in Europe affected Luxembourg and led to the creation of an independent Luxembourgish state.

Industrialisation

This unit will clarify the interdependence of political, social and economic developments in the industrial age. Students will connect the different components of the history course and will be introduced to the concept of innovation and interdependence.

The industrial age began in England with the mechanisation of the textile industry and the development of the steam engine. More innovations followed. Coal is used as major energy source. During the 19th century iron was used as primary material. Luxembourg will be at the centre of the unit, as the country evolved from a backwardly agrarian country to a major steel producing country. The importance of immigrant labour will be highlighted as well.

Labour Unions and political parties were created across Europe as a result of the industrialisation. They fought to improve the working and living conditions of the workers. Students will study the different economic and political ideas such as liberalism, socialism and communism and connect them to existing political parties in Luxembourg and Europe.



Nationalism and Independence Movements in the 19th century

This unit starts with the Congress of Vienna and will analyse how European powers reshaped the map of Europe after the Napoleonic Wars. Students will learn that the return to the old was not possible anymore, and that people in Europe yearned to follow the examples of the American and French revolution to fight for freedom and independence. Various European independence movements will be studied e. g. Belgium and Luxembourg, Poland, Greece, as well as the Bolivarian movement in Latin America.

The unit will also study the period of the *Vormärz* in Germany and the *Risorgimento* in Italy as precursory movements to the revolutions of 1848. Students will explore to what extent the “Spring of the Peoples” led to the emergence of parliamentarianism and constitutionalism in Europe.

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

Contrasts and Connections Discovering the Past Y7 (2016) / Hodder Education /
author: Colin Shephard / ISBN: 978-0-7195-4938-0