

Textbook: 1. Rita K.L. Cheng, Hui Ka Yin, *New Journey Through History 3A (2<sup>nd</sup> Edition)*, Aristo Educational Press Ltd.  
 2. School-based teaching material  
 Teacher: Wong Kwai Mui  
 Lessons per week: 1

### Form 3 History - Teaching Schedule, 2021-22

The aims of Secondary 1-3 History curriculum are:

- (a) to enhance and develop students' interest in studying history;
- (b) to help students understand the present in the context of the past;
- (c) to enrich students' knowledge of their own community and culture, as well as other major cultures of the world;
- (d) to develop students' historical skills and generic skills for further studies and life situations;
- (e) to nurture students to become citizens who have global perspectives, knowledge and sense of responsibility.

歷史科國家安全教育課程框架

整體教學重點

- (a) 透過學習國家在世界歷史不同階段的發展，以及與香港發展相關的課題，使學生從歷史與文化角度了解國家安全的重要性，進而認同維護政治安全及文化安全的必要性。
- (b) 初中歷史科包括了「早期香港地區的歷史、文化與傳承」香港直至 19 世紀末的成長與發展「20 世紀香港的成長與蛻變」等課題，讓學生從歷史的視角理解「香港自古以來就是中國的領土」的歷史事實，以及香港的發展與國家歷史和文化的緊密關連。
- (c) 透過研習歷史科，能讓學生認識到國家從被列強侵略，以致英國佔領香港，及後國家克服困難，並恢復對本港行使主權的奮進歷程，培養學生的國民意識及國家觀念，從而強化學生對國家民族的使命感和責任心，以及配合課程中其他關於世界不同文化和地域的歷史，最終幫助他們成為負責任的公民及具備世界視野的中國人。

In relation to the above aims, students should be able to:

(a) *Knowledge and Understanding*

- i understand and comprehend from a variety of perspectives (political, economic, technological and scientific, social, religious, aesthetic, etc.), the main characteristics of world civilizations in different periods;
- ii understand and comprehend the main characteristics of the development of Hong Kong and to relate them to the national and world development;
- iii comprehend basic historical concepts and terms;
- iv understand the relationship between cause and consequence of historical events;

- v comprehend change and continuity in major historical issues and developments;
- vi understand that the past may be interpreted in different ways;

*(b) Skills*

- i use historical terminology in an appropriate way;
- ii present historical events accurately in chronological order;
- iii describe characteristics of historical maps, models, diagrams, charts, pictures, tables and cartoons;
- iv make deductions and inferences from historical sources;
- v identify different interpretations of major historical events and personalities;
- vi distinguish the differences between historical facts and opinions;
- vii comprehend the implication of sources, question and explore the accuracy and reliability, and then construct fair and impartial personal views;
- viii make an imaginative reconstruction of past events;
- ix select, organise and deploy sources, and express in a well-structured way;

*(c) Attitudes and Values*

- i develop an interest in the past and an appreciation of human achievements and aspirations;
- ii relate the study of history to contemporary life;
- iii understand views, beliefs and values of different societies at different times so as to develop positive values and attitudes;
- iv be willing to take up the responsibility of preserving antiquities and monuments, conserving cultural heritage and promoting history and culture.

Lesson	Topic	Teaching Points	Assignments / Class Activities	Values & Attitudes	Study Skill	Remarks
1	Introduction	1. Requirements 2. Review on History modules learned in F.1-F.2 – Hong Kong China 3. Overview – International conflicts and threats to peace in the 20 <sup>th</sup> century	History Starter: Relationship among the European powers in the late 19 <sup>th</sup> century. (Textbook P.4-5)			

10	The First World War	<ol style="list-style-type: none"> <li>1. Underlying causes of the First World War</li> <li>2. Crises leading to the outbreak of the First World War</li> <li>3. Course of the First World War</li> <li>4. Result and significance of the First World War</li> </ol>	<p>Data-based Questions (elementary):</p> <ul style="list-style-type: none"> <li>➤ Armament Race (Textbook P.9)</li> <li>➤ Armament Race (Textbook P.16)</li> <li>➤ Treaty of Versailles (Textbook P.34-5)</li> </ul> <p>Data-based Questions (advanced):</p> <ul style="list-style-type: none"> <li>➤ Austro-Serbian conflict (Textbook P.22)</li> <li>➤ Austro-Serbian conflict (Textbook P.42)</li> <li>➤ Treaty of Versailles (Textbook P.43)</li> </ul> <p>Group Discussion:</p> <ul style="list-style-type: none"> <li>➤ Which underlying cause was primarily responsible for causing the First World War?</li> <li>➤ Do you agree that “The Paris Peace Conference (1919) protected the world peace and stability on one hand, but sowed the seeds of future international conflicts on the other”?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Social harmony</li> <li>➤ National identity</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>➤ distinguish fact from opinion</li> <li>➤ interpret historical data</li> <li>➤ present logical and coherent arguments</li> </ul>	<p>Dictation I</p> <p>Uniform Test (1/11-5/11)</p>
4	The Second World War	<ol style="list-style-type: none"> <li>1. Causes of WWII</li> <li>2. Events leading to the outbreak of the Second World War</li> <li>3. Course of the Second World War</li> </ol>	<p>Data-based Questions (elementary):</p> <ul style="list-style-type: none"> <li>➤ Rise of Nazism (Textbook P.58)</li> </ul> <p>Movie Review:</p> <ul style="list-style-type: none"> <li>➤ Pearl Harbour,</li> <li>➤ Schindler’s List,</li> <li>➤ U571,</li> <li>➤ Midway,</li> <li>➤ Tora Tora Tora</li> <li>➤ Pianist</li> </ul> <p>Data-based Questions (elementary):</p> <ul style="list-style-type: none"> <li>➤ German aggression (Textbook P.67)</li> </ul> <p>Data-based Questions (advanced):</p> <ul style="list-style-type: none"> <li>➤ Appeasement Policy (Textbook P.88)</li> <li>➤ Appeasement Policy (Textbook P.89)</li> </ul>	<ul style="list-style-type: none"> <li>➤ National identity</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Empathy</li> <li>➤ Rationality</li> </ul>	<ul style="list-style-type: none"> <li>➤ distinguish fact from opinion</li> <li>➤ interpret historical data</li> <li>➤ present logical and coherent arguments</li> </ul>	<p>Dictation II</p>
6	The Second World War	<ol style="list-style-type: none"> <li>4. Course of the Second World War (continue)</li> </ol>	<p>Group Presentation:</p> <ul style="list-style-type: none"> <li>➤ The relationship between the WWI and WWII</li> </ul>	<ul style="list-style-type: none"> <li>➤ rights and responsibilities,</li> </ul>	<ul style="list-style-type: none"> <li>➤ distinguish fact from opinion</li> </ul>	<p>Dictation III</p>

	(continue)	<p>5. The post-war peace settlements.</p> <p>6. The impact of the Second World War.</p>	<p>Data-based Questions (elementary):</p> <ul style="list-style-type: none"> <li>➤ Role of the US (Textbook P.80)</li> </ul> <p>Data-based Questions (advanced):</p> <ul style="list-style-type: none"> <li>➤ Responsibility of WWII Textbook (P.69)</li> </ul>	<ul style="list-style-type: none"> <li>➤ commitment,</li> <li>➤ honesty</li> <li>➤ Social harmony</li> <li>➤ National identity</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Empathy</li> <li>➤ Rationality</li> </ul>	<ul style="list-style-type: none"> <li>➤ interpret historical data</li> <li>➤ present logical and coherent arguments</li> </ul>	
6	The Cold War	<p>1. The meaning &amp; characteristics of the Cold War</p> <p>2. The origins of the Cold War</p> <p>3. Development of the Cold War</p> <p>4. Results and impact of the Cold War</p>	<p>Group Discussion:</p> <p>1. Do you agree that Gorbachev was the hero of the 20<sup>th</sup> century?</p> <p>Movie Review:</p> <ul style="list-style-type: none"> <li>➤ Born on the Fourth of July</li> </ul> <p>Data-based Questions (elementary):</p> <ul style="list-style-type: none"> <li>➤ Economic Plans (Textbook P.102)</li> <li>➤ Vietnam War (Textbook P.116)</li> </ul> <p>Data-based Questions (advanced):</p> <ul style="list-style-type: none"> <li>➤ Cuban Missile Crisis (Textbook P.112)</li> <li>➤ Military Alliances (Textbook P.130)</li> <li>➤ Gorbachev (Textbook P.131)</li> </ul>	<ul style="list-style-type: none"> <li>➤ rights and responsibilities,</li> <li>➤ commitment,</li> <li>➤ Social harmony</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Cooperation</li> <li>➤ Rationality</li> <li>➤ Awareness of national security*</li> </ul>	<ul style="list-style-type: none"> <li>➤ distinguish fact from opinion</li> <li>➤ interpret historical data</li> <li>➤ present logical and coherent arguments</li> </ul>	Uniform Test (12/4-16/4)

\* 認識冷戰的結束及後冷戰時期的國際形勢發展:透過引導學生討論後冷戰時期國際形勢的主要發展 (例如區域衝突與危機、恐怖主義的威脅等), 讓學生明白居安思危的重要性, 並培養其維護國家安全的意識。

<i>Lesson</i>	<i>Coursebook</i>	<i>Core Teaching Points</i>	<i>Values &amp; Attitudes</i>	<i>Information Technology (I.T.) Application / Teaching Aids / Extra-curriculum Activity</i>
1	<b>Growth and Development of Hong Kong in the 20<sup>th</sup> century</b> A. Economic development, 1900-1941	1. Blows to entrepot trade 2. Favourable factors of industrial development	Rights and responsibilities Social harmony National identity Self-determination Respect for self Respect for others Rationality Awareness of national security①②	1. Teach students to search and download information from Aristo's homepage.  2. Provide students with related websites. ☞ <i>Hong Kong Memory</i> : <a href="http://www.hkmemory.hk/">http://www.hkmemory.hk/</a> ☞ <i>Hong Kong Monetary Authority</i> : <a href="http://www.hkma.gov.hk/eng/index.shtml">http://www.hkma.gov.hk/eng/index.shtml</a> ☞ <i>Hong Kong Stock Exchange</i> : <a href="http://www.hkex.com.hk/chi/index_c.htm">http://www.hkex.com.hk/chi/index_c.htm</a> ☞ <i>Education Bureau</i> : <a href="http://www.edb.gov.hk/">http://www.edb.gov.hk/</a> ☞ <i>Social Welfare Department</i> : <a href="http://www.swd.gov.hk/">http://www.swd.gov.hk/</a> ☞ <i>Basic Law</i> : <a href="http://www.basiclaw.gov.hk/en/index/">http://www.basiclaw.gov.hk/en/index/</a>  3. Visit the Hong Kong Museum of History to learn more about the history of Hong Kong. ☞ <i>Hong Kong Museum of History</i>
	B. Japanese occupation, 1941-1945 (1)	1. Reasons for Japanese occupation and course 2. Hong Kong during the Japanese occupation (1)		
1	B. Japanese occupation, 1941-1945 (2)	2. Hong Kong during the Japanese occupation (2) 3. End of Japanese occupation		
	C. Growth and development since 1945 (1)	1. Reconstruction after the war 2. Economic development (1)		
2	C. Growth and development since 1945	1. Economic development (2) 2. Social development 3. Effects of economic and social development 4. Popular culture development (1)		
	B. Relations with the mainland	1. Before the outbreak of WWII 2. After WWII		

① 認識日本侵佔香港的經過:讓學生認識香港各界對內地抗戰所作的支援及其重要性,從而體會及明白國家與本港血脈相連,唇齒相依的關係,讓學生明白本港一直以來跟國家憂戚與共,並建立學生對維護國家安全的意識。

- ② 認識戰後香港的發展及回歸祖國的歷程：讓學生了解戰後香港的發展與內地緊密連繫；亦可讓學生明白「中國恢復對香港行使主權」的歷史意義，從而了解維護國家主權和領土完整性的重要性。