

## *General information*

History is a compulsory subject at Lisa International School. It is part of the syllabus from year 2 on and there are two weekly lessons except in year 5 when the students have only one lesson per week, and in year 7 and 8 when lessons are blocked to four lessons but only taught throughout three months of the school year. History is one of the subjects out of the humanities groups. History is an optional DP subject and can be taken at the Austrian Matura as well. All in all, as a preparation for the Diploma Program, there are three additional lessons for the Standard Level and five additional lessons Higher Level.

## *Comparison with other countries*

One has to keep in mind that the issues discussed during the history class primarily have a European focus. As the students get a very thorough overview from prehistorical times to contemporary history the knowledge and the skills the students gain is rather extensive in comparison to the American and the British curriculum.

## ***Year 2***

## ***Prehistory to the Middle Ages***

- Prehistory
- concept of chronology and time
- prehistory is a geographical phenomenon as writing is introduced at different times in different cultures around the globe.
- Neolithic revolution
- first settlements and civilizations: to civilisations in Mesopotamia and Egyptian societies.
- Concepts of towns and nations
- Ancient Greece
- Ancient Rome
- Middle Ages

## OBJECTIVES for YEAR 2

*Students should be able to distinguish between different periods of history.*

*Basic historical terms e.g. source, evidence, ancient civilization, polis should be used correctly. Furthermore, students need to know basic facts on Prehistory and Ancient Civilisations, as well as have an understanding of the concepts of chronology.*

*Students should be able to identify the difference between the societies in the prehistoric time compared to the ancient civilisations, or be aware of the importance of water/ rivers and lakes for the development of settlements and cities.*

*Students should understand the similarities and differences between the Roman and the Greek ancient civilisations*

*Students should be aware of the influence of the ancient Greek and Roman civilisations on our current life. (Language., philosophy the concept of democracy. In addition should become aware of the fact that previous civilisations (e.g. Greek/Hellenistic heritage) had a great impact on the next (Roman empire, Renaissance, learning Latin)*

*Not only knowledge and understanding of historical facts are necessary to achieve the objectives in this subject, several skills are gradually developed in order to enhance a more general and interdisciplinary approach towards the humanities and life long learning.*

*Here are a few examples:*

*Technical: students should use and interpret different sources: visual, written, oral and material in order to encourage the use of not only one but several perspectives to draw your conclusions about a historical event or phenomenon. From early on students are lead towards interpreting visual sources, e.g. maps, describing and verbalizing what the legend tells us about this time.*

*Analytical: start with the basics of analytical thinking comparing and identifying different sources (differentiate between different maps and graphs)*

*Decision making skills*

*Try to make a point, argue for or against a statement, finding reasons for or against a decision you make*

*Students should try to prove a question, or find sources to justify that a theory is true or false, eventually they are offered the opportunity to present orally or in written form about their findings.*

**Year 3**      **Modern Times (around 1500) to the outbreak of the First World War**

- Terminology: Humanism and Renaissance, colonialism of the world
- Reforms and Revolutions: Catholic and Protestant church, French Revolution, American Revolution, social changes: class systems
- Human rights
- Political concepts like liberalism, nationalism and socialism are introduced.
- The Habsburg monarchy as a multicultural society

As in year two students should learn to develop their analytical, technical and decision making skills.

**Year 4**      **End of the First World War to the present**

- The change of society in the 20<sup>th</sup> and 21<sup>st</sup> century, e.g. working environment, freetime and economical crisis
- Sociological aspects: change of the family and gender issues
- Difference between political systems and the impact on their countries' history
- Development of the Austrian democracy
- The Second world War and its impact on society, politics, economy
- Europe and its history
- Media
- Democracy: a critical approach

## **Oberstufe YEAR 5 - 8**

In general students are encouraged to work with historical sources in order to reconstruct the past. Historic analysis and understanding should lead to be able to critically interpret the present and current political/societal issues.

Mandatory: Core subject

Year 5: 1 lesson

Year 6: 2 lessons

Year 7&8 lessons in History are blocked one third of the schoolyear for four hours, this amount of time is mandatory for every student.

Optional: DP (diploma Program International Baccalaurate)

If the student chooses the Standard Level course in History he will have two extra hours in Year 7 and one more hour in Year 8. (can be compared with Wahlpflichtfach)

If the student chooses the Higher Level course in History he will have two extra hours in Year 7 and Year 8 plus one more preparatory lesson.

## **AUSTRIAN CURRICULUM**

### **Year 5: Greek and Roman Ancient civilisations until the Middle Ages**

Several concepts are investigated in depth:

- \_ Distinctive features of Ancient civilisations
- \_ political organisations and development of the society and economy in the Mediterranean area.
- \_ comparison of different models of democracy
  - territorial changes of nations and the consequences, fall of the Roman Empire, great migration

### **Year 6: Modern Times until the First World War**

Change of society: feudal crisis, Roman Catholic versus Protestant, explorers, humanism, renaissance

Dynamics of the major European players in the 17<sup>th</sup>/18<sup>th</sup>/19<sup>th</sup> century: political, social and economic changes/phenomenon

State forms: absolutism, English Parliament, centralized national state

Ideas of the Enlightenment: Human Rights, first constitutions

Constructive forces of the 19<sup>th</sup> century

### **Year 7**

The Interwar years: Peacekeeping and the failure of peacekeeping in Europe

Democratic, authoritarian and totalitarian state systems and their ideologies in comparison (communism, fascism, national socialism)

The Second World War and its impact on world politics and political systems, economy and social change

Emancipation and other social movements after the Second World War

Political Education

### **YEAR 8**

Austrian History: internal and foreign affairs throughout the 20<sup>th</sup> century (changing from a big player to a minor player after 1918), History of the first and second republic

European post war history and globalization

Political education

## **IB: DIPLOMA PROGRAM HISTORY**

### **STANDARD LEVEL**

#### **Communism in crisis** (documentary work)

the struggle for power following the death of Mao Zedong (Mao Tse-tung), Hua Guofeng (Hua Kuo-feng), the re-emergence of Deng Xiaoping (Teng Hsiao-p'ing) and the defeat of the Gang of Four

- China under Deng Xiaoping: economic policies and the Four Modernizations
- China under Deng Xiaoping: political changes, and their limits, culminating in Tiananmen Square (1989)
- domestic and foreign problems of the Brezhnev era: economic and political stagnation; Afghanistan
- Gorbachev and his aims/policies (glasnost and perestroika) and consequences for the Soviet state
- consequences of Gorbachev's policies for Eastern European reform movements: Poland—the role of Solidarity; Czechoslovakia—the Velvet Revolution; fall of the Berlin Wall.

#### **The Cold War** (essay)

Teheran, Yalta, Potsdam

Developments 1945-46, Truman Doctrine and Marshall Plan

Sovietization of Eastern and Central Europe

The arms race and disarmament

Poland, Hungary, Germany, Cuba, Korea, Vietnam War, Czechoslovakia

Détente, The Second World War,

The end of the Cold War

#### **Authoritarian and Single States** (essay)

Hitler – Stalin- Mao

### **HIGHER LEVEL**

Standard level requirements stay the same. An additional paper has to be written! (essay)

Interwar Years

The Soviet Union and Eastern Europe

The Second World War and Post-war Western Europe: Two Western European countries are dealt with in detail.

**The DP History Curriculum is changed every five years.**