

# **Personal, Social and Humanities Education Key Learning Area: History**

## **Curriculum Framework of National Security Education (2025)**

### **Introduction**

This Curriculum Framework<sup>1</sup> illustrates in tabular form how learning in History can be connected to related learning elements of national security education. To cater to students' abilities and learning needs, this Curriculum Framework is divided into two key learning stages, allowing students to learn progressively and facilitating schools in planning the learning content of national security education. Schools should integrate national security education into the curriculum planning and learning and teaching of this subject through “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. In addition, schools should also refer to the *Curriculum Framework of National Security Education in Hong Kong (2025)* and other relevant curriculum documents to implement national security education more effectively.

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<sup>1</sup> The content of this framework is set out in the form of examples. Schools should adopt or adapt the relevant suggestions based on students' learning needs and abilities.

## History (Secondary 1 to Secondary 3)

### 1. Overall Teaching Foci

- 1.1 The junior secondary History curriculum allows students to understand the importance of national security from a historical and cultural perspective through studying our country's development at different stages of world history, as well as topics related to Hong Kong's development.
- 1.2 The junior secondary History curriculum includes topics such as "History, culture and heritage of early Hong Kong region", "Growth and development of Hong Kong up to the late 19<sup>th</sup> century" and "The growth and transformation of Hong Kong in the 20<sup>th</sup> century". These topics allow students to understand from a historical perspective the historical fact that "Hong Kong has been a Chinese territory since ancient times" and the close ties between Hong Kong's development and our country's history and culture, thereby cultivating a sense of national identity and belonging.
- 1.3 Through studying the History subject, students can understand the invasion of our country by foreign powers, the forced signing of unequal treaties, and the British occupation of Hong Kong, as well as the subsequent struggle of our country to overcome difficulties in achieving self-reliance and resuming the exercise of sovereignty over Hong Kong. This cultivates in students a sense of nationhood and national identity, and strengthens their sense of mission and responsibility to the country and nation. In conjunction with other topics on the history and culture of different regions in the curriculum, it helps them become responsible citizens as well as Chinese with global perspectives.

## 2. Learning Foci

<b>Personal, Social and Humanities Education Key Learning Area: History</b> <b>[Key Stage 3 (Junior Secondary)]</b>		<b>Curriculum Framework of</b> <b>National Security Education in</b> <b>Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
<p><u>Topic 4: History, culture and heritage of early Hong Kong region</u></p> <ul style="list-style-type: none"> <li>• The major groups and the great clans</li> <li>• Case study: Getting to know the lives of local residents through intangible cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the different lifestyles of the early residents in Hong Kong region               <ul style="list-style-type: none"> <li>➤ By guiding students to understand the characteristics of the early residents living and settling in Hong Kong region (e.g. local clans came from different provinces in the Mainland; the Fuklos moved from Fujian and eastern Guangdong and migrated to Hong Kong) and their lifestyles, it enables students to understand that “Hong Kong has been a Chinese territory since</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3.1 Learn about the origin of Chinese culture with unity in diversity, development of the Chinese nation, important historical events, political changes, deeds of historic figures, and social and cultural features, cultivating an affection for and sense of belonging to our country</li> <li>• Related major fields of national security: Homeland Security, Cultural Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
	<p>ancient times”</p> <ul style="list-style-type: none"> <li>• Learn about the traditions of local residents through local intangible cultural heritage items <ul style="list-style-type: none"> <li>➤ Understanding the lifestyles and traditional customs of early local residents through case studies of local intangible cultural heritage items (e.g. by using the “Cheung Chau Jiao Festival” field trip in the <i>History Trips Go Easy</i> mobile app developed by the Curriculum Development Institute, it allows</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3.2 Learn about the inheritance and development of our country’s excellent traditional culture across various dimensions (e.g. tangible, institutional and spiritual), thereby strengthening cultural confidence</li> <li>• Related major fields of national security: Political Security, Cultural Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
	<p>students to understand the cultural values of the Cheung Chau Jiao Festival, a local intangible cultural heritage item), so as to understand the historical and cultural origin and ties between Hong Kong and our country, cultivate a sense of national identity and encourage them to contribute to the protection and inheritance of Chinese culture</p>	
<u>Topic 6: European colonial expansion</u>	<ul style="list-style-type: none"> <li>Learn about the impact of European colonial expansion</li> </ul>	<ul style="list-style-type: none"> <li>3.10 Learn about the importance of enhancing international common security, promoting the collective</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
<ul style="list-style-type: none"> <li>• Colonial expansion of European countries in different regions and its impact</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using various historical sources (e.g. photographs and paintings) to discuss with students the exploitation carried out by European countries during colonial expansion, and enable students to understand the sufferings brought to people by European colonial expansion in different regions (including China), thereby cultivating in students an awareness of safeguarding national sovereignty and territorial integrity, and an understanding of the</li> </ul>	<p>well-being of mankind, and creating a community with a shared future for mankind, through understanding the historical development of our country and the world, and our country's participation in international affairs; and appreciate the significance of giving equal weight to development and security</p> <ul style="list-style-type: none"> <li>• Related major fields of national security: Homeland Security, Cultural Security</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
	<p>importance of ensuring national security</p>	
<p><u>Topic 8: Growth and development of Hong Kong up to the late 19<sup>th</sup> century</u></p> <ul style="list-style-type: none"> <li>Establishment of British colonial rule</li> <li>Contributions of various local organisations to Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the administrative measures under British colonial rule in Hong Kong <ul style="list-style-type: none"> <li>Through teaching the history of the Opium War (1840-1842), and the British occupation of Hong Kong and its implementation of colonial rule after the war (e.g. through conducting project learning on Hong Kong's early annual reports and gazettes, it enables students to understand that the Governor had</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3.2 Learn about the inheritance and development of our country's excellent traditional culture across various dimensions (e.g. tangible, institutional and spiritual), thereby strengthening cultural confidence</li> <li>3.10 Learn about the importance of enhancing international common security, promoting the collective well-being of mankind, and creating a community with a shared</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
	<p>extremely great power, all senior government officials were British, and the Chinese were treated unequally etc.), it allows students to understand the importance of safeguarding national sovereignty and territorial integrity to national security</p> <ul style="list-style-type: none"> <li>• Learn about the contributions of local Chinese organisations (e.g. the Tung Wah Group of Hospitals, the Po Leung Kuk etc.) to Hong Kong</li> </ul>	<p>future for mankind, through understanding the historical development of our country and the world, and our country's participation in international affairs; and appreciate the significance of giving equal weight to development and security</p> <ul style="list-style-type: none"> <li>• Related major fields of national security: Political Security, Homeland Security, Cultural Security</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Through studying the founding backgrounds of various local Chinese organisations and the roles they have played in Hong Kong’s development, including the charitable services and contributions these organisations provide (e.g. conduct a field trip to the Tung Wah Museum, watch the film “Merry-Go-Round” about the history of the Tung Wah Group of Hospitals in class, and understand the Tung Wah Group of Hospitals’ free medical care and medicine and its bone</li> </ul>	

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	<p>repatriation service for deceased overseas Chinese, etc.), so as to cultivate in students an appreciation for the virtues of charity and benevolence in traditional Chinese culture, strengthen their sense of national and cultural identity, and understand that Hong Kong maintained close ties with the Mainland even under British colonial rule</p>	

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
<p><u>Topic 10: International conflicts and crises in the 20<sup>th</sup> century (II)</u>  <u>– the Cold War and the post-Cold War period</u></p> <ul style="list-style-type: none"> <li>• End of the Cold War and the international situation in the post-Cold War period</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the end of the Cold War and the development of the international situation in the post-Cold War period <ul style="list-style-type: none"> <li>➤ By guiding students to discuss the major developments in the international situation in the post-Cold War period (e.g. the rise of emerging economies such as our country and different regional forces, regional conflicts and crises, and the threat of terrorism, etc.), it allows students to understand our country’s increasingly important role and contribution in international</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3.5 Learn about our country’s development and achievements in areas such as the economy, national defence, society, culture, science and technology, healthcare, transportation infrastructure, ecological conservation, bioengineering, aerospace, thereby enhancing our national pride</li> <li>• 3.8 Learn about the threats/challenges faced by the major fields of national security and approaches/methods to safeguard national security,</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
	<p>cooperation, realise the importance of being prepared for danger in times of peace and cultivate in them an awareness of safeguarding national security</p>	<p>establishing a sense of vigilance against potential danger</p> <ul style="list-style-type: none"> <li>• 3.10 Learn about the importance of enhancing international common security, promoting the collective well-being of mankind, and creating a community with a shared future for mankind, through understanding the historical development of our country and the world, and our country's participation in international affairs; and appreciate the</li> </ul>

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		significance of giving equal weight to development and security <ul style="list-style-type: none"> <li>• Related major field of national security: Political Security</li> </ul>
<u>Topic 11: International cooperation since the 20<sup>th</sup> century</u> <ul style="list-style-type: none"> <li>• Background of international cooperation: general challenges for humanity since the 20<sup>th</sup> century</li> <li>• Establishment of the United Nations and its work</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the background of international cooperation in the 20<sup>th</sup> century and the establishment of the United Nations and its work               <ul style="list-style-type: none"> <li>➤ Through studying the problems faced by the international community in the 20<sup>th</sup> century and the content of international cooperation (e.g. by browsing the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3.8 Learn about the threats/challenges faced by the major fields of national security and approaches/methods to safeguard national security, establishing a sense of vigilance against potential danger</li> <li>• 3.10 Learn about the importance of enhancing international common</li> </ul>

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	<p>websites of the United Nations and the Ministry of Foreign Affairs of our country, as well as relevant news reports in recent years, conduct online learning activities to understand the United Nation’s efforts in promoting international cooperation after World War II and the participation of our country), so as to understand that our country’s rising status and importance in the international community and becoming an important member of the international community, and</p>	<p>security, promoting the collective well-being of mankind, and creating a community with a shared future for mankind, through understanding the historical development of our country and the world, and our country’s participation in international affairs; and appreciate the significance of giving equal weight to development and security</p> <ul style="list-style-type: none"> <li>• 3.20 Care about our society and our country, possess a sense of belonging, responsibility and</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
	<p>enable the students to realise that our country’s current political security was hard-won and should be cherished and protected</p>	<p>mission to our country; and put into practice the principle that “safeguarding national security is everyone’s responsibility”</p> <ul style="list-style-type: none"> <li>• Related major field of national security: Political Security</li> </ul>
<p><u>Topic 12: The growth and transformation of Hong Kong in the 20<sup>th</sup> century</u></p> <ul style="list-style-type: none"> <li>• Hong Kong during the Japanese occupation</li> <li>• Transformation of Hong Kong in the post-WWII era and the return of Hong Kong to the motherland</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the process of Japan’s occupation of Hong Kong <ul style="list-style-type: none"> <li>➤ By allowing students to understand the support provided by various sectors of Hong Kong to the Mainland and its importance in the War of Resistance Against Japanese</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3.10 Learn about the importance of enhancing international common security, promoting the collective well-being of mankind, and creating a community with a shared future for mankind, through understanding the historical</li> </ul>

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	<p>Aggression, thereby experiencing and understanding the close ties and interdependent relationship between our country and Hong Kong. In addition, through conducting field trips (e.g. visits to the Hong Kong Museum of the War of Resistance and Coastal Defence, the Hong Kong Sha Tau Kok Anti-Japanese War Memorial Hall and field trip to the Wong Nai Chung Gap Military History Trail etc.), it enables students to understand that Hong Kong has always shared the same</p>	<p>development of our country and the world, and our country's participation in international affairs; and appreciate the significance of giving equal weight to development and security</p> <ul style="list-style-type: none"> <li>• 3.12 Learn that safeguarding national security is the common responsibility of all Chinese people, including Hong Kong compatriots</li> <li>• 3.20 Care about our society and our country, possess a sense of belonging, responsibility and</li> </ul>

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<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
	<p>destiny with our country, and develop in students an awareness of safeguarding national security and cultivate their sense of national identity</p> <ul style="list-style-type: none"> <li>• Learn about Hong Kong’s post-war development and the process of its return to the motherland <ul style="list-style-type: none"> <li>➤ Through conducting project learning (e.g., using the theme “Supply of Dongjiang Water to Hong Kong” etc.), teachers can help students understand the close ties between Hong Kong’s post-war development</li> </ul> </li> </ul>	<p>mission to our country; and put into practice the principle that “safeguarding national security is everyone’s responsibility”</p> <ul style="list-style-type: none"> <li>• Related major fields of national security: Political Security, Homeland Security</li> </ul>

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	<p>and the Mainland. Teachers can also play news clips and reports on Hong Kong’s return to the motherland in class to review the process of the return of Hong Kong to the motherland, allowing students to learn about the historical significance of “China’s resumption of the exercise of sovereignty over Hong Kong” and thus understand the importance of safeguarding national sovereignty and territorial integrity</p>	

### **3. Suggested Learning and Teaching Activities (Examples) (Junior Secondary)**

The following are merely examples. Teachers can design appropriate activities based on the school context and subject characteristics to promote national security education.

#### **✧ Project learning**

- Teachers can design relevant project learning assignments based on the curriculum, allowing students to understand the close ties between Hong Kong and the Mainland through self-directed learning, so as to cultivate the sense of national identity and raise their awareness of national security. Examples include:
  - [In connection with junior secondary Topic 4: History, culture and heritage of early Hong Kong region] The life and culture of the early residents of Hong Kong.
  - [In connection with junior secondary Topic 8: Growth and development of Hong Kong up to the late 19<sup>th</sup> century] Tung Wah coffin homes and bone repatriation service.
  - [In connection with junior secondary Topic 12: The growth and transformation of Hong Kong in the 20<sup>th</sup> century] Hong Kong's contributions to the Mainland during the War of Resistance Against Japanese Aggression / the reform and opening-up of our country.

#### **✧ Cross-curricular collaboration / After-school activities**

- Arrange cross-curricular collaboration / after-school activities in conjunction with the extended topics to help students understand the historical and cultural ties between our country and Hong Kong, thereby enhancing their affection for the Chinese nation and culture and enabling them to respect and care for the inheritance of Chinese culture. Examples of cross-curricular collaboration / after-school activities include:

- [In connection with junior secondary Topic 4: History, culture and heritage of early Hong Kong region] Collaborate with the Visual Arts subject to organise an activity about “Intangible cultural heritage inheritance” and allow students to experience and learn to create artwork related to traditional Chinese folk crafts, such as dough figurine crafting techniques (dough dolls) etc..
- [In connection with junior secondary Topic 8: Growth and development of Hong Kong up to the late 19<sup>th</sup> century and Topic 12: The growth and transformation of Hong Kong in the 20<sup>th</sup> century] Collaborate with the Citizenship, Economics and Society subject to visit various thematic exhibitions such as “Join Hands to Resist Japanese Invasion”, “Japanese Invasion of Hong Kong” and “The Chinese People’s Liberation Army Hong Kong Garrison” at the Hong Kong Museum of the War of Resistance and Coastal Defence, and allow students to understand the importance of safeguarding homeland security from a historical perspective, as well as the contributions and significance of the Chinese People’s Liberation Army Hong Kong Garrison in maintaining Hong Kong’s security and stability, and safeguarding homeland security; Organise a visit to the Police Museum to view exhibitions such as “Force’s Century-old Map” and “National Security Ferris Wheel” etc., and allow students to learn about the contributions of Hong Kong Police Force in maintaining social order from the perspective of its historical development and understand the importance of safeguarding political security and social security.

✧ **Visits to local museums**

- Arrange students to visit the permanent and special exhibitions at museums to deepen students’ understanding of important historical events and figures of our country, and understand the process of Hong Kong’s development and its relationship with our country’s development, thereby enhancing their sense of national identity, belonging and responsibility towards the country, nation and society. Examples of visits include:

- [In connection with junior secondary Topic 4: History, culture and heritage of early Hong Kong region and Topic 8: Growth and development of Hong Kong up to the late 19<sup>th</sup> century] Visit the Hong Kong Museum of History enables students to understand the close ties between the early residents of Hong Kong and the Mainland in terms of culture and lifestyle, and the developments of Hong Kong under British colonial rule, thereby deepening their understanding of this period of history and cultivating the sense of nationhood and national identity.
- [In connection with junior secondary Topic 12: The growth and transformation of Hong Kong in the 20<sup>th</sup> century] Visit the Hong Kong Museum of the War of Resistance and Coastal Defence / Hong Kong Sha Tau Kok Anti-Japanese War Memorial Hall to allow students to understand the close ties between residents of Hong Kong and compatriots of the motherland in resisting the Japanese together during the Japanese invasion of China.

#### ✧ **Local historical study tours**

- Arrange local study tours for students to understand the process of Hong Kong's development and its relationship with our country's development so as to enhance their sense of national identity, belonging and responsibility. Examples of local study tours include:
  - [In connection with junior secondary Topic 4: History, culture and heritage of early Hong Kong region] Visit the Lung Yeuk Tau Heritage Trail in Fanling to learn about and understand the historical and cultural origin and ties between the early settlers and residents of Hong Kong and our country; Use the “Cheung Chau Jiao Festival” field trip in the *History Trips Go Easy* mobile app developed by the Curriculum Development Institute of the Education Bureau to visit and explore the Cheung Chau Jiao Festival and learn about how Chinese culture is inherited in Hong Kong through traditional festivals.

- [In connection with junior secondary Topic 8: Growth and development of Hong Kong up to the late 19<sup>th</sup> century] Visit sites related to the history of the Tung Wah Group of Hospitals (e.g. Tung Wah Museum, Man Mo Temple in Sheung Wan and Kwong Fook I Tsz etc.) to learn about the history and contributions of this local Chinese charitable organisation and how it has inherited and promoted the traditional Chinese spirit of charitable relief.
- [In connection with junior secondary Topic 12: The growth and transformation of Hong Kong in the 20<sup>th</sup> century] Visit the Wong Nai Chung Gap Military History Trail / Stanley Military Cemetery to allow students to learn about the heroic deeds of the soldiers and civilians who defended Hong Kong against the Japanese invasion; Visit the Hong Kong Sha Tau Kok Anti-Japanese War Memorial Hall /Sha Tau Kok Heritage Trail to learn about the history of the Hong Kong and Kowloon Independent Brigade of the East River Column who fought bravely against the enemy during the War of Resistance Against Japanese Aggression, as well as the contributions of the martyrs, thereby cultivating students' sense of nationhood and patriotism.

✧ **Online and self-directed learning activities**

- In conjunction with online resources and the History e-Reading platform, students can learn about important historical events and words and deeds of people of our country through reading articles, animations, online games and multimedia clips, so as to enrich and broaden their knowledge and horizons and enhance their sense of national identity and belonging to the country, nation and society:
  - [In connection with junior secondary Topic 4: History, culture and heritage of early Hong Kong region and Topic 8: Growth and development of Hong Kong up to the late 19<sup>th</sup> century] Arrange students to browse the websites of the Antiquities and Monuments Office and the Intangible Cultural Heritage Office, etc. to allow them to understand the

historical and cultural origin and ties between Hong Kong and our country through aspects such as local historical buildings, traditional festivals and cultural arts .

- In line with the aims and objectives of the curriculum, design appropriate self-learning activities to help students understand the attention and importance that our country attach to protection and preservation of its languages and ethnic cultures.

#### ✧ **Exchanges with the Mainland**

- For topics related to our country and Hong Kong in the curriculum, arrange students to conduct study tours in the Mainland to deepen their understanding of important historical events, stories of famous people, overviews of national development, and social and cultural landscape of China, as well as understand the process of Hong Kong's development and its relationship with our country's development, thereby enhancing their sense of national identity, belonging and responsibility towards their country, nation and society. Examples of Mainland study tours include:
  - [In connection with junior secondary Topic 8: Growth and development of Hong Kong up to the late 19<sup>th</sup> century and Topic 12: The growth and transformation of Hong Kong in the 20<sup>th</sup> century] Visit famous historical landmarks in the Guangdong-Hong Kong-Macao Greater Bay Area, such as the Chen Clan Ancestral Hall in Guangzhou, the Opium War Museum and the Guangdong Memorial Hall of East River Column to allow students to learn about history in authentic scenarios, thereby cultivating their sense of national values and national identity, as well as their sense of responsibility towards the nation.

## History (Secondary 4 to Secondary 6)

### 1. Overall Teaching Foci

- 1.1 Through studying the process of our country's modernisation in the 20<sup>th</sup> century and topics related to Hong Kong's development, students are enabled to understand the main contents of political security and cultural security in national security from a historical and cultural perspective, and then recognise the importance of safeguarding national security and upholding it of their own accord.
- 1.2 The senior secondary History curriculum includes topics such as “(1) Modernisation and transformation of Hong Kong” and “(2) Modernisation and transformation of China”. These topics enable students to understand from a historical perspective the fact that Hong Kong has been a Chinese territory since ancient times and its development is closely related to the history and culture of our country. This helps cultivate students' national awareness and sense of nationhood, as well as strengthen their sense of mission and responsibility to their nation.
- 1.3 Through studying History subject, students also understand the struggle and progress of our country over the past century: the history from being invaded by foreign powers to its subsequent commitment to modernisation despite facing numerous difficulties, obtaining remarkable achievements in the reform and opening-up, the resumption of sovereignty over Hong Kong at the end of the 20<sup>th</sup> century and our country's development into an important member of the international community today. In conjunction with other topics on the history and culture of different regions of the world in the curriculum, it ultimately helps students become responsible citizens and Chinese with global perspectives.

## 2. Learning Foci

<b>Personal, Social and Humanities Education Key Learning Area: History</b> <b>[Key Stage 4 (Senior Secondary)]</b>		<b>Curriculum Framework of</b> <b>National Security Education in</b> <b>Hong Kong (2025)</b>
<b>Learning Units (Examples)</b>	<b>Learning Elements (Examples)</b>	<b>Related Learning Elements / Major</b> <b>Fields of National Security</b> <b>(Examples)</b>
<p><u>(1) Modernisation and transformation of Hong Kong</u></p> <ul style="list-style-type: none"> <li>• Political and institutional changes</li> <li>• Development as an international city, including the coexistence and interaction of Chinese and foreign cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the major political and institutional characteristics of Hong Kong               <ul style="list-style-type: none"> <li>➤ By guiding students to use primary sources such as historical documents etc., teachers can help students understand from multiple perspectives the major political and institutional characteristics of Hong Kong during the period of British rule after the Opium War (1840-1842). These include that the British always held key positions in government and the local Chinese</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 4.2 Have a deeper understanding of the important historical events of our country, political changes, deeds of important figures, overview of national development, social and cultural outlook and external exchanges, thereby fostering patriotic sentiments</li> <li>• 4.3 Learn and recognise that safeguarding cultural security is a fundamental basis for maintaining national and ethnic unity, and national stability; and that equality</li> </ul>

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	<p>had opportunity to participate in governance only before Hong Kong's return to the motherland, thereby understanding the historical significance of Hong Kong's return to the motherland and the importance of safeguarding national sovereignty and territorial integrity for national security</p> <ul style="list-style-type: none"> <li>• Learn about Hong Kong's development as an international city and its relationship with the Mainland <ul style="list-style-type: none"> <li>➤ By leading students to conduct project learning on local traditional Chinese</li> </ul> </li> </ul>	<p>and mutual learning among the cultures of different nations should be promoted</p> <ul style="list-style-type: none"> <li>• 4.20 Assume our national responsibilities consciously, be patriotic and love Hong Kong, jointly safeguard national sovereignty, security and development interests; and contribute to the prosperity and stability of our country and Hong Kong</li> <li>• Related major fields of national security: Political Security,</li> </ul>

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	festivals, such as the Dragon Boat Festival and the Mid-Autumn Festival, it enables students to learn from examples of local cultural heritage and understand the long-standing cultural origin and ties between Hong Kong and our country, thus fostering their appreciation for traditional Chinese culture and establishing themselves a sense of responsibility for safeguarding cultural security	Homeland Security, Cultural Security

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<p><u>(2) Modernisation and transformation of China</u></p> <ul style="list-style-type: none"> <li>• Early attempts at modernisation</li> <li>• Socialist modernisation in the Maoist period and the reform and opening-up since 1978</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the challenges faced by China in the first half of the 20<sup>th</sup> century and China’s modernisation efforts <ul style="list-style-type: none"> <li>➤ Understand the foreign invasions faced by China since the 20<sup>th</sup> century, such as the Eight-Power Expedition, the Japanese occupation of Shandong, and the War of Resistance Against Japanese Aggression and China’s responses. Teachers can adopt a variety of teaching methods (e.g. taking students to visit important historical landmarks in the Mainland, such as the Museum of the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 4.2 Have a deeper understanding of the important historical events of our country, political changes, deeds of important figures, overview of national development, social and cultural outlook and external exchanges, thereby fostering patriotic sentiments</li> <li>• 4.4 Have a deeper understanding of the political structure of our country (e.g. that the socialist system is the fundamental system of the People’s Republic of China; the leadership of the Communist</li> </ul>

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	<p>War of Chinese People’s Resistance Against Japanese Aggression, watching historical documentaries in class, etc.) to enable students to understand the difficulties and challenges our country had faced, and learn to appreciate the efforts and sacrifices the people had made to defend our country, and understand that the peace and well-being we enjoy today are hard-won and that we must strive to safeguard national security in all aspects</p>	<p>Party of China is the most essential feature of socialism with Chinese characteristics; and all power of the People’s Republic of China belongs to the people)</p> <ul style="list-style-type: none"> <li>• 4.5 Further understand and care about the achievements of our country in various aspects (e.g. society, economy, national defence, environment, diplomacy, technology, healthcare, transportation and infrastructure), and have pride in our country’s achievements</li> </ul>

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	<ul style="list-style-type: none"> <li>• Learn about the efforts made to promote modernisation after the founding of New China               <ul style="list-style-type: none"> <li>➤ Through the use of various historical sources (e.g. photos, posters and films), teachers guide students to understand the history of the founding of New China and our country’s arduous exploration and the journey of making achievements in face of various difficulties, so as to understand that safeguarding national security is the key to national development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 4.6 Learn that safeguarding sovereignty and territorial integrity is the cornerstone of the country’s long-term security and social stability; and will also bring vibrant opportunities for Hong Kong’s development</li> <li>• 4.8 Further understand the challenges and opportunities faced by our country in the process of development, thereby strengthening the sense of vigilance against potential danger in times of peace</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ By taking students on study tours to the Guangdong-Hong Kong-Macao Greater Bay Area, teachers can help students understand our country’s achievements in economic development since the reform and opening-up. This allows students to understand our country’s arduous journey in pursuing modernisation, and thus understand the importance of safeguarding national security</li> </ul>	<ul style="list-style-type: none"> <li>• 4.10 Learn about the challenges and opportunities faced by our country when participating in international affairs (e.g. the Belt and Road Initiative, counter-terrorism, addressing climate change, tackling infectious diseases, and assisting humanitarian rescue); the concept and significance of building a community with a shared future for mankind; and have pride in our country’s contribution to the world</li> </ul>

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		<ul style="list-style-type: none"> <li>• 4.20 Assume our national responsibilities consciously, be patriotic and love Hong Kong, jointly safeguard national sovereignty, security and development interests; and contribute to the prosperity and stability of our country and Hong Kong</li> <li>• Related major fields of national security: Political Security, Cultural Security</li> </ul>

### **3. Suggested Learning and Teaching Activities (Examples) (Senior Secondary)**

The following are merely examples. Teachers can design appropriate activities based on the school context and subject characteristics to promote national security education.

#### **✧ Project learning**

- Teachers can design relevant project learning assignments based on the curriculum, allowing students to understand the close ties between Hong Kong and the Mainland through self-directed learning, so as to cultivate the sense of national identity and raise their awareness of national security. Examples include:
  - [In connection with senior secondary Topic (1) Modernisation and transformation of Hong Kong] The relationship between the development of the Mainland and the rising status of local Chinese in Hong Kong.
  - [In connection with senior secondary Topic (2) Modernisation and transformation of China] Examining the achievements of the reform and opening-up of our country through improvements in people's lives.

#### **✧ Cross-curricular collaboration / After-school activities**

- Arrange cross-curricular collaboration / after-school activities in conjunction with extended topics to help students understand the historical and cultural ties between our country and Hong Kong, thereby enhancing their affection for the Chinese nation and culture and enabling them to respect and care for the inheritance of Chinese culture. Example of cross-curricular collaboration activities include:
  - [In connection with senior secondary Topic (1) Modernisation and transformation of Hong Kong] Collaborate with the Chinese Language subject to organise an activity about “Understanding traditional Chinese buildings” and enable students to conduct field visit to learn about the history and essence of Chinese culture in local traditional Chinese buildings.

### ✧ Visits to local museums

- Arrange students to visit the permanent and special exhibitions at museums to deepen students' understanding of important historical events and figures of our country, and understand the process of Hong Kong's development and its relationship with our country's development, thereby enhancing their sense of national identity, belonging and responsibility towards the country, nation and society. Examples of visits include:
  - [In connection with senior secondary Topic (1) Modernisation and transformation of Hong Kong] Visit the Hong Kong Intangible Cultural Heritage Centre (located in the Sam Tung Uk Museum) and participate in lectures, demonstrations by inheritors of intangible cultural heritage and workshops offered by the Centre to enhance and deepen students' understanding of intangible cultural heritage, help them understand the cultural origin and ties between Hong Kong and our country, and appreciate our country's excellent cultural traditions.
  - [In connection with senior secondary Topic (1) Modernisation and transformation of Hong Kong and Topic (2) Modernisation and transformation of China] Visit thematic exhibitions such as “Join Hands to Resist Japanese Invasion”, “Japanese Invasion of Hong Kong” and “The Chinese People's Liberation Army Hong Kong Garrison” at the Hong Kong Museum of the War of Resistance and Coastal Defence to allow students to understand the importance of safeguarding homeland security from a historical perspective, as well as the contributions and significance of the Chinese People's Liberation Army Hong Kong Garrison in maintaining Hong Kong's security and stability, and safeguarding homeland security; organise a visit to the Police Museum to view exhibitions such as “Force's Century-old Map” and “National Security Ferris Wheel” etc., and allow students to learn about the contributions of the Hong Kong Police Force in maintaining social order from the perspective of its historical development and understand the importance of safeguarding political security and social security.

#### ✧ **Local historical study tours**

- Arrange local study tours for students to understand the process of Hong Kong's development and its relationship with our country's development so as to enhance their sense of national identity, belonging and responsibility. Examples of local study tours include:
  - [In connection with senior secondary Topic (1) Modernisation and transformation of Hong Kong] Visit sites related to the history of the Tung Wah Group of Hospitals (e.g. Tung Wah Museum, Man Mo Temple in Sheung Wan and Kwong Fook I Tsz) to learn about the history and contributions of this local Chinese charitable organisation and how it has inherited and promoted the traditional Chinese spirit of charitable relief.
  - [In connection with senior secondary Topic (1) Modernisation and transformation of Hong Kong and Topic (2) Modernisation and transformation of China] Visit the Wong Nai Chung Gap Military History Trail / Stanley Military Cemetery to allow students to learn about the heroic deeds of the soldiers and civilians who defended Hong Kong against the Japanese invasion. They can also visit the Hong Kong Sha Tau Kok Anti-Japanese War Memorial Hall /Sha Tau Kok Heritage Trail to learn about the history of the Hong Kong and Kowloon Independent Brigade of the East River Column who fought bravely against the enemy during the War of Resistance Against Japanese Aggression, as well as the contributions of the martyrs, thereby cultivating students' national awareness and patriotism.

#### ✧ **Online and self-directed learning activities**

- In conjunction with related online resources and learning platforms, students can learn about important historical events and words and deeds of people of our country through reading articles, animations, online games and multimedia clips, so as to enrich and broaden their knowledge and horizons and enhance their sense of national identity and belonging to the country, nation and society:

- [In connection with senior secondary Topic (II) China's Modernization and Transformation] Arrange students to browse websites related to the historical development of our country in the 20<sup>th</sup> century, such as the websites of the Second Historical Archives of China, Data Platform on Anti-Japanese War and Modern Sino-Japan Relations and the National Archives Administration of China, to enable students to study the process of China's development in the 20<sup>th</sup> century through these historical sources, and understand the difficulties faced and the achievements made by our country, thus cultivating the sense of national identity and responsibility towards the nation.
- In line with the aims and objectives of the curriculum, design appropriate self-learning activities to help students understand the attention and importance that the country attach to protection and preservation of its languages and ethnic cultures.

#### ✧ **Exchanges with the Mainland**

- Arrange students to conduct study tours in the Mainland to deepen their understanding of important historical events, stories of famous people, overviews of national development, and social and cultural landscape of China, as well as understand the process of Hong Kong's development and its relationship with our country's development, thereby enhancing their sense of national identity, belonging and responsibility towards the country, nation and society. Examples of Mainland study tours include:
  - [In connection with senior secondary Topic (2) Modernisation and transformation of China] Visit famous historical landmarks in Beijing, such as Peking University, Dongjiaomin Lane, Lugouqiao, Museum of the War of Chinese People's Resistance Against Japanese Aggression, Capital Museum and National Museum of China etc. to understand the difficulties and development of our country over the past century, thereby cultivating students' sense of nationhood and national identity, as well as their sense of responsibility towards the nation.

*Disclaimer:*

- *In case of any discrepancy in the meaning of wording between the English text and the Chinese text, the Chinese text shall prevail.*