

History Curriculum Framework of National Security Education

History (S1 - S3)

1. Overall teaching foci

- 1.1. Through studying the development of our country at different stages in world history and topics related to the development of Hong Kong, students will understand the importance of national security from a historical and cultural perspective, and recognise the necessity of safeguarding political security and cultural security.
- 1.2. Topics such as “History, culture and heritage of early Hong Kong region”, “Growth and development of Hong Kong up to the late 19th century”, and “The growth and transformation of Hong Kong in the 20th century” in the junior secondary History curriculum help students understand the fact that “Hong Kong has been part of the territory of China since ancient times” from a historical perspective, as well as the close connection between Hong Kong’s development and the history and culture of our country.
- 1.3. Through the study of History, students can understand the endeavour our country has made — from being invaded by foreign powers, resulting in the British occupation of Hong Kong, to overcome adversities and resuming exercise of sovereignty over Hong Kong, as a means to cultivate national consciousness and national identity among students, and thereby strengthening their sense of mission and responsibility towards our country. The curriculum also covers the history of different cultures and regions around the world that will ultimately help students become responsible citizens and Chinese with a global vision.

2. Learning foci

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Chapter / Topic	Learning Elements	Strand	Learning Elements
Topic 4: History, culture and heritage of early Hong Kong region <ul style="list-style-type: none"> The major groups and the great clans Case study: Getting to know the lives of local residents through intangible cultural heritage 	<ul style="list-style-type: none"> To learn the different lifestyles of the early residents in the Hong Kong region <ul style="list-style-type: none"> ➤ Guide students to learn about the characteristics of the early residents living and settling in Hong Kong region (such as the local clans from different provinces on the Mainland; the Fuklos from Fujian and east of Guangdong, coming to and settling in Hong Kong) and their lifestyles, so that students will understand that “Hong Kong has been part of the territory of China since ancient times”. To understand the traditions of local residents through intangible cultural heritage <ul style="list-style-type: none"> ➤ Learn about the lifestyles and traditional customs of early local residents through case studies of local intangible cultural heritage (e.g. using the mobile App “History Trip Go Easy: Cheung Chau 	1	<ul style="list-style-type: none"> Understand our country’s important historic events, political evolution, famous figures and their deeds, profile of ethnic development, and social and cultural features
		7	<ul style="list-style-type: none"> Understand the country’s excellent cultural traditions (e.g. tangible, institutional, spiritual aspects, etc.)

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	Jiao Festival” developed by the Curriculum Development Institute of the EDB, students will understand the cultural value of Cheung Chau Jiao Festival as an item of local intangible cultural heritage) in order to cultivate a sense of national identity among students and help them understand the historical and cultural ties and connections between Hong Kong and our country.		
Topic 6: European colonial expansion • European colonial expansion in different regions and its impact	<ul style="list-style-type: none"> To understand the impact of European colonial expansion <ul style="list-style-type: none"> ➤ Use different historical sources (such as photos, paintings, etc.) to explore with students the exploitation by European countries during their colonial expansion, and help students understand the suffering brought by European colonial expansion to people in different regions (including China) so as to develop students’ consciousness of safeguarding national sovereignty and territorial integrity and their understanding of the importance of national security. 	1	<ul style="list-style-type: none"> Understand our country’s important historic events, political evolution, famous figures and their deeds, profile of ethnic development, and social and cultural features Have a basic understanding of national and world history and issues (e.g., colonial expansion), through which to understand the importance of national security
Topic 8: Growth and development	<ul style="list-style-type: none"> To understand the British administrative measures in Hong Kong 	1	<ul style="list-style-type: none"> Understand our country’s important historic events, political evolution,

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of Hong Kong up to the late 19th century <ul style="list-style-type: none"> The establishment of British colonial rule Contributions of various local organisations to Hong Kong 	<ul style="list-style-type: none"> ➤ Enable students to understand the importance of safeguarding national sovereignty and territorial integrity to national security through teaching the history of the Opium War (1840-1842), the British occupation of Hong Kong and the implementation of colonial rule after the war (e.g. conducting a project learning on Hong Kong’s yearbooks and gazettes in early days to enable students to understand that the Governor had enormous ruling power, while senior government officials were occupied by the British, and that Chinese were treated unequally, etc.). 		famous figures and their deeds, profile of ethnic development, and social and cultural features <ul style="list-style-type: none"> • Have a basic understanding of national and world history and issues (e.g., colonial expansion), through which to understand the importance of national security
	<ul style="list-style-type: none"> • To learn about the contributions of local Chinese organisations (such as the Tung Wah Group of Hospitals (TWGHs) and Po Leung Kuk) to Hong Kong ➤ Through learning about the background of the establishment of various local Chinese organisations and their roles in the development of Hong Kong, including their charitable services and contributions (e.g. organising a field study to Tung Wah Museum, or watching the film “Merry-Go-Round” about the history of TWGHs in the lesson, to understand that the TWGHs provided 	7	<ul style="list-style-type: none"> • Understand the country’s excellent cultural traditions (e.g., tangible, institutional, spiritual aspects, etc.)

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	<p>medical service and assisted bone repatriation for Chinese people who passed away abroad), cultivate students appreciation of the virtues of relief and benevolence in traditional Chinese culture, strengthening their sense of national and cultural identity, and enhancing their understanding of the close relationship between Hong Kong and the Mainland even under the British colonial rule.</p>		
<p>Topic 10: International conflicts and crises in the 20th century (II) — the Cold War and the Post-Cold War period</p> <ul style="list-style-type: none"> The end of the Cold War and the international situation in the 	<ul style="list-style-type: none"> To understand 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"> ➤ Guiding students to discuss the major developments of the international situation in the post-Cold War period (such as regional conflicts and crises, the threat of terrorism, etc.) to enable them to understand the importance of preparing for danger in times of peace, and to develop the awareness of safeguarding national security. 	1	<ul style="list-style-type: none"> Have a basic understanding of national and world history and issues (e.g., regional warfare, terrorism, etc.), through which to understand the importance of national security

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post-Cold War period			
<p>Topic 11: International cooperation since the 20th century</p> <ul style="list-style-type: none"> Background of international cooperation: general challenges for humanity since the 20th century The establishment and the work of the United Nations (UN) 	<ul style="list-style-type: none"> To understand the background of international cooperation in the 20th century, as well as the establishment of the UN and its work <ul style="list-style-type: none"> ➤ Through studying the problems faced by the international community and international cooperation in the 20th century (such as browsing the UN web pages and the Ministry of Foreign Affairs of our country as online learning activities, so as to understand the efforts of the UN in promoting international cooperation after the Second World War, as well as the participation of our country), students should understand that our country has become an important member of the international community with greater status and growing influence. And they should understand that the current political security of our country is hard-won and should be cherished and guarded. 	1	<ul style="list-style-type: none"> Have a basic understanding of national and world history and issues (e.g., colonial expansion, regional warfare, terrorism), through which to understand the importance of national security

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<p>Topic 12: The growth and transformation of Hong Kong in the 20th century</p> <ul style="list-style-type: none"> • Hong Kong during the Japanese occupation • Transformation of Hong Kong in the post-WWII era and the return of Hong Kong to the motherland 	<ul style="list-style-type: none"> • To understand the course of the Japanese invasion and occupation of Hong Kong <ul style="list-style-type: none"> ➤ Through learning the support offered by various sectors of Hong Kong to the War of Resistance Against Japanese Aggression on the Mainland, as well as its importance, students will be aware of the blood ties between Hong Kong and the Mainland. In addition, by conducting field studies (such as visiting the Hong Kong Museum of Coastal Defence or the Military Heritage Trail along the Wong Nai Chung Gap), students should understand that Hong Kong has always been standing with our country through thick and thin, so as to develop the consciousness of safeguarding national security. • To understand the development of Hong Kong in the post-WWII era and its return to the motherland <ul style="list-style-type: none"> ➤ Through conducting project learning (such as the topic of “Dongjiang Water Supply to Hong Kong”), teachers can help students understand the close connection between Hong Kong’s 	1	<ul style="list-style-type: none"> • Understand our country’s important historic events, political evolution, famous figures and their deeds, profile of ethnic development, and social and cultural features

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	<p>post-WWII development and the Mainland. Teachers can also play the news clips and reports about Hong Kong's return to the motherland in the lesson, so that students can revisit the course of Hong Kong returning to the motherland and let them understand the historical significance of "China's resumption of exercising sovereignty over Hong Kong", thereby understanding the importance of safeguarding national sovereignty and territorial integrity.</p>		

3. Suggested learning and teaching activities (examples) (junior secondary)

✧ Project learning

- ◆ Teachers can design relevant project learning assignments in accordance with the curriculum, so that students will understand the blood ties between Hong Kong and the Mainland through self-directed learning. For example:

【Link to Topic 4: History, culture and heritage of early Hong Kong region in Junior Secondary Curriculum】 The life and culture of the early residents of Hong Kong

【Link to Topic 8: Growth and development of Hong Kong up to the late 19th century in Junior Secondary Curriculum】 Tung Wah Coffin Home and bone repatriation service

【Link to Topic 12: The growth and transformation of Hong Kong in the 20th century in Junior Secondary Curriculum】 Hong Kong's contributions during the War of Resistance Against Japanese Aggression on the Mainland and China's Reform and Opening-up

✧ Mainland exchange and study tours

- ◆ Based on topics related to our country and Hong Kong in the curriculum, arrange visit to the Mainland for students so that they can better understand China's important historic events, famous figures and their deeds, profile of ethnic development, and social and cultural features; learn about Hong Kong's development and its relationship with our country's development; have greater recognition of and sense of belonging and responsibility towards the nation, the Chinese race and the society. Examples of Mainland tours include:

【Link to Topic 8: Growth and development of Hong Kong up to the late 19th century and Topic 12: The growth and transformation of Hong Kong in the 20th century in Junior Secondary Curriculum】 Visit famous historical landmarks in the Greater Bay Area, such as Guangzhou Chen Clan Ancestral Hall, the Opium War Museum, and Guangdong Memorial Hall of East River Column, to enable students to learn history

in authentic contexts and scenes, so as to cultivate their sense of nationhood, national identity and sense of responsibility to our nation and the Chinese race.

✧ **Cross-curricular collaboration / after-class activities**

- ◆ Teachers can arrange cross-curricular collaboration / post-lesson activities in line with “extended topics”, so that students can understand the historical and cultural ties between our country and Hong Kong, have greater affection for the Chinese nation and culture, and respect and care about the inheritance of Chinese culture. Examples of cross-curricular collaboration / post-lesson activities include:

【Link to Topic 4: History, culture and heritage of early Hong Kong region in the Junior Secondary Curriculum】 Work with Visual Arts subject to organise activities of “Inheritance of Intangible Cultural Heritage”, so that students can experience and learn to make artworks related to traditional Chinese folk crafts, such as the dough figurine crafting technique.

✧ **Visits to local museums**

- ◆ Arrange for students to visit permanent and thematic exhibitions in museums, so as to deepen their understanding of important historical events and personal deeds of famous figures; learn about Hong Kong’s development and its relationship with our country’s development; have greater recognition of and sense of belonging and responsibility towards the nation, the Chinese race and the society. Examples of visits include:

【Link to Topic 4: History, culture and heritage of early Hong Kong region and Topic 8: Growth and development of Hong Kong up to the late 19th century in Junior Secondary Curriculum】 To visit the Hong Kong Museum of History, so that students can understand the early residents of Hong Kong had close ties with the Mainland in terms of both culture and lifestyles. It also allows them to learn about and enhance their understanding of the history of Hong Kong under the British rule, so as to develop the sense of nationhood and national identity.

【Link to Topic 12: The growth and transformation of Hong Kong in the 20th century】 Visit the Hong Kong Museum of Coastal Defence to facilitate students to understand how the people in Hong Kong fought together with our compatriots on the Mainland against Japanese aggression.

✧ **Local history field studies**

- ◆ Arrange for students to visit local sites, so that they can learn about Hong Kong's development and its relationship with our country's development, and have greater recognition of and sense of belonging and responsibility towards the nation, the Chinese race and the society. Examples of local field studies include:

【Link to Topic 4: History, culture and heritage of early Hong Kong region in Junior Secondary Curriculum】 Organise a study trip to Fanling Lung Yeuk Tau Heritage Trail, so that students can learn about and understand the historical and cultural ties and connections of the early residents settling and living in Hong Kong region with our country / Using the mobile App “History Trip Go Easy: Cheung Chau Jiao Festival” developed by the Curriculum Development Institute of the EDB, students can visit and investigate the festival online, so as to understand how Chinese culture is inherited in Hong Kong through traditional festivals.

【Link to Topic 8: Growth and development of Hong Kong up to the late 19th century in Junior Secondary Curriculum】 Arrange visits to sites related to the history of the Tung Wah Group of Hospitals (e.g., Tung Wah Museum, Man Mo Temple Compound in Sheung Wan, Kwong Fook I Tsz, etc.), so that students can learn about the history and contributions of this local Chinese charity organisation, and how it inherits and carries forward the philanthropic spirit in traditional Chinese culture.

【Link to Topic 12: The growth and transformation of Hong Kong in the 20th century in Junior Secondary Curriculum】 Arrange field studies to the Military Heritage Trail along the Wong Nai Chung Gap and/or Stanley Military Cemetery, so that students can learn about the heroic deeds of the soldiers and civilians who guarded Hong Kong against the Japanese invasion in the past.

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

- ◆ Making use of online resources and the History e-Reading Platform, students can learn about historic events and renowned figures of our country and their deeds through articles, animations, online games and multimedia clips, thereby enriching and expanding their knowledge and horizons, and enhancing their recognition of and sense of belonging towards the nation, the Chinese race and the society.

【Link to Topic 4: History, culture and heritage of early Hong Kong region and Topic 8: Growth and development of Hong Kong up to the late 19th century in Junior Secondary Curriculum】 Arrange for students to browse the websites of the Antiquities and Monuments Office / Intangible Cultural Heritage Office, so that they will learn about the historical and cultural ties and connections between Hong Kong and our country through historic buildings, traditional festivals, culture and art in Hong Kong.

- ◆ Design appropriate self-learning activities in line with the curriculum aims and objectives, so that students will learn about the attention and importance attached by other countries to the conservation and promotion of their languages and national cultures.

History (S4 - S6)

1. Overall teaching foci

- 1.1. Through studying China's modernisation process in the 20th century and topics related to the development of Hong Kong, students will learn about the main elements in political security and cultural security under national security from a historical and cultural perspective, and then recognise the necessity of safeguarding national security.
- 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”, allowing students to understand the fact that “Hong Kong has been part of the territory of China since ancient times” from a historical perspective, as well as the close relationship between Hong Kong's development and the history and culture of our country. The curriculum also helps strengthen national consciousness and national identity among students, thereby enhancing their sense of mission and responsibility towards the nation.
- 1.3. Through the study of history, students will also learn about China's struggle and progress over the past century, from being invaded by foreign powers, to upholding persistence in modernisation even in the face of various difficulties, attaining remarkable achievements in the Reform and Opening-up, resuming the exercise of sovereignty over Hong Kong at the end of the 20th century, and developing into an important member of the international community today. The curriculum also covers the history of different cultures and regions around the world, so as to ultimately help students become responsible citizens and Chinese with a global vision.

2. Learning foci

History (S4 - S6)		Curriculum Framework of National Security Education in Hong Kong	
Chapter / Topic	Learning Elements	Strand	Learning Elements
(1) Modernisation and transformation of Hong Kong • Political and institutional changes • Development as an international city, including the coexistence and interaction of Chinese and foreign cultures	<ul style="list-style-type: none"> • To understand the major political and institutional characteristics of Hong Kong <ul style="list-style-type: none"> ➤ By guiding students to use primary sources such as archival materials, teachers can introduce students to the political and institutional characteristics of Hong Kong during the British rule after the Opium War (1840-1842) from multiple perspectives. For example, senior government official posts were occupied by the British, while local Chinese could have the opportunity to participate in the administration not until a short period before Hong Kong's return to the motherland. Students should, therefore, understand the historical significance of Hong Kong's return to the motherland and the importance of safeguarding national sovereignty and territorial integrity to national security. • To learn about the development of Hong Kong as an international city and its relationship with the Mainland <ul style="list-style-type: none"> ➤ By guiding students to conduct project learning on local Chinese traditional festivals, such as the Dragon Boat Festival and Mid-Autumn Festival, it enables students to learn examples of local cultural 	1	<ul style="list-style-type: none"> • Explore contemporary issues related to national security (e.g., territorial disputes, economic crises), and recognise the importance of safeguarding national security to guarantee the security of the people
		7	<ul style="list-style-type: none"> • Understand the impressive cultural tradition of our country, and recognise that safeguarding cultural security is an important foundation in unifying our country and our people, as well as maintaining stability of our country

History (S4 - S6)		Curriculum Framework of National Security Education in Hong Kong	
Chapter / Topic	Learning Elements	Strand	Learning Elements
	heritage, and understand the cultural ties and connections between Hong Kong and the country, thereby nurturing them to appreciate traditional Chinese culture and developing the sense of responsibility for safeguarding cultural security.		
(2) Modernisation and transformation of China <ul style="list-style-type: none"> • Early attempts at modernisation • Attempts at modernisation in the Maoist period, and reform and opening-up since 1978 	<ul style="list-style-type: none"> • To understand the challenges China faced in the first half of the 20th century and our attempts at modernisation <ul style="list-style-type: none"> ➤ Through studying the foreign aggressions faced by China since the 20th century, such as the Eight-Power Expedition, the Japanese occupation of Shandong, the War of Resistance against Japanese Aggression, etc., teachers can adopt diversified teaching methods (such as bringing students to the Mainland to visit important historical landmarks, e.g. the Museum of the War of Chinese People's Resistance Against Japanese Aggression; watching historical documentaries in the lesson, etc.) to build up students' understanding of the adversities and challenges that our country once faced, to cultivate a sense of appreciation towards our compatriots who contributed and sacrificed for the defence of our homes and our country, as well as understand that today's peace and happiness have been hard-won and we should safeguard national security in all aspects. 	1	<ul style="list-style-type: none"> • Understand our country's opportunities and challenges in international affairs through examples • Explore contemporary issues related to national security (e.g., territorial disputes, economic crises), and recognise the importance of safeguarding national security to guarantee the security of the people

History (S4 - S6)		Curriculum Framework of National Security Education in Hong Kong	
Chapter / Topic	Learning Elements	Strand	Learning Elements
	<ul style="list-style-type: none"> • To learn about the People’s Republic of China’s efforts in modernisation since its establishment <ul style="list-style-type: none"> ➤ Making use of different historical sources (such as photos, posters, films), guide students to learn about the founding of the People’s Republic of China, as well as the development of our country in the face of all difficulties and hardship, thereby enabling students to understand that safeguarding national security is the foundation for national development. ➤ Bringing students to the Guangdong-Hong Kong-Macao Greater Bay Area for field studies, teachers can facilitate students’ understanding of the economic achievements of our country since the Reform and Opening-up, thereby enabling students to learn about the hardship faced by our country in the process of modernisation and then understand the importance of safeguarding national security. 		

3. Suggested learning and teaching activities (examples) (senior secondary)

✧ **Project learning**

- ◆ Teachers can design relevant project learning assignments in accordance with the curriculum, so that students will understand the blood ties between Hong Kong and the Mainland through self-directed learning. For example:

【Link to Topic (1) Modernisation and transformation of Hong Kong in Senior Secondary Curriculum】 The relationship between the development of the Mainland and the improved status of the local Chinese in Hong Kong

【Link to Topic (2) Modernisation and transformation of China in Senior Secondary Curriculum】 Achievements of China's Reform and Opening-up as reflected from the improvement of people's lives

✧ **Mainland exchange and study tours**

- ◆ Arrange visit to the Mainland for students, so as to deepen their understanding of important historical events, personal deeds of famous figures, profile of ethnic development, and social and cultural features; learn about Hong Kong's development and its relationship with our country's development; have greater recognition of and sense of belonging and responsibility towards the nation, the Chinese race and the society. Examples of Mainland tours include:

【Link to Topic (2) Modernisation and transformation of China in Senior Secondary Curriculum】 Arrange for students to visit famous historical landmarks in the capital, Beijing, e.g. Peking University, Lugou Bridge, the Museum of the War of Chinese People's Resistance Against Japanese Aggression, the Capital Museum, the National Museum of China, etc., so that students can understand the development of the motherland over the past century and develop the sense of national consciousness and national identity and responsibility towards the nation.

✧ **Cross-curricular collaboration / after-class activities**

- ◆ Teachers can arrange cross-curricular collaboration / post-lesson activities in line with “extended topics”, so that students can understand the historical and cultural ties between our country and Hong Kong, have greater affection for the Chinese nation and culture, and respect and care about the inheritance of Chinese culture. Examples of cross-curricular activities include:

【Link to Topic (1) Modernisation and transformation of Hong Kong in Senior Secondary Curriculum】 In collaboration with the panel of Chinese Language to organise the activity of “Understanding Chinese Traditional Buildings”, students can learn about the history of Chinese traditional buildings in Hong Kong and their embodiment of Chinese culture through field studies.

✧ **Visits to local museums**

- ◆ Arrange for students to visit permanent and thematic exhibitions in museums, so as to deepen their understanding of important historical events, as well as words and deeds of famous figures of our country; learn about Hong Kong’s development and its relationship with our country’s development; have greater recognition of and sense of belonging and responsibility towards the nation, the Chinese race and the society. Examples of visits and tours include:

【Link to Topic (1) Modernisation and transformation of Hong Kong in Senior Secondary Curriculum】 Arrange a visit to Hong Kong Intangible Cultural Heritage Centre (at Sam Tung Uk Museum). Through joining the lectures, inheritors’ demonstration and workshops, etc. provided by the Centre, students will better understand intangible cultural heritage, learn about the cultural ties and connections between Hong Kong and our country, and appreciate China’s excellent cultural traditions.

✧ **Local history trips**

- ◆ Arrange for students to visit local sites, so that they can learn about Hong Kong’s development and its relationship with our country’s development; and have greater recognition of and sense of belonging and responsibility towards the nation, the Chinese race and the society. Examples of local study trips include:

【Link to Topic (1) Modernisation and transformation of Hong Kong in Senior Secondary Curriculum】 Arrange site visits related to the history of the Tung Wah Group of Hospitals (e.g., Tung Wah Museum, Man Mo Temple Compound in Sheung Wan, Kwong Fook I Tsz, etc.), so that students can learn about the history and contributions of the local Chinese charity organisation, and how it inherits and carries forward the philanthropic spirit in traditional Chinese culture.

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

- ◆ Making use of online resources and learning platforms, students can learn about important historical events and renowned figures of our country and their deeds through articles, animations, online games and multimedia clips, thereby enriching and expanding their knowledge and horizons, and enhancing their recognition of and sense of belonging towards the nation, the Chinese race and the society:

【Link to Topic (2) Modernisation and transformation of China in Senior Secondary Curriculum】 Ask students to browse websites related to the historical development of China in the 20th century, such as the Second Historical Archives of China, Data Platform on Anti-Japanese War and Modern Sino-Japan Relationship, and National Archives Administration of China, so that students can study China's development in the 20th century through historical sources. They will learn about the adversities once faced by our country and the achievements she has made, thereby developing the sense of national identity and responsibility to the nation.

- ◆ Design appropriate self-learning activities in line with the curriculum aims and objectives, so that students will learn about the attention and importance attached by other countries to the conservation and promotion of their languages and national cultures.