

教學新意念

初中歷史科修訂課程教學新資源 (第一輯)

New Inspirations in Learning and Teaching

New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)

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Personal, Social and Humanities Education Section
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Junior Secondary History (Volume 1)



引言



《教學新意念—初中歷史科修訂課程教學新資源(第一輯)》是教育局課程發展處個人、社會及人文教育組出版的資源套，旨在支援教師在2020年9月由中一開始逐年實施初中歷史科修訂課程的學與教，以及協助他們了解修訂課程的特色及要求。



自初中歷史科課程修訂工作開展以來，教育局課程發展處邀請了不少學校的前線教師參與試教初中修訂課程大綱內的不同課題。在2017/18學年，共有14間學校參與試教計劃。部分試教學校的教師與歷史科借調教師在2018年6月20日舉行的「與時並進、學教相長」—歷史科學與教匯萃」中展示其試教成果，並分享和交流學與教的策略和實踐經驗，包括電子學習、跨課程語文學習及探究式學習等，以提升學與教的效能及學生的學習興趣。

本資源套以教學新意念設計適切的學與教材料，教師嘗試以不同教學法演繹及展現新課題的特色，不同課題中突顯新的學習元素。資源套內容包括試教教案、試教流程、工作紙及教師感想等。教案分中英文版，由於原稿所用語言及深淺程度均因應個別學校的情況而設計，建議教師可按校情及學生學習需要調適內容及語文的運用。資源套的內容已上載至教育局以下的網頁供教師參考：

<http://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/history/index.html>

本局特別鳴謝參與試教計劃的學校及教師的努力和支持。本資源套的版權為香港特別行政區教育局擁有，學校及機構可選取適用部分作非牟利之教學及研究，任何人不得翻印本資源套內容以作商業用途。本資源套內引用的資料，蒙有關出版社/機構/學校准予使用，本局謹此致謝。本局已竭力追溯所用圖片/文字資料的版權，如有遺漏，請有關的版權持有人聯絡本局，以便作出適當的安排。

如對本資源套有任何意見和建議，歡迎致函：

香港灣仔皇后大道東213號胡忠大廈13樓1319室
教育局課程發展處
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傳真：2573 5299 / 2575 4318
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Introduction



The resource pack entitled *New inspirations in learning and teaching- New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)* is published by the Personal, Social and Humanities Education (PSHE) Section of Curriculum Development Institute (CDI), Education Bureau (EDB). It aims at supporting the learning and teaching in the implementation of the Revised History Curriculum (S1-3) with effect from September 2020 which will start from S1 in the three consecutive years and facilitating teachers' understanding of the salient features and requirements of the revised curriculum.

Since the work of revising the junior secondary History curriculum has started, a number of frontline teachers from different schools have been invited by CDI, EDB to try out some topics in the revised curriculum framework of Junior Secondary History (Secondary 1-3). In 2017/18 school year, 14 schools participated in the tryout scheme. Some of the tryout teachers together with the seconded History teachers participated in the event "Keep abreast of the times, learning while teaching" – Highlights of learning & teaching strategies in History teaching" on 20 June 2018 and shared their experience of trial lessons using different learning and teaching strategies. These strategies included e-Learning, learning through Language Across Curriculum (LaC) and enquiry learning etc. so as to enhance the effectiveness of learning and teaching and students' learning interest.

This resource pack is developed with new inspirations to design appropriate learning and teaching materials. Teachers have attempted to adopt various pedagogies to interpret and illustrate the features of new topics and to highlight the new learning elements in different topics. The resource pack contains trial teaching plans, trial teaching flows, worksheets and teachers' reflections etc. While available in both Chinese and English versions, the original language version and level of difficulty of each lesson plan provided by participating teachers addresses mainly the learning needs of students in their own schools. We suggest teachers adjusting the use of language and level of difficulty according to their school contexts and students needs. The content of this resource pack has been uploaded to the EDB website for teachers' reference and adaptation:

<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/index.html>

We express our heartfelt gratitude to participating schools and teachers for their devotion of time and support to us in this tryout scheme. The copyright of this resource pack belongs to EDB of the HKSAR Government. Schools and organizations can extract suitable portions of the materials for teaching and research purposes. No part of this resource pack may be reproduced in any form for commercial purposes. We are grateful to publishers/organizations/schools for permission to include their publications in the resource pack. Every effort had been made to trace copyright ownership but in the event of accidental infringement, copyright owners are invited to contact us so that we can come to a suitable arrangement.

If you have any comments and suggestions on this resource pack, please send to :

Personal, Social and Humanities Education Section
Curriculum Development Institute
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提要



《教學新意念—初中歷史科修訂課程教學新資源(第一輯)》的製作是配合於2020年9月由中一開始逐年實施的《歷史科課程指引(中一至中三)》(有關課程文件可在教育局的網址下載：https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/Hist_Curr_Guide_S1-3_Chi_final_10072019.pdf)。教師在使用本資源套前應先參閱上述指引，了解修訂課程的精神，課程宗旨和學習目標，以及各課題的學習重點。

《歷史科課程指引(中一至中三)》

課程宗旨

歷史科課程(中一至中三)宗旨是：

- 提高和培養學生學習歷史的興趣；
- 幫助學生鑑古知今；
- 加強學生對社區及本地文化，以及對世界其他主要文化之認識；
- 建立學生歷史技能和共通能力，以供日後升學和生活之用；
- 培養學生成為具國際視野、有識見和責任感的公民。

學習目標

學生在完成初中歷史科課程後，應能：

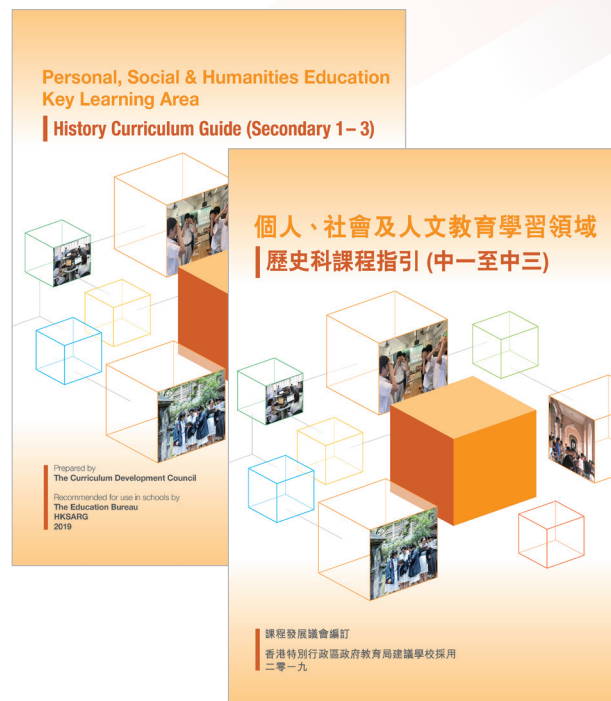
- 知識和理解方面
 - 從不同的角度(政治、經濟、科技、社會、宗教、藝術等)認識和理解世界各文化在不同時期的主要特徵；
 - 認識和理解香港發展的主要特徵，以及這些特徵與國家和世界歷史發展的關係；
 - 掌握研習歷史的基本概念和辭彙；
 - 理解歷史事件的因果關係；
 - 掌握主要歷史事件的發展、轉變及延續；
 - 明白可以從不同的角度和觀點解釋歷史；
- 技能方面
 - 正確地使用歷史辭彙；
 - 準確排列歷史事件的次序；
 - 描述歷史地圖、模型、圖形、圖表、圖畫、表格和漫畫的特徵；
 - 從歷史資料中作出歸納和推論；
 - 找出主要歷史事件和人物不同的解釋；
 - 分辨歷史事實與見解之間的不同；



- 掌握資料的含義，對資料的準確性及可信性進行合理的質疑與探究，從而建立持平的個人觀點；
- 運用想像力重組往事；
- 選取、組織和運用資料，並有條理地表達出來；

(c) 態度和價值觀方面

- 提高對過去的人和事的興趣及欣賞人類的成就和理想；
- 掌握歷史研習與現今生活的密切關係；
- 認識不同社會及不同時代所持的觀點、信念和價值觀，從而建立正面的價值觀和態度；
- 願意為古物古蹟的保護、文化傳承的保育，以及歷史文化的推廣盡一己之力。





Abstract



The resource pack entitled ***New inspirations in learning and teaching- New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)*** is produced to support the implementation of the History Curriculum Guide (S1-3) which will start with S1 in September 2020. (The Curriculum Guide can be downloaded from the EDB website: https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/Hist_Curr_Guide_S1-3_Chi_final_10072019.pdf). Before using this resource pack, teachers are advised to make reference to the curriculum guide so as to understand the rationale, aims and objectives of the revised curriculum, as well as learning points of each topic.



History Curriculum Guide (Secondary 1-3)

Curriculum Aims

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.

Learning Objectives

After completion of the junior secondary History curriculum, students should be able to:

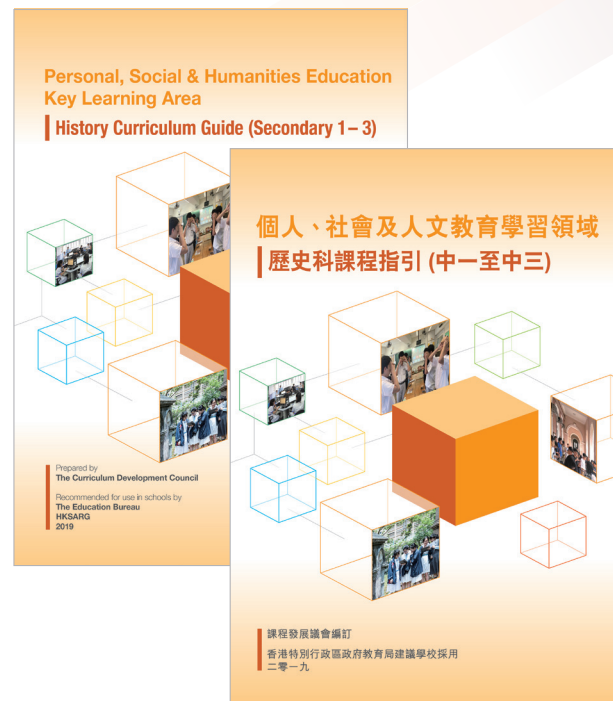
- (a) Knowledge and Understanding
 - i understand and comprehend from a variety of perspectives (political, economic, technological and scientific, social, religious, aesthetic, etc.), the main characteristics of world civilisations in different periods;
 - ii understand and comprehend the main characteristics 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.





鳴謝

本資源套得以順利完成，有賴以下老師積極參與本局主辦的修訂歷史科課程（中一至三）試教計劃。特別鳴謝在2018年6月20日「與時並進、學教相長」— 歷史科學與教匯萃」的研討會上分享試教成果，並協助發展本教材的學校及老師（以星號*標示）。

學校名稱	老師姓名
*屯門官立中學	郭妙賢老師
*孔教學院大成何郭佩珍中學	梁啟聰老師
*伊利沙伯中學舊生會湯國華中學	關志恒老師 楊嘉偉老師 蔡子良老師
香港青年協會李兆基書院	陸芝蘭老師
*保良局顏寶鈴書院	蔡耀倫老師
*培僑書院	朱志明老師 葉啟耀老師
港九街坊婦女會孫方中書院	胡鳳琮老師 譚亦靈老師
*港澳信義會慕德中學	陸志豪老師
*華英中學	楊秀鳳老師
*聖士提反堂中學	陳凱珊老師
*聖公會蔡功譜中學	葉偉文老師 田樂菁老師
聖芳濟各書院	鄧明輝老師 周國昌老師
*廖寶珊紀念書院	李雪琴老師 何婉盈老師

Acknowledgements

This resource pack is made available due to the active participation of the following teachers in the tryout scheme of implementing the Revised History Curriculum (S1-3) organised by the Education Bureau (EDB). Special thanks to those schools and teachers (marked with an asterisk*) who shared their tryout resources in both the seminar “Keep abreast of the times, learning while teaching” – Highlights of learning & teaching strategies in History teaching” on 20 June 2018 and in this resource pack.

Name of schools	Name of teachers
*Confucian Tai Shing Ho Kwok Pui Chun College	Mr LEUNG Kai-chung
HK & KLN Kaifong Women's Association Sun Fong Chong College	Ms WU Fung-king Ms TAM Yik-ling
HKFYG Lee Shau Kee College	Ms LUK Chi-lan
*HKMLC Queen Maud Secondary School	Mr LUK Chi-ho
*Liu Po Shan Memorial College	Ms LEE Suet-kam Ms HO Yuen-ying
*Po Leung Kuk Ngan Po Ling College	Mr TSOI Yiu-lun
*Pui Kiu College	Mr CHU Chi-ming Mr IP Kai-yiu, Kelvin
*QESOSA Tong Kwok Wah Secondary School	Mr KWAN Chi-hang Mr YEUNG Ka-wai Mr CHOI Tsz-leung
*SKH Tsoi Kung Po Secondary School	Mr YIP Wai-man Ms TIN Lok-ching
St. Francis of Assisi's College	Mr TANG Ming-fai Mr CHOW Kwok-cheong
*St. Stephen's Church College	Ms CHAN Hoi-shan
*Tuen Mun Government Secondary School	Ms KWOK Miu-yin
*Wa Ying College	Ms YEUNG Sau-fung



教師感想

梁啟聰老師

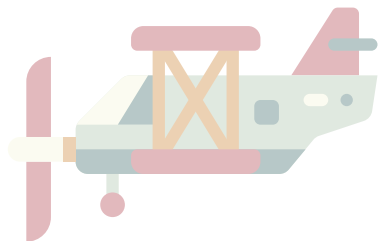


本校嘗試以人類文明的古與今為出發點，以古埃及文明為例，在課室場境中虛擬考察古埃及的建築(3D模型)，並利用虛擬實境(VR)結合教學平台作評估，讓學生在課堂中也如置身現場般體驗，提高歷史課的教學趣味和效能。

是次教案利用VR帶領學生體驗古埃及文明，令他們更積極投入學習，提高學習成效。透過虛擬考察圖坦卡門的墓室內部情境，探索墓室的壁畫、石棺等墓葬物品，結合預設的影片及設計問題，讓學生主動了解古埃及文明的成就及探討與我們今日生活的關係。

課堂中，學生需配帶三維空間(3D)眼鏡虛擬考察法魯王墓穴，然後回應以擴充實境(AR)科技設定的問題。當學生進行探索並回應所有問題後便成功開啟圖坦卡門的棺蓋，希望借此提升學生認識古埃及宗教和文化的興趣。此外，本校亦利用電子學習平台，讓學生在課前自行搜集與課題相關的資料，並與組員共享學習成果，有助進一步了解課題內容。

在試教過程中，全體學生積極投入，對墓穴的內部設計驚嘆不已。透過官能刺激再配合歷史元素，引發學生對學習歷史的興趣，相信這亦能引導學生欣賞古文明遺產。此外，老師能利用電子學習平台向學生作即時回饋並帶領討論，增添生生互評的機會。同儕間學習氣氛較以往濃厚，老師講授相關內容時亦更能設身處地呈現古埃及人的文明成就。

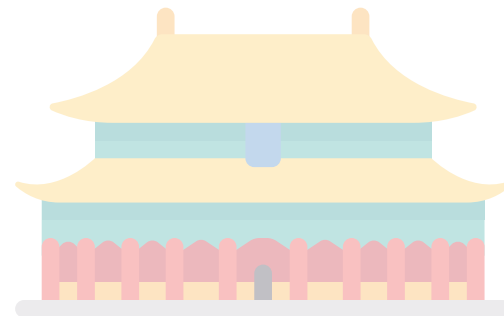


教師感想

關志恒老師

傳統的歷史教學，「教」比「學」更受重視。以實地考察為例，老師帶領學生親臨現場，再備以詳盡的背景知識，將歷史大事和名人傳記娓娓道來，由此營造的故事現場感，一直是傳統實地考察的強項，其教學效能雖顯而易見，不過仍流於導賞式的單向講授。在此基礎上，本校嘗試將歷史教學、電子學習和實地考察共冶一爐(cross over)。學生利用平板電腦及電子學習軟件，探索埋藏在跑馬地墳場的歷史。我們利用「尋寶」(treasure hunt) 遊戲的精神貫穿各項考察任務，學生需要找出何東、何啟、楊衢雲、史釗域、郭士立及遮打6位香港歷史人物的墓碑，再利用相關電子學習工具考察墓碑設計以及墓誌銘等資料，藉此瞭解香港精英階層如何影響19世紀末至20世紀中香港的政治、經濟以及社會發展。

利用電子平台進行歷史考察，為我們提供了不少好處。學生可以自主學習，按自己進度進行，由以往導賞式的單向講授，變成以學生為本、與考察場地互動。此外，評估方式也多元化，由選擇題、填充題到開放式題目；學生也可利用錄音、錄像、文字或其他方式展示學習成果，有助照顧不同的學習需要。更重要的是學生對自己所探求的知識多了一份「擁有感」(ownership)，再次探究歷史的動機自然增加。





教師感想

蔡耀倫老師*

相信大部分歷史科同工都會認同，第二次世界大戰是歷史科課程內受歡迎的課題之一。不少學生既會對戰場上的戰術與武器著迷，也會對戰火下的悲劇主角寄予同情。香港雖然在世界地圖上只是一片彈丸之地，卻在太平洋戰爭爆發時面對日軍入侵，由不同國籍人士組成的香港守軍頑強抵抗達十八天。當時無論對日本政府或日軍大本營來說，戰事都較預期激烈。倘若同工希望讓同學更深入地去體會戰場的實況，前往黃泥涌峽徑考察是不錯的選擇。

日軍在1941年12月18日晚上登陸香港島東北岸後，隨即在黃泥涌峽爆發激烈的戰事，持續數天的激烈交戰中，雙方死傷上千人。近年香港政府將部分金督馳馬徑翻新並開闢黃泥涌峽軍事史蹟徑，這段史蹟徑能讓學生在頗輕鬆的行程中，親身踏足昔日的戰場。史蹟徑的起點是一處曾經發生殺害戰俘暴行的地點，旁邊的防空砲台、彈藥庫、掩蔽體訴說著當時砲兵的生活與香港空防的故事。附近的兩座機槍堡見證了香港義勇防衛軍中一眾年輕歐亞混血兒如何作殊死奮戰，終點則是守軍西旅指揮官羅遜准將的陣亡地點，他是加拿大軍在二戰陣亡將士中領有最高軍階的一位。

在這約3小時的考察內，除了透過老師的解說令課本上刻板的文字活靈活現外，學生更可走過真實的戰場去體會戰鬥的真貌。他們每到一個考察點，需要利用電子學習平台完成指定的學習任務。考察完成後須作反思，寫下自己在考察歷程中的感受，如戰爭帶來了將士的陣亡、家庭的離散或倖存者餘生面對不同程度的心理創傷等。或許，這一切才是我們的學生應該學會的戰爭歷史。

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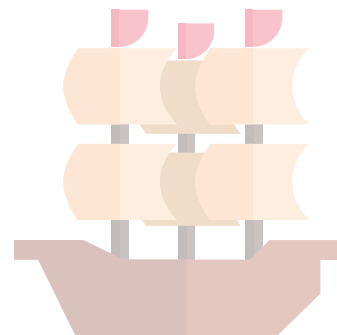
陸志豪老師

教師感想

歷史科修訂課程強調探究式學習，本校亦以此作為構思試教課題教學內容的基礎。過往就「古羅馬文明遺產」的講授多集中於協助學生牢記不同例子，如儒略曆、十二銅表法等，但學生對該等例子的產生背景、內容等往往要死記硬背，而能將之與今日世界掛勾的情況則不多見。

為提升學生的參與程度，本校嘗試讓他們於課堂前先搜集與課題相關的資料，並於課節開首擔任小導師，向同儕分享自己搜集所得。在此基礎之上，老師於課堂中運用電子教學應用程式(如Nearpod、Kahoot!等)，並在題目上加入連結今日世界的題目，如「十二銅表法與今日香港法律的比較」，讓學生知道古今世界的連繫。最後，學生藉著製作「推銷十二銅表法」的宣傳短片，重溫條文內容之餘，亦給予學生發揮創意空間，提升其解難能力。

在試教的過程中，學生反應理想，態度認真。負責帶領講解小知識的學生預備充足，同儕的討論熱烈。在此基礎上，老師再講授相關內容時較以往順暢。不過，製作短片的表現相對參差，較理想者能清晰指出十二銅表法內能實踐「法律面前，人人平等」的條文，並予以闡釋；表現稍遜者則只能列舉條文，解釋不多。然而，能令學生的參與度有所提升，學生的表現亦令人欣喜，已達致本教案的學習目標。





教師感想

陳凱珊老師

是次試教課題為探究19世紀初華人勞工在美國的經歷。教案的設計以歷史漫畫為中軸，串連起早期在美華人勞工所受的待遇、受歧視的原因和情況以及美國一些界別對華人受歧視的反應等議題作探究。在探究過程中，任教老師利用漫畫作為引導，令學生在探索歷史過程中更覺有興趣。此外，學生對個別漫畫的構圖亦有不同的理解，從而引發高階的討論，足以證明漫畫教學能達到生生互動，增加思考的果效。最後，透過這個課題的研習，學生能身同感受華人在海外的辛酸，認識到華人克勤克儉的美德，從而培養學生的同理心、認同感和正面價值觀。

總的來說，學生的學習成效頗佳，課題令他們認知華人在海外的遭遇和在美國的貢獻。部份學生在學習時感到憤憤不平，有些十分傷感，亦有些因華人在美國最終獲得肯定和認同而感到欣慰，可見探究式學習足能提升學生歷史的代入感和認同感，人文素養亦得以提升。



教師感想

葉偉文老師

本校希望透過試教，結合歷史教學和跨學科英語學習，提升學生英語運用能力；同時進行探究式學習和協作學習，以及實地考察、訪問及社會服務等，提升學生的人文素養。

我們選取了兩次世界大戰的延伸課題「總體戰」作為教學主題。歷史科與英文科緊密合作，交替課堂，先教授學生相關歷史知識，再於英語課堂教授學生相關英語詞彙、句式、文法和會話，為隨後的走出課室學習活動作好準備。當學生掌握基礎知識後，兩科老師便攜手合作，組織學生前往赤柱軍人墳場作探究式學習。

全體學生需要考察墓碑，當中埋葬了因戰爭而殉難的軍民，讓學生感受「總體戰」的禍害。隨後，學生可以按興趣參與其中一項活動：由香港皇家退伍軍人協會主辦的賣旗籌款活動或以英語訪問外國旅客對戰爭的看法，讓學生從服務和對話中加深對戰爭的認識與體會。


是次跨科協作，讓學生透過課堂、考察、訪問及服務作探究去認識總體戰，同時提升了他們英語運用能力，學習效能遠高於單向式教授。很多學生是首次接觸戰爭遺跡，從墳墓中近距離認識戰爭禍害，觀察所見，學生積極、投入，學習不再囿於認識文本概念，而是置身歷史現場，感同身受，培育學生的人文素養及正面的價值觀。





Teachers' reflections

Ms LEE Suet-kam



History is a jigsaw of fascinating stories, biographies, myths and legends. To generate students' enthusiasm for the learning of History, History teachers may attempt to build up an extensive collection of the above History reading resources, with which students can be led to comprehend the intricacies of history and achieve objective interpretation of historical facts. Based on the above notion of the role of reading in the History education, we scheduled a reading project on the important historical figures in the Cold War period for our S3 students as a part of the 'Reading across the Curriculum' Scheme in our school.

To prepare for the reading project, we procured a wide spectrum of History books and tailor-made reading materials to cater for learner diversity. We treasure very much the arrangement of reading tasks as assignments which can extend history learning beyond the classroom and also enable students to learn history in an interesting way.

Through the reading of the Cold War historical figures, the S3 students could acquire more knowledge of the development of the Cold War, which could hardly be covered in our lessons. We were astonished by the number of students selecting Ho Chin Minh, but not other famous historical figures, including Winston Churchill and Mao Zedong, for their reading project. In here, students' curiosity for the study of the past was palpable and amazing.

Subsequent to the completion of the reading tasks, students were arranged to undergo a hot debate on the qualities of good leaders with reference to the Cold War historical figures in one History lesson. They were engaged to shift their attention from the hard facts of the historical figures to the exploration of different perspectives on the qualities of leadership. In this way, the History classroom served as both a battlefield for the historical figures to emerge as the best leader in the Cold War period and a platform for the students to nurture their humanistic qualities on their own.



Teachers' reflections

Mr CHU Chi-ming

The revised S1-3 History curriculum motivates me to attempt new teaching strategies that I have seldom used. In light of the topic "Using the Holocaust as an example, what did people learn from the two World Wars?", enquiry learning and catering for learning diversity are the two important strategies adopted in the trial lessons. Two lessons are arranged to cover the topic. The first lesson is about the "understanding of the Holocaust" and the second lesson is about the "reflection from the Holocaust". "From understanding to reflection" is the core flow of learning and teaching.

Enquiry learning approach emphasizes students' initiative to find out the answers by themselves. In order to equip students with better prior knowledge and arouse their learning interest, a simple learning task about the concentration camp is devised as pre-lesson preparation. During the in-class enquiry activities, students have to study different kinds of sources for completing the enquiry tasks. Guidelines would be given to students with different abilities. Sources are modified to cater for learner diversity. After the lesson, post-lesson reflective work is also important to consolidate students' understanding of the lessons.

By adopting the enquiry learning approach, students have become active learners as most of them can participate in lessons. Students with different abilities can play a proper role in their collaborative work. For example, students with good comprehension ability can study the written sources while students with good geographical sense can study maps.


On the whole, the trial lessons did provide me an opportunity to review my teaching plans and strategies in the past. Through them, students can also experience different learning methods and enrich their learning outcome in history class.



Teachers' reflections



Mr IP Kai-yiu Kelvin*



I was very grateful to have various opportunities to work closely with other schools. Given the challenges posed, the collaboration with Tuen Mun Government Secondary School in implementing the tryout teaching plans of the Revised Curriculum Framework of History (Secondary 1-3) was a significant one. I worked closely with the teachers to seek for a better understanding of their students, so as to give more appropriate advice and suggestions. After careful considerations, we decided to arouse S1 students' curiosity to study the topic of History, culture and heritage of early Hong Kong region. A more student-centred teaching strategy was adopted and the flow of the lessons was also planned in a very detailed way. Students enjoyed the lessons with fruitful knowledge gained. The experience is encouraging, and indeed inspiring. Enquiry learning approach serves as an effective teaching strategy in driving students to be active learners. Since professional dialogues and interactions always bring about new thoughts and enhance teachers' professionalism, I treasure this experience to work with the tryout school.

*Now the Curriculum Development Officer, PSHE Section, EDB



Teachers' reflections

Ms KWOK Miu-yin

The main objective of the trial lesson is to enable our students to understand the different lifestyles of the early residents in Hong Kong through the enquiry approach. To achieve the above objective, teaching strategies like self-regulated learning and cooperative learning are adopted. Before the lesson, students are required to complete the pre-lesson task by using their prior knowledge. Sometimes, students finish the assignment by self-access learning. During the lesson, skill and knowledge building is implemented through group work. Each group has to study different sources to identify the four ethnic groups. In this learning activity, students have to engage in enquiry and collaboration. At the end, students from different groups need to present their findings. To consolidate their learning, students are asked to complete the post-lesson task by using the knowledge they have learnt in the lesson.

In view of the ever-changing society and the world, equipping our students with basic historical knowledge and skills to meet challenges is essential. By using the enquiry approach to study history, students' historical skills and generic skills for further studies and life situation can be developed. As students have to engage in student-centred and enquiry-based learning throughout the lesson, students' generic skills such as critical thinking skills and problem-solving skills are cultivated. For example, in the lesson, students have to analyse different types of information, including pictures, charts and maps in order to find out the answers. This requires various skills. Since the students have diverse abilities, group work seems to be an appropriate strategy to enable the students to learn effectively. In fact, all groups can work together and complete the task successfully through cooperative learning. Throughout the lesson, it was observed that most of the students actively participated in the learning activities. They were willing to express their ideas in class and finish all learning tasks. As a whole, students have learnt how to cooperate with their peers, produce the collective work and solve the problems by themselves.



Teachers' reflections



Ms YEUNG Sau-fung*



By developing students' global perspective, History enables students to link up the major happenings of the past and present so that they can have a better understanding of the world today. However fascinating History as a school subject to our teachers, it is still a challenge to make it interesting to our students. To facilitate the implementation of the revised S1-3 History curriculum, our school is one of the tryout schools to pursue changes in pedagogies for enhancing the learning and teaching of History. As such, for the benefits of students, experiences with use of various pedagogies to arouse students' interests in learning History have been widely shared in our professional group such as seminars and workshops.

To integrate e-Learning in the learning and teaching of History is one of the ways to make History lessons more interesting. Adopting various educational "apps" makes history lessons more interactive. It was observed that students were more engaged in the learning process. For instance, in the topic "Internal factors for the outbreak of the American Revolution", students can poll whether they agree or disagree with the British rule in the 13 North American colonies since the mid-18th century. Teachers can collect and show students' instant online responses, ask them some follow-up questions and invite them to explain more about their options. Students are guided to share more and develop a deeper understanding of the historical facts, as well as enhance their critical thinking skills.

After the trial lessons, we deeply believe that with the joint efforts of history teachers in developing various pedagogies, both students and teachers are entering a new page of learning history in a more vivid and interesting way.

*Now the Principal of Carmel Bunnan Tong Memorial Secondary School

