



# History

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## Preface

History is far more than the chronological study of past events. As a school subject, History is meant to help students acquire a series of skills that can be transferred and applied to students' daily life, academic studies and future careers. It is also essential to the building of students' world view and the fostering of a good sense of world citizenship. Our subject panel is determined to help students realize how close to History they are now living. This ambition requires systematic transformation of the conventional pedagogy as well as students' vigorous input into their own learning process. With the past experience of gradual adjustment of the History curriculum, we are now aspiring to further enhance the learning and teaching performance in History.

## Objectives

1. To provide students with a solid framework of global historical development from the ancient times to the present
2. To enable students to understand and arrange historical events in chronological order through the use of evidence
3. To foster students empathy with people in the past and consider various circumstantial limitations and possibilities in history
4. To introduce students' to major contemporary interpretations of history and engage them in re-interpreting history
5. To nurture students' awareness, respect and appreciation of local heritage, artefacts and historical architecture

## History Learning and Teaching Strategies in LKKC

1. Arranging historical events chronologically
2. Examining historical evidence
3. Holding discussions on historical scenarios
4. Analysing historical interpretations and formulating views
5. Organizing historical excursions and field studies



## 1. Arranging historical events chronologically

A basic step to successful History learning is to identify, classify and arrange historical events on timelines. Students shall be trained to make use of timelines in not just organizing historical facts systematically, but also in the comparison of similar trends over a longer period of time.

## 2. Examining historical evidence



Students are trained to arrange historical events chronologically not just on paper, but also with the hands-on use of photographic, textual and artistic evidence. Through the examination of historical photos, for instance, students may witness the changes over time with their own eyes.

## 3. Holding discussions on historical scenarios



Teacher giving feedback on students' discussion

Class discussions are encouraged to help students imagine how people in the past lived and acted in their space and time. With the given historical situations and scenarios, students have to make decisions as if they were historical figures. Feedbacks are also provided by teachers after students have presented their decisions.

## 4. Analysing historical interpretations and formulating views

Numerous historical sources, primary and secondary alike, are utilized to facilitate students' accurate grasping of the nature of history. Students need to differentiate facts from interpretations, as well as reasonable arguments from biases. Wherever possible, students are also guided to formulate their own views on existing historical interpretations.



DSE students working on given texts and questions

## 5. Organizing historical excursions and field studies

Excursions to historical sites and architecture in both Hong Kong and Macau have been organized to enhance students' understanding of the necessity of preserving heritage. Students gained insight on how history was shaped in these authentic scenes and transformed to our contemporary understanding.



S.3 students returning to HK after their Macau excursion





## The Road Ahead

Based on the existing strategies and successful experiences, our History teachers will continue to modify the learning tasks both inside and outside the History classroom. We will also tap on various learning and teaching resources available in the profession in order to bring innovative teaching practices into our classrooms. Formative and summative assessments will also be modified to cater for students' diverse learning needs.

S.4 History students at Diocesan Boy's School  
after an inter-school quiz show



S.4 History students attending a seminar on the  
modernization of China in the Hong Kong Museum of History



S.4 History students visiting the Central District Heritage Tour



S.4 History students visiting Macau historical  
monuments with their counterparts from another school



S.3 students visiting the Leal Senado Building of Macau



S.3 students visiting the Old Protestant Cemetery of Macau

