**History Standards**

**Grade 7**

**Summary of Student’s Performances – from Grade 7 to Grade 9**

Students use historical enquiry and skills to develop their knowledge and understanding of the history of Qatar and the Gulf area, the Arab and Islamic world and world history. They focus on developing three key standards:

1. **Chronology:**

   They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2. **Knowledge of events and historical characters:**

   Students study characteristic features of the periods, societies and events; they describe reasons for historical events, they make links between historical events and finally social, economic, cultural, religious and ethnic diversity of periods studied.

3. **Historical enquiry and skills:**

   Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The breadth of study standard is the context in which historical standards are practiced with a focus on the history of Qatar and the Gulf area in grade 7 and progressing through to the history of the Arab and Islamic world in Grade 8 and World history in Grade 9.
History Standards

1.0 Chronology

- 1.1 chronology
- 1.2 Vocabulary relating to the passage of time

1.1 Be able to place events, people and changes in their chronological framework e.g. creating timelines of events using wall or artifact displays, chronicle or diary writing, tables.

1.2 Be able to use dates and vocabulary relating to the passing of time e.g. with a focus on conceptual vocabulary such as chronology, periods, dynasties, expansion.

2.0 Knowledge of events and historical characters

- 2.1 characteristic features of periods, societies and events studied
- 2.2 identifying and describing reasons for historical events
- 2.3 making links with historical events
- 2.4 social, economic, cultural, religious and ethnic diversity of periods studied

2.1 Know about characteristic features of periods, events and societies studied including ideas, beliefs, experiences and culture of men, women and children.

2.2 Be able to identify and describe reasons for results and the consequences of historical events, situations and changes in the periods they have studied e.g. the discovery of oil and natural gas -- explanations, stories, accounts, music, drama.

2.3 Be able to describe and make links between the main events, situations and changes both within and across periods e.g. When it all happened, what happened at what time, how things developed or stayed the same and the sequence of events.

2.4 Know about the changes over time in social, cultural, religious, economic, political and ethnic diversity of the periods studied.
3.0 **Historical Enquiry and Skills**

- 3.1 Finding Out
- 3.2 Asking Questions
- 3.3 Historical Interpretation
- 3.4 Organisation and communication

3.1 Be able to find out about events, people and changes from a range of sources of information e.g. printed sources, ICT, CD ROMs, pictures, photographs, visits to museums, galleries and sites, historic buildings, music and artifacts.

3.2 Be able to ask and answer questions and to select and record information relevant to the enquiry e.g. develop key research questions.

3.3 Be able to identify aspects of the past that have been represented and interpreted in different ways e.g. in History of art, drama, music, movies, poetry and literature.

3.4 Be able to recall, organize, classify and communicate historical information in a variety of ways e.g. drawing, graphs, writing, using ICT, verbal presentations, drama, music.
GRADE 8

History Standards

Summary of Student’s Performances – Grade 7 to Grade 9

Students use historical enquiry and skills to develop their knowledge and understanding of the history of Qatar and the Gulf area, the Arab and Islamic world and world history. They focus on developing three key standards:

1 Chronology:

They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2 Knowledge of events and historical characters:

Students study characteristic features of the periods, societies and events; they describe reasons for historical events, they make links between historical events and finally social, economic, cultural, religious and ethnic diversity of periods studied.

3 Historical enquiry and skills:

Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The breadth of study standard is the context in which historical standards are practiced with a focus on the history of Qatar and the Gulf area in grade 7 and progressing through to the history of the Arab and Islamic world in Grade 8 and World history in Grade 9.
1.0 Chronology

- 1.1 Chronology
- 1.2 Vocabulary relating to the passage of time

1.1 Be able to place events, people and changes in their chronological framework e.g. creating timelines of events using wall or artifact displays, chronicle or diary writing, tables.

1.2 Be able to use dates and vocabulary relating to the passing of time e.g. with a focus on conceptual vocabulary such as chronology, periods, prehistoric periods, Islamic periods, modern periods.

2.0 Knowledge of events and historical characters

- 2.1 Characteristic features of periods, societies and events studied
- 2.2 Identifying and describing reasons for historical events
- 2.3 Making links with historical events
- 2.4 Social, economic, cultural, religious and ethnic diversity of periods studied

2.1 Know about characteristic features of periods, events and societies studied including ideas, beliefs, experiences and culture of men, women and children.

2.2 Be able to identify and describe reasons for, the results of and consequences of historical events, situations and changes in the periods they have studied e.g. -- explanations, stories, accounts, models, art, music, drama, informative writing, presentations.

2.3 Be able to describe and make links between the main events, situations and changes both within and across periods e.g. When it all happened, what happened at what time, how things developed or stayed the same and the sequence of events, cause and effect.

2.4 Know about the changes over time in social, cultural, religious, economic, political and ethnic diversity of the periods studied,
Historical Enquiry and Skills

- 3.1 Finding Out
- 3.2 Asking Questions
- 3.3 Historical Interpretation
- 3.4 Organisation and communication

3.1 Be able to find out about events, people and changes from a range of sources of information both primary and secondary e.g. printed sources, ICT, CD ROMs, pictures, photographs, visits to museums, galleries and sites, historic buildings, music and artifacts.

3.2 Be able to ask and answer questions and to select and record information relevant to the enquiry e.g. develop key research questions such as – Why did this happen? Why is it important? What does it tell us?

3.3 Be able to identify aspects of the past that have been represented and interpreted in different ways e.g. in History of art, drama, music, movies, poetry and literature.

3.4 Be able to recall, organize, classify and communicate historical information in a variety of ways e.g. art, graphs, writing—essay or notes, using ICT, verbal presentations, drama, movies, stories and educational programmes.
GRADE 9

History Standards

Summary of Student’s Performances – Grade 7 to Grade 9

Students use historical enquiry and skills to develop their knowledge and understanding of the history of Qatar and the Gulf area, the Arab and Islamic world and world history. They focus on developing three key standards:

1. **Chronology:**

   They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2. **Knowledge of events and historical characters:**

   Students study characteristic features of the periods, societies and events; they describe reasons for historical events, they make links between historical events and finally social, economic, cultural, religious and ethnic diversity of periods studied.

3. **Historical enquiry and skills:**

   Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The breadth of study standard is the context in which historical standards are practiced with a focus on the history of Qatar and the Gulf area in grade 7 and progressing through to the history of the Arab and Islamic world in Grade 8 and World history in Grade 9.
1.0 Chronology

• 1.1 chronology
• 1.2 Vocabulary relating to the passage of time

1.1 Be able to place events, people and changes in their chronological framework e.g. creating timelines of events using wall or artifact displays, chronicle or diary writing, map drawing.

1.2 Be able to use dates and vocabulary relating to the passing of time e.g. with a focus on conceptual vocabulary such as chronology, historical periods, expansion, migration.

2.0 Knowledge of events and historical characters:

• 2.1 characteristic features of periods, societies and events studied
• 2.2 identifying and describing reasons for historical events
• 2.3 making links with historical events
• 2.4 social, economic, cultural, religious and ethnic diversity of periods studied

2.1 Know about characteristic features of periods, events and societies studied including ideas, beliefs, experiences and culture of men, women and children.

2.2 Be able to identify and describe reasons for, the results of and consequences of historical events, situations and changes in the periods they have studied e.g. -- explanations, stories, accounts, drama, informative writing, academic essays.

2.3 Be able to describe and make links between, analyse and draw conclusions from the main events, situations and changes both within and across periods.

2.4 Know about the changes over time in social, cultural, religious, economic, political and ethnic diversity of the periods studied.
3.0 Historical Enquiry and Skills

- 3.1 Finding Out
- 3.2 Asking Questions
- 3.3 Historical Interpretation
- 3.4 Organization and communication

3.1 Be able to find out about events, people and changes from a range of sources of information both primary and secondary e.g. printed sources, ICT, CD ROMs, pictures, photographs, visits to museums, galleries and sites, historic buildings, archaeology, eyewitness accounts, music and artifacts.

3.2 Be able to ask and answer questions and to select and record information relevant to the enquiry e.g. develop key research questions such as – Why did this happen? Why is it important? What does it tell us?

3.3 Be able to identify aspects of the past that have been represented and interpreted in different ways e.g. in History of art, drama, music, movies, poetry and literature.

3.4 Be able to recall, organize, classify and communicate historical information in a variety of ways e.g. art, graphs, writing—essay or notes, using ICT, verbal presentations, drama,
Citizenship Standards

Summary of student Performance – Grade 7 to Grade 9

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’ to develop their knowledge and understanding of Citizenship; Health, Society, culture and celebrations. They focus on developing core skills within each standard.

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop their understanding of human rights and responsibilities; they look at changes in people, ideas and societies from local to global levels; difference and diversity; social, political and legal institutions; economics and production and international organizations.

3- Health and Society:

Students learn how to keep healthy and safe, factors that affect health and safety; strategies to improve health, media and awareness.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions from other cultures. All these skills are developed within the context of Qatar, the six Gulf States, the Arab world and the wider world.
GRADE 7

Citizenship Standards

1.0 *Individuals and Groups*

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to make judgments based on evidence and to evaluate different points of view.

1.2 Be able to develop and act on their own moral standpoints and values, giving justification for their actions.

1.3 Be able to communicate meaning using appropriate verbal and non-verbal forms e.g. poetry, narrative, drama, music, technology, sharing opinions, discussion.

1.4 Be able to show respect for the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and self-confidence and try again when they are not successful in their activities.

1.6 Be able to explain relationships between their thoughts and behaviours.

1.7 Be able to adapt to unfamiliar situations using a range of personal skills.

1.8 Know that the study of society is concerned with learning about living and experiences as members of groups.

1.9 Recognise that groups may have different rules, norms and ideologies? (e.g.) using examples of local groups.
2.0 Citizenship

- 2.1 Human rights and responsibilities
- 2.2 Change from local to global level
- 2.3 Difference and Diversity
- 2.4 Social, political and legal groups and institutions
- 2.5 Economics and Citizenship
- 2.6 International organisations

2.1 Know that individuals have basic Human Rights and responsibilities in any society.

2.2 Know about current events in context.

2.3 Know about similarities and differences between the lives of people in different countries.

2.4 Be able to engage in and promote cooperation between groups and individuals from a variety of local, regional and international backgrounds.

2.5 Know that within a society there is a range of natural resources both renewable and non-renewable.

2.6 Know that there are several world organisations that have their impacts on individuals.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health
- 3.4 The media and Health

3.1 Know ways of keeping healthy and safe through diet, exercise, hygiene, clothing and the observance of reasonable rules.

3.2 Be able to choose strategies to improve their health and others’.

3.3 Be able to reflect how personal choices can affect individual health.

3.4 Know that the media may affect the view of people upon themselves.
4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures

4.1 Know about major traditions and ways of living within a local context (e.g.) Recognise the differences and similarities of traditions that exist locally.

4.2 Be able to identify similarities and differences between activities, cultures and customs, (e.g.) Know that celebrations from around the world are influenced by a variety of factors including beliefs and history.
Citizenship Standards

Summary of student Performance – Grade 7 to Grade 9

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’ to develop their knowledge and understanding of Citizenship; Health and Society and culture and celebrations. They focus on developing core skills within each standard.

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop their understanding of human rights and responsibilities; they look at changes in people, ideas and societies from local to global levels; difference and diversity; social, political and legal institutions; economics and production and international organizations.

3- Health and Society:

Students learn how to keep healthy and safe, factors that affect health and safety; strategies to improve health, media and awareness.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions from other cultures. All these skills are developed within the context of Qatar, the six Gulf States, the Arab world and the wider world.
GRADE 8

Citizenship Standards

1.0 Individuals and Groups

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to make judgments based on evidence and to evaluate different points of view.

1.2 Be able to develop and act on their own moral standpoints and values, giving justification for their actions.

1.3 Be able to communicate meaning using appropriate verbal and non-verbal forms.

1.4 Be able to show respect for the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and self-confidence and try again when they are not successful in their activities.

1.6 Be able to explain relationships between their thoughts and behaviours.

1.7 Be able to adapt to unfamiliar situations using a range of personal skills.

1.8 Know that the study of society is concerned with learning about living and experiences as members of groups.

1.9 Recognise that groups may have different rules, norms and ideologies.
2.0 Citizenship

- 2.1 Human rights and responsibilities
- 2.2 Change from local to global level
- 2.3 Difference and Diversity
- 2.4 Social, political and Legal groups and institutions
- 2.5 Economics and Citizenship
- 2.6 International organisations

2.1 Know that individuals have basic Human Rights and responsibilities in any society.

2.2 Know about current events in context.

2.3 Know about similarities and differences between the lives of people in different countries.

2.4 Be able to engage in and promote cooperation between groups and individuals from a variety of local, regional and international backgrounds.

2.5 Know that within a society there is a range of natural resources both renewable and non-renewable.

2.6 Know that there are several world organizations that have their impacts on individuals.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health
- 3.4 The media and Health

3.1 Know ways of keeping healthy and safe.

3.2 Be able to choose strategies to improve their health and others’.

3.3 Be able to reflect how personal choices can affect individual health.

3.4 Know that the media may affect the view of people upon themselves.

4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures
4.1 Know about major traditions within a local context.

4.2 Be able to identify activities and cultures and customs, which are different from but equal to their own.
GRADE 9

Citizenship Standards

Summary of student Performance – Grade 7 to Grade 9

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’ to develop their knowledge and understanding of Citizenship; Health and Society and culture and celebrations. They focus on developing core skills within each standard.

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop their understanding of human rights and responsibilities; they look at changes in people, ideas and societies from local to global levels; difference and diversity; social, political and legal institutions; economics and production and international organizations.

3- Health and Society:

Students learn how to keep healthy and safe, factors that affect health and safety; strategies to improve health, media and awareness.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions from other cultures. All these skills are developed within the context of Qatar, the six Gulf States, the Arab world and the wider world.
Citizenship Standards

1.0 Individuals and Groups

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to make judgments based on evidence and to evaluate different points of view.

1.2 Be able to develop and act on their own moral standpoints and values, giving justification for their actions.

1.3 Be able to communicate meaning using appropriate verbal and non-verbal forms.

1.4 Be able to show respect for the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and self-confidence and try again when they are not successful in their activities.

1.6 Be able to explain relationships between their thoughts and behaviours.

1.7 Be able to adapt to unfamiliar situations using a range of personal skills.

1.8 Know that the study of society is concerned with learning about living and experiences as members of groups.

1.9 Recognise that groups may have different rules, norms and ideologies.
2.0 Citizenship

- 2.1 Human rights and responsibilities
- 2.2 Change from local to global level
- 2.3 Difference and Diversity
- 2.4 Social, political and Legal groups and institutions
- 2.5 Economics and Citizenship
- 2.6 International organisations

2.1 Know that individuals have basic Human Rights and responsibilities in any society.

2.2 Know about current events in context.

2.3 Know about similarities and differences between the lives of people in different countries.

2.4 Be able to engage in and promote cooperation between groups and individuals from a variety of local, regional and international backgrounds.

2.5 Know that within a society there is a range of natural resources both renewable and non-renewable.

2.6 Know that there are several organizations that have their impacts on individuals.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health
- 3.4 The media and Health

3.1 Know ways of keeping healthy and safe.

3.2 Be able to choose strategies to improve their health and others’.

3.3 Be able to reflect how personal choices can affect individual health.

3.4 Know that the media may affect the view of people upon themselves.

4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures
4.1 Know about major traditions within a local context.

4.2 Be able to identify activities and cultures and customs, which are different from but equal to their own.