

# Pestalozzi-Gymnasium Herne: Hausinternes Curriculum Geschichte (bilingual) Sek II

## Jgst. 10 (EF)

Schwerpunkte	Daten	Grundbegriffe	Beispiele/Material	Kompetenzen
<b>The Germans from a Roman Point of View</b>	-Antiquity: 8th century BCE – 5th century CE	- The Germans - Germany/Germania - Germany Inferior (“Lower Germania”) - Germany Superior - Magna Germania - Battle of Teutoburg Forest - Limes - Migration Period - Barbarian Invasions	- To what extent does the fact that our knowledge about the Germans stems solely from Roman sources influence today's perception? - Does “the” German really exist? Why (not)? - Migration Period or Barbarian Invasions?	Sachkompetenz: 1, 2, 4, 5, 6  Methodenkompetenz: 1, 3, 4, 7, 9  Urteilskompetenz: 1, 2, 6, 7
<b>Medieval World Views</b>	Middle Ages: 5 <sup>th</sup> century – 15 <sup>th</sup> century	- Middle Ages -mappa mundi (world map) T-O map - Salvation History -eurocentrism - Middle Kingdom - sinocentrism - cosmopolitanism -Silk Road -Mongol -Genghis Khan	- In how far do (medieval) maps convey world view? - Medieval Europe and China during the European Middle Ages: Looking towards or away from each other? -In how far did and does scientific technological and geographical knowledge have an impact on world views?	Sachkompetenz: 1, 3, 4, 6  Methodenkompetenz: 2, 5, 6, 8  Urteilskompetenz: 1, 3, 4, 8  Handlungskompetenz: 1, 3
<b>Travellers' Account s; Perceptions of the Self and the Others in the Early Modern Era</b>	Modern Era: 16 <sup>th</sup> century – 19 <sup>th</sup> century	- Early Modern Era - heliocentric world view -geocentric world view -to circumnavigate -overseas -terra nullius	- Explorers in the Early Modern Era: Heroes or villains? - The benefits of exploration and conquest outweighing the dangers? - Eurocentric world views: Justification for conquest?	Sachkompetenz: 2, 3, 5, 6  Methodenkompetenz: 1, 4, 5, 8, 9  Urteilskompetenz: 2, 3, 6, 7
<b>Being Different, Diversity and Integration</b>	Recent History: 20 <sup>th</sup> and 21 <sup>st</sup> centuries	- migration -immigration - emigration -assimilation -integration	-Liverpool as an Example of Migration in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries - Ireland's second capital?	Sachkompetenz: 1, 2, 4, 6  Methodenkompetenz: 2, 3, 6, 8  Urteilskompetenz: 1, 2, 4, 8  Handlungskompetenz: 2, 4

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Schwerpunkte	Daten	Grundbegriffe	Beispiele/Material	Kompetenzen
<b>Islam and Christianity</b>	- 622 beginning of Muslim calculation of times	- the Gospels - the Crucifixion - just war - five pillars of Islam - jihad - caliphate - Ottoman Empire - Holy Roman Empire	- Who may lay claim to Jerusalem - A first “clash of Civilisations”? - Who held supreme authority in the Holy Roman Empire and the Islamic World?	Sachkompetenz: 2, 3, 5  Methodenkompetenz: 1, 3, 7  Urteilskompetenz: 3, 4, 6, 7  Handlungskompetenz: 5, 6
<b>The Development of Science and Culture</b>	- <u>750 – 1258</u> period of prosperity under the Abbassid Caliphate	- Dark Ages	- To what extend did contacts with the eastern world lead “Europe” out of the “Dark Ages”?	Sachkompetenz: 1, 2, 4,  Methodenkompetenz: 2, 4, 5, 6

<b>The Crusades</b>	- 1096 – 1099 first Crusade	- Judgement Day - People's Crusades - Kingdom of Jerusalem - Sack of Constantinople	- Religious zeal or economic interests? - The conquest of Jerusalem in 1099: Compatable with Christians observance - Richard the Lionheart and Saladin: Heroes of their and our time?	Urteilskompetenz: 1, 4, 8 Sachkompetenz: 1, 3, 5, 6 Methodenkompetenz: 1, 3, 4, 7
<b>The Ottoman Empire and "Europe" in the Early Modern Era</b>	- 1281 Ottoman rule starts with its founder Osman	- Ottoman Empire - Battle of Vienna - "sick man of Europe" - Young Turks	- What effect did the fall of Constantinople have on the rest of the Christian world? - Was the decline of the Ottoman Empire inevitable?	Urteilskompetenz: 1, 3, 4, 6 Sachkompetenz: 3, 4, 5, 6 Methodenkompetenz: 1, 2, 3, 5, 6
<b>Islam and Christianity today</b>	- 1924 Abolition of the Caliphate - 9/11	- "Clash of Civilizations" - Islamisation - Islamophobia	- Is there a "clash of civilisations"? In how far? - Do the crusades still matter today? Why (not)?	Urteilskompetenz: 2, 3, 5, 6 Sachkompetenz: 2, 3, 4, 6 Methodenkompetenz: 4, 5, 6, 7

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Schwerpunkte	Daten	Grundbegriffe	Beispiele/Material	Kompetenzen
<b>Absolutism and the ideas of the Enlightenment</b>	- 1690 two Treatises of Government - 1715 the Spirit of the Laws - 1762 the Social Contract	- reason of the State - mercantilism - Estates general - Separation of Powers - Natural rights - Enlightened Absolutism	- In how far did absolutism contribute to the outbreak of revolution in 1789? - To what extent was the palace of Versailles the symbol of absolutist rule in France? - In how far is the era of enlightenment still relevant nowadays?	Sachkompetenz: 1, 2, 4, 5 Methodenkompetenz: 2, 3, 4, 8, 9 Urteilskompetenz: 4, 7, 8 Handlungskompetenz: 2, 4, 5
<b>The French Revolution as an example of the Realization of Human Rights</b>	- 1789 French Declaration of the Rights of Man and of the Citizen - 1787-1789 Travels of Arthur Young - 1789 Conquer of the Bastille	- estate system - national assembly - Tennis Court Oath - Jacobins - Girondins - coup d'état - consulate constitution	- Why did the French revolution eventually break out? - the Declaration of the Rights of Man and of the Citizen: A model for the 1848 UN-Declaration of human rights? - the reign of terror: does the end justify the means? - is the French Revolution still of significance nowadays?	Sachkompetenz: 1, 3, 4, 5 Methodenkompetenz: 1, 2, 5, 8, 9 Urteilskompetenz: 4, 5, 7, 8 Handlungskompetenz: 1, 2
<b>Scopes of Human Rights in Past and Present Times: Women's Rights</b>	- 1791 Declaration of the Rights of Woman and the Female Citizen - 1893 Women's suffrage in New Zealand	- dowry - suffrage	- life of Athenian women: total subordination? - natural rights: Inalienable for everyone? - did the suffragettes help or hinder the women's cause?	Sachkompetenz: 2, 5, 6 Methodenkompetenz: 4, 7, 9 Urteilskompetenz: 5, 6

Das hier vorliegende hausinterne Curriculum für das Fach Geschichte bilingual wurde nach unseren unterrichtlichen Erfahrungen und den Vorgaben des Ministeriums für Schule und Weiterbildung des Landes NRW erarbeitet und orientiert sich am eingeführten Lehrwerk „Connect ... History for Bilingual Classes“ Volume 1&2, Schöningh.