

GCSE



# WJEC GCSE History

Approved by Qualifications Wales

## Guidance for Teaching: Unit 2 Option 2.1

Teaching from 2026

For award from 2028

Version 2 - February 2025



This Qualifications Wales regulated qualification  
is not available to centres in England.

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Ready for the world.



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# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

## Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A\* to G.

### Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

### Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

## Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	An in-depth study on Welsh history	Written examination	30%
Unit 2	An in-depth study on European and/or World history	Non-examination assessment	20%
Unit 3	A study of a period in World history	Written examination	30%
Unit 4	A changing society	Non-examination assessment	20%

## Assessment

### Summary of Assessment Unit 2

**Unit 2: An in-depth study on European and/or World history**  
**On-screen non-examination assessment: 3 hours**  
**20% of qualification**

**80 marks**

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history.

#### **Medieval**

- 2.1** Genghis Khan c.1162–c.1227: a case study in medieval imperialism
- 2.2** The Black Death c.1330–c.1360: a case study in medieval society

#### **Early Modern**

- 2.3** The Spanish Conquest of the Aztecs c.1492 – c.1525: a case study in early modern colonialism
- 2.4** Süleyman I c.1520–c.1566: a case study in early modern imperialism

#### **Modern**

- 2.5** The Third Reich c.1933 – c.1945: a case study in modern nationalism
- 2.6** Afghanistan c.1979–c.2001: a case study in modern international relations

For the non-examination assessment, learners will undertake a historical enquiry, providing a focused response on a specific issue.

Learners will complete the assessment of Unit 2 digitally through WJEC's e-assessment platform

## Unit 2 Assessment objectives and weightings

AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	5%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	5%
AO4	Select, use and apply skills and techniques in practice to undertake historical enquiries.	10%

## Overview of Unit 2: Option 2.1

### An in-depth study on European and/or World history (20% of the qualification)

The purpose of Unit 2 is to provide an understanding of an issue in European and/or world history in depth via the study of historical sources and interpretations.

Learners will study one of six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history. They will then undertake a historical enquiry based on their selected historical topic.

Learners should be able demonstrate skills of analysis and evaluation when engaging with sources that relate to the selected historical topic and historical interpretations that encompass contrasting views of events and people.

Learners should also be able to apply their knowledge and understanding of the following historical concepts in the context of their chosen historical topic:

- continuity and change
- similarity and difference
- significance and impact
- cause and consequence.

Learners should be able to select, use and apply skills and techniques used to undertake historical enquiries, including:

- gaining an overview of a specified topic
- gathering evidence to develop an understanding of the history and related debates
- summarising the key points and debates
- reviewing knowledge and forming a hypothesis linked to a specific question
- selecting, analysing, evaluating and using evidence
- planning and compiling a response to a specific question
- developing a critical self-appraisal of their performance in the task.

Time period	Option	
Medieval	2.1	Genghis Khan c.1162–c.1227: a case study in medieval imperialism
	2.1.1	Temujin's rise to power
	2.1.2	Creating the Mongol state
	2.1.3	The Mongol invasion of China
	2.1.4	Mongol attack on central Asia
	2.1.5	The death and legacy of Genghis Khan

## Scheme of Learning for Option 2.1

### Medieval: Genghis Khan c.1162 – c.1227: a case study in medieval imperialism

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

**For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers. These can be found on: <https://resources.wjec.co.uk/>**

2.1 Background: Mongol geography and society (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. <b>Learners will not be directly assessed on the content of the background sections</b> ).				
Learners should be aware of:	Knowledge	Activities and Outcomes:	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the influence of geography on the Mongol tribes, such as the difficulties of terrain and climate and the Mongols' reliance on trade with neighbours.</li> </ul>	<p>Where the Mongol Empire was.</p> <p>The geographical and environmental features of the steppe.</p> <p>The fragmented nature of the nomadic Mongolian tribes.</p> <p>Proximity of the Mongol tribes to the Silk Road trade route.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>record on a map of Asia where the original Mongol tribes were from – this map can be added to later as more conquests were made</li> <li>annotate the above map to include the geographical features of the steppe</li> <li>annotate the map to add on the Silk Road and explain what it was.</li> </ul> <p><b>Outcome:</b></p> <p>Learners can demonstrate that they understand the environment in which the Mongolian tribes lived.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Steppe - National Geographic</a></li> <li><a href="#">Expansion of the Mongol Empire (c. 1200s)</a></li> <li><a href="#">Mongol Empire Rode Wave of Mild Climate - Columbia Climate School</a></li> <li><a href="#">Geopolitics and the Mongol Empire</a></li> <li><a href="#">Society of the Mongol Empire: Trade routes</a></li> <li><a href="#">Mongolia - Unesco</a></li> <li><a href="#">Genghis Khan, Trade Warrior</a></li> <li><a href="#">Pax Mongolica - Wikipedia</a></li> </ul>	1 hour

		<p><b>Advanced activity:</b> Discuss the importance of the steppe environment and Asia trade routes for people like the Mongols – why might they lead to the creation of an empire?</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the influence of the environment on Genghis Khan and the Mongol people.</p>	<p><b>Video(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#">Definitions in the Field: Steppe - National geographic</a></li><li>• <a href="#">The Silk Road - BBC Select</a></li><li>• <a href="#">The Silk Road: Connecting the ancient world through trade</a></li></ul> <p><b>Podcast(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#">Power Vacuum - Mongol Empire Podcast</a></li><li>• <a href="#">Genghis Khan - Dan Snow's History Hit (Listen from 1.35-6.25)</a></li></ul> <p><b>Map(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#">Blank Map of Asia Worksheets</a></li><li>• <a href="#">12th Century Mongolia</a></li><li>• <a href="#">East-Hemisphere 1200ad</a></li><li>• <a href="#">The Silk Road in the Mongol Era</a></li><li>• <a href="#">The Silk Roads - National Geographic</a></li><li>• <a href="#">Mongol Empire c.1207</a></li></ul> <p><b>Book(s):</b> “Genghis Khan” by John Man, chapter 2</p>	
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			<p><i>"Genghis Khan and Mongol Rule"</i> by George Lane, chapter 1</p> <p><i>"Genghis Khan and the Making of the Modern World"</i>, Jack Weatherford, chapter 1</p>	
<ul style="list-style-type: none"> <li>key features of Mongol society, such as their military tactics and religion.</li> </ul>	<p>The main features of the migratory lifestyle of the Mongol nomads – family, food, clothing and animals.</p> <p>Mongolian tactics, including the use of horses and stirrups.</p> <p>The nature of Mongolian religion, especially shamanism.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>make a spider diagram showing the main features of the nomadic Mongolian lifestyle</li> <li>carousel activity - learners could work in groups to produce notes on one element, they could then take their notes to other groups to share until everyone has all of the information</li> <li>research and write a paragraph about Mongolian battle tactics.</li> </ul> <p><b>Outcome:</b> Learners can show their understanding of who the Mongols were and what the distinctive features of Mongol culture were.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>research the military tactics and weapons of other Asian countries in the medieval period and compare them to those of the Mongols</li> </ul>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Mongol Empire c.1207: Mongol expansion</a></li> <li><a href="#">Mongol - Britannica</a></li> <li><a href="#">Mongol Empire - Britannica</a></li> <li><a href="#">Organization of Genghis Khan's empire - Britannica</a></li> <li><a href="#">Rise of Genghis Khan - Wikipedia</a></li> <li><a href="#">Society of the Mongol Empire - Wikipedia</a></li> <li><a href="#">Women in the Mongol Empire - World History Encyclopedia</a></li> <li><a href="#">Who were the Mongols: Technology &amp; Climate - National Geographic</a></li> <li><a href="#">The Mongol Horde: An Unstoppable Force- National Geographic</a></li> <li><a href="#">Did Mongols use stirrups? - National Geographic</a></li> <li><a href="#">The Mongols built an empire with one</a></li> </ul>	1 hour

		<ul style="list-style-type: none"> <li>discuss why the Mongols were often more successful than their neighbours.</li> </ul> <p><b>Advanced outcome:</b> Learners can draw conclusions about how important Mongol methods of warfare were compared to those used by their neighbours and rivals.</p>	<p><u><a href="#">technological breakthrough</a></u></p> <ul style="list-style-type: none"> <li><u><a href="#">Military of the Mongol Empire - Wikipedia</a></u></li> <li><u><a href="#">The Mongol Empire's Best Weapon: The Mongolian Horse</a></u></li> <li><u><a href="#">Religion in the Mongol Empire - World History Encyclopedia</a></u></li> <li><u><a href="#">Religion in the Mongol Empire - Wikipedia</a></u></li> </ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"> <li><u><a href="#">The rise and fall of the Mongol Empire</a></u></li> <li><u><a href="#">The Mongols Before Genghis Khan</a></u></li> <li><u><a href="#">Mongol Weapons and Armour, 1200-1250</a></u></li> <li><u><a href="#">The Feigned Retreat: The Mongols' Favourite Tactic</a></u></li> </ul> <p><b>Book(s):</b> <i>Genghis Khan</i>, by John Man, chapter 2</p> <p><i>Genghis Khan and Mongol Rule</i>, by George Lane, chapter 1</p> <p><i>Genghis Khan and the Mongol Conquests</i>, by Stephen Turnbull, chapter 4</p>	
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			<i>Genghis Khan and the Making of the Modern World</i> , Jack Weatherford, chapter 1	
<b>2.1.1 Temujin's rise to power</b>				
Learners should understand:	Knowledge	Activities and Outcomes:	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the importance of Temujin's family background, including:           <ul style="list-style-type: none"> <li>the murder of his father by the Tatars</li> <li>his life in exile with his mother, Hö'elün.</li> </ul> </li> </ul>	<p>The story of Temujin's auspicious birth.  His father's role amongst the Mongolian tribes and the reasons for his death.  Life in exile and the importance of Hö'elün to Temujin's survival.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>re-cap on the divisions between Mongol tribes from the previous lessons</li> <li>explain what happened to Temujin's father Yesugei</li> <li>research the role of Temujin's in helping his family to survive.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand the tumultuous childhood of Temujin.</p> <p><b>Advanced activity:</b> Different learners listen to different podcasts focusing on Temujin's childhood and family. Learners to share their findings, looking for similarities and differences.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the impact of the traumas of his childhood on Temujin.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Yesugei - Wikipedia</a></li> <li><a href="#">Hö'elün - Wikipedia</a></li> <li><a href="#">Women and Adversity: Hoelun Mother of Genghis Khan</a></li> <li><a href="#">Early Life</a></li> <li><a href="#">Rise of Genghis Khan - Wikipedia</a></li> <li><a href="#">Genghis Khan: Early life - Wikipedia</a></li> <li><a href="#">Rise of Genghis Khan: Childhood - Wikipedia</a></li> <li><a href="#">A Brief History: Temujin to Genghis Khan of Mongolia</a></li> <li><a href="#">The Asia-Pacific World: Mongol Expansion</a></li> </ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Genghis Khan: Temüjin the Child</a></li> <li><a href="#">The Untold Story of Genghis Khan's Childhood</a></li> </ul>	2 hours

		<ul style="list-style-type: none"><li>• <a href="#"><u>Hoelun: Mother of Chinggis Khan (1140-1206)</u></a></li></ul> <p><b>Podcast(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>The Rise of Temujin: Part 1 - Mongol Empire Podcast</u></a></li><li>• <a href="#"><u>The Rise of Temujin: Part 2 - Mongol Empire Podcast</u></a></li><li>• <a href="#"><u>The Rise of Genghis Khan - The Rest Is History</u></a></li></ul> <p><b>Book(s):</b></p> <p><i>Genghis Khan</i> by John Map, chapters 3 and 4</p> <p><i>Genghis Khan and Mongol Rule</i> by George Lane, chapter 2</p> <p><i>Genghis Khan and the Making of the Modern World</i>, Jack Weatherford, chapter 1</p>	
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<ul style="list-style-type: none"> <li>how Temujin became sole ruler of the Mongols, including:           <ul style="list-style-type: none"> <li>the conflict with his rivals Jamukha and Ong Khan</li> <li>the defeat of the Naiman tribe and the Tatars.</li> </ul> </li> </ul>	<p>The blood oath in Mongol society and the nature of blood brothers, as Jamukha and Togrol were to Temujin.</p> <p>The role Jamukha played in giving Temujin military experience.</p> <p>Ong (Wang) Khan Togrol and his support for the young Temujin.</p> <p>Temujin's eventual defeat of the tribes of Jamukha and Togrol in his attempts to unify the Mongol people under one ruler.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>research and discuss the importance of the anda blood oath</li> <li>describe the similarities and differences between Temujin's relationships with Jamukha and Togrol</li> <li>explain why Temujin ended up conquering the tribes of Jamukha and Togrol.</li> </ul> <p><b>Outcome:</b></p> <p>Learners can show their understanding of the role of Jamukha and Togrol in Temujin's rise to power over the Mongol tribes.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>research how Temujin came to be the khan of the Mongols</li> <li>debate how effectively Temujin became khan, with one side arguing he was very efficient and the other side arguing how precarious his victory was.</li> </ul> <p><b>Advanced outcome:</b></p> <p>Learners can draw conclusions about how effectively Temujin had united the Mongol tribes.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">The Anda Bond - World History Commons</a></li> <li><a href="#">Rise of Genghis Khan - Wikipedia</a></li> <li><a href="#">Genghis Khan: Rise to power - Wikipedia</a></li> <li><a href="#">The Asia-Pacific World: Mongol Expansion</a></li> <li><a href="#">Börte - Wikipedia</a></li> <li><a href="#">Jamukha - Wikipedia</a></li> <li><a href="#">Jamukha: The Forgotten Rival of Chinggis Khan</a></li> <li><a href="#">Rise of Genghis Khan: Becoming khan</a></li> <li><a href="#">Merkit: Conflict with Genghis Khan</a></li> <li><a href="#">Chinggis Khan's Missing Ten Years, 1186-1196</a></li> <li><a href="#">Battle of Dalan Baljut - Wikipedia</a></li> <li><a href="#">The History of the Mongols: Ong Khan</a></li> <li><a href="#">Toqrul - Wikipedia</a></li> <li><a href="#">Naimans: History - Wikipedia</a></li> <li><a href="#">Kuchlug - Wikipedia</a></li> <li><a href="#">Tayang Khan - Wikipedia</a></li> <li><a href="#">Tatar confederation - Wikipedia</a></li> <li><a href="#">Rise of Genghis Khan: Defeating rivals - Wikipedia</a></li> </ul>	2 hours
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		<ul style="list-style-type: none"><li>• <a href="#">Battle of Khalakhlijd Sands - Wikipedia</a></li><li>• <a href="#">Baljuna Covenant - Wikipedia</a></li><li>• <a href="#">Battle of Chakirmaut - Wikipedia</a></li></ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#">Genghis Khan: The Rivalry of Blood Brothers</a></li><li>• <a href="#">Genghis Khan: The Debut of Temüjin Khan</a></li><li>• <a href="#">Genghis Khan: Khan of All Mongols</a></li><li>• <a href="#">Tartar vs Mongol: What's the difference?</a></li><li>• <a href="#">Brief History of the Tatars</a></li><li>• <a href="#">The Destruction of the Tatars, 1202</a></li><li>• <a href="#">Genghis Khan vs the Shaman Teb Tengri</a></li><li>• <a href="#">Teb Tengri and the Religious Views of Chinggis Khan</a></li><li>• <a href="#">The Rise of Chinggis Khan: 1162-1206</a></li></ul> <p><b>Podcast(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#">The Rise of Temujin: First Steps - Mongol Empire Podcast</a></li><li>• <a href="#">The Rise of Temujin: Not quite Chingis Khan - Mongol Empire Podcast</a></li></ul>	
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		<ul style="list-style-type: none"><li>• <a href="#"><u>The Rise of Temujin: Chinese Agent? - Mongol Empire Podcast</u></a></li><li>• <a href="#"><u>Rise of Temujin: Growing Power - Mongol Empire Podcast</u></a></li><li>• <a href="#"><u>Rise of Temujin: In the Balance - Mongol Empire Podcast</u></a></li><li>• <a href="#"><u>Rise of Temujin: Surprise! - Mongol Empire Podcast</u></a></li><li>• <a href="#"><u>Rise of Temujin: Arise Chingis Khan - Mongol Empire Podcast</u></a></li><li>• <a href="#"><u>Genghis Khan - Dan Snow's History Hit (Listen from 6.24-10.05)</u></a></li></ul> <p><b>Book(s):</b> <i>Genghis Khan</i>, by John Man, chapters 4 and 5</p> <p><i>Genghis Khan and Mongol Rule</i>, by George Lane, chapter 2</p> <p><i>Genghis Khan and the Making of the Modern World</i>, Jack Weatherford, chapters 1, 2 and 3</p>	
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2.1.2 Creating the Mongol state				
Learners should understand:	Knowledge	Activities and Outcomes:	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>how the Mongol state was established, including:           <ul style="list-style-type: none"> <li>the Kurultai of Burkhan Khaldun</li> <li>the keshig, the royal court and the role and significance of Borte.</li> </ul> </li> </ul>	<p>The importance of the kurultai in governing the Mongol tribes.</p> <p>The significance of the Kurultai of Burkhan Khaldun and the title of Genghis Khan being given to Temujin.</p> <p>The importance of the keshig, the noyons and other members of the yazgurtan in governing the Mongol Empire.</p> <p>The role of Borte, the Khan's wife, in governing the Empire while the Khan was away campaigning.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>research the importance of Burkhan Khaldun to Temujin</li> <li>explain the importance of being awarded the title Genghis Khan</li> <li>describe the role played by the nobility in the Mongol Empire of Genghis Khan</li> <li>listen to the podcast Mrs Genghis Khan and discuss how important Borte was to governing the Empire.</li> </ul> <p><b>Outcome:</b></p> <p>Learners can demonstrate that they understand how Genghis Khan became the sole ruler of the Mongol Empire.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>research how Genghis Khan consolidated his power over the Mongol tribes between 1206 and 1211</li> <li>discuss how powerful Genghis Khan was as the sole ruler of the Mongol Empire.</li> </ul>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Kurultai - Wikipedia</a></li> <li><a href="#">Rise of Genghis Khan: Genghis Khan (1206)</a></li> <li><a href="#">Sole ruler of the Mongol plains (1206)</a></li> <li><a href="#">Genghis Khan: reforms and Chinese campaigns (1206-1215)</a></li> <li><a href="#">Genghis Khan: Consolidation of power (1206-1210)</a></li> <li><a href="#">The Secret History of the Mongols</a></li> <li><a href="#">Great Burkhan Khaldun Mountain and its surrounding sacred landscape</a></li> <li><a href="#">Mongol empire - Britannica</a></li> <li><a href="#">Mongolian nobility - Wikipedia</a></li> <li><a href="#">Kheshig - Wikipedia</a></li> <li><a href="#">Nökör - Wikipedia</a></li> <li><a href="#">Courts and Courtiers iv. Under the Mongols</a></li> <li><a href="#">Organization of Genghis Khan's empire - Britannica</a></li> <li><a href="#">Börte - Wikipedia</a></li> </ul>	2 hours

		<p><b>Advanced outcome:</b> Learners can draw conclusions about how powerful Temujin was now he had become Genghis Khan.</p> <ul style="list-style-type: none"><li>• <a href="#"><u>Börte: Empress of Mongolia &amp; Genghis Khan's Wife</u></a></li></ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>Genghis Khan: Beginnings of the Great Mongol Nation</u></a></li></ul> <p><b>Podcast(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>Genghis Khan Part 2: Rise of the Mongols - Real Dictators</u></a></li><li>• <a href="#"><u>Mrs Genghis Khan - Empire Podcast</u></a></li></ul> <p><b>Book(s):</b> <i>Genghis Khan</i>, by John Man, chapter 5</p> <p><i>Genghis Khan and Mongol Rule</i>, by George Lane, chapter 3</p> <p><i>Genghis Khan and the Making of the Modern World</i>, by Jack Weatherford, chapter 3</p>	
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<ul style="list-style-type: none"> <li>• the impact of Genghis Khan's social revolution, including:           <ul style="list-style-type: none"> <li>• the military decimal system</li> <li>• yassa, the oral law code.</li> </ul> </li> </ul>	<p>The reorganisation of the military into units in multiples of ten in the style of the old Roman imperial army.</p> <p>The role of the generals in the Mongol army and the role they played in military tactics.</p> <p>The yassa, the new oral law code that now applied throughout the Mongol Empire.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• draw a diagram to show how the Mongol army was reorganised using the decimal system</li> <li>• explain how this reorganisation made the Mongol army more effective</li> <li>• research and explain the rights the new law code gave to the citizens of the Mongol Empire</li> <li>• discuss how this compares to the rights of citizens of Wales today.</li> </ul> <p><b>Outcome:</b></p> <p>Learners can demonstrate that they understand how the reforms of Genghis Khan improved the effectiveness of the military as well as guaranteeing the rights of people within the Mongol Empire.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>• compare the military reforms of Genghis Khan to the imperial Roman army, using the link to the Roman Army from the BBC Bitesize website</li> <li>• discuss the similarities and differences between the ancient Roman and Mongol armies.</li> </ul>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Organization of Genghis Khan's empire - Britannica</a></li> <li>• <a href="#">Rise to power of Genghis Khan: Unification of the Mongol nation</a></li> <li>• <a href="#">The Mongol Empire: Social, Political, and Military Innovations and Enduring Impact</a></li> <li>• <a href="#">Genghis Khan, the revolutionary reformer</a></li> <li>• <a href="#">Military Generals of Genghis Khan</a></li> <li>• <a href="#">Society of the Mongol Empire: Tools of warfare</a></li> <li>• <a href="#">What was life like in the Roman army? BBC</a></li> <li>• <a href="#">Genghis Khan - History Guild</a></li> <li>• <a href="#">Genghis Khan - Wikipedia</a></li> <li>• <a href="#">Decimal System</a></li> <li>• <a href="#">Tumen (unit) - Wikipedia</a></li> <li>• <a href="#">Minghan - Wikipedia</a></li> <li>• <a href="#">Mongol military tactics and organization</a></li> <li>• <a href="#">Yassa - Wikipedia</a></li> <li>• <a href="#">Genghis Khan's Code of Laws</a></li> </ul>	2 hours
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		<p><b>Advanced outcome:</b> Learners can draw conclusions about how much Genghis Khan had changed the Mongol armed forces.</p> <p><b>Podcast(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>Genghis Khan: Lord of the Mongols - The Rest Is History</u></a></li></ul> <p><b>Book(s):</b> <i>Genghis Khan</i> by John Man, chapter 5</p> <p><i>Genghis Khan and Mongol Rule</i> by George Lane, chapter 3</p> <p><i>Genghis Khan and the Making of the Modern World</i>, Jack Weatherford, chapter 3</p>	
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2.1.3 The Mongol invasion of China				
Learners should understand:	Knowledge	Activities and Outcomes:	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the importance of the weakness of China, including:           <ul style="list-style-type: none"> <li>the division of China between rival dynasties</li> <li>the submission of Emperor Xianzong.</li> </ul> </li> </ul>	<p>Understand that China was divided between three kingdoms – the Jin, the Xia and the Song.</p> <p>Xia Emperor Xianzong's war against the Jin.</p> <p>Xianzong's failure to make an alliance with Genghis Khan, and his eventual submission to a marriage alliance and the payment of tribute.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>add the boundaries of the three kingdoms to a blank map of China</li> <li>annotate the map with information about each of the three kingdoms, including how stable their governments were</li> <li>add information about Emperor Xianzong's war with the Jin</li> <li>write a paragraph to describe the elements of Emperor Xianzong's peace agreement with Genghis Khan.</li> </ul> <p><b>Outcome:</b></p> <p>Learners can show their understanding of why China was in a weakened state on the eve of the first Mongol invasion.</p> <p><b>Advanced activity:</b></p> <p>Discuss how dynastic disputes in China made it easier for the Mongols to successfully invade.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Jin dynasty (1115–1234): History</a></li> <li><a href="#">Song dynasty: Southern Song, 1127–1279</a></li> <li><a href="#">Jin–Song wars: Jin–Song war during the rise of the Mongols</a></li> <li><a href="#">The Yuan, or Mongol, dynasty - Britannica</a></li> <li><a href="#">Mongol conquest of China - Wikipedia</a></li> <li><a href="#">Emperor Zhangzong of Jin - Wikipedia</a></li> </ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">A Brief Introduction to Thirteenth Century China, 907-1206</a></li> <li><a href="#">The Mongol Invasion of the Tangut Kingdom, 1209-1210</a></li> <li><a href="#">How did the Mongols Conquer China?</a></li> </ul> <p><b>Map(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">East-Hemisphere 1200ad</a></li> </ul>	1 hour

		<p><b>Advanced outcome:</b> Learners can draw conclusions about how much the weaknesses of China would have helped the Mongol invasions.</p>	<p><b>Book(s):</b> <i>Genghis Khan</i> by John Man, chapters 6 and 7 <i>Genghis Khan and Mongol Rule</i> by George Lane, chapter 4 <i>Genghis Khan and the Mongol Conquests</i> by Stephen Turnbull, chapter 6 <i>Genghis Khan and the Making of the Modern World</i>, by Jack Weatherford, chapter 4</p>	
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<ul style="list-style-type: none"> <li>how the Mongols took control of China, including:           <ul style="list-style-type: none"> <li>the wars against Western Xia</li> <li>the war against the Jin dynasty.</li> </ul> </li> </ul>	<p>How the Mongols got around the barrier of the Great Wall.</p> <p>The main events of the war against the Western Xia.</p> <p>The main events of the war against the Jin.</p> <p>Genghis Khan's death on his final campaign in China.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>annotate the map from the previous lesson to show the location of the Great Wall of China</li> <li>add the details of the Mongol invasions of Western Xia and the Jin</li> <li>explain why the Mongols were successful in their campaigns in China.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand how the Mongols conquered the northern and eastern kingdoms of China.</p> <p><b>Advanced activities:</b></p> <ul style="list-style-type: none"> <li>compare the success of the Mongol attacks on China with their earlier war</li> <li>discuss the limitations of the Mongol invasion – where didn't they manage to take control over?</li> </ul> <p><b>Advanced outcome:</b> Learners can draw conclusions about how effective Mongol military techniques were in the invasion of China.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Great Wall of China - Britannica</a></li> <li><a href="#">How did Genghis Khan breach the Great Wall of China?</a></li> <li><a href="#">Mongol conquest of China - Wikipedia</a></li> <li><a href="#">Mongol conquest of China: Tactics and policies - Wikipedia</a></li> <li><a href="#">Genghis Khan: Consolidation of power (1206-1210)</a></li> <li><a href="#">Xi Xia - Britannica</a></li> <li><a href="#">Mongol conquest of Western Xia - Wikipedia</a></li> <li><a href="#">Mongol conquest of the Qara Khitai - Wikipedia</a></li> <li><a href="#">Jin dynasty - Britannica</a></li> <li><a href="#">Genghis Khan: Campaign against the Jin (1211–1215)</a></li> <li><a href="#">Mongol conquest of the Jin dynasty - Wikipedia</a></li> <li><a href="#">Genghis Khan: Return to China and final campaign (1222-1227)</a></li> </ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">How did the Mongols Conquer China?</a></li> </ul>	2 hours
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		<ul style="list-style-type: none"><li>• <a href="#"><u>The Mongol Invasion of the Jin Empire, 1211-1212</u></a></li><li>• <a href="#"><u>The Mongol Destruction of the Tangut Kingdom, 1226-1227</u></a></li><li>• <a href="#"><u>Mongol Heavy Cavalry: Mongols vs Jin Dynasty</u></a></li></ul> <p><b>Map(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>Mongol Invasion of China</u></a></li></ul> <p><b>Book(s):</b></p> <p><i>Genghis Khan</i>, by John Man, chapters 7 and 8, also 11</p> <p><i>Genghis Khan and Mongol Rule</i>, by George Lane, chapter 4</p> <p><i>Genghis Khan and the Mongol Conquests</i>, by Stephen Turnbull, chapter 6</p> <p><i>Genghis Khan and the Making of the Modern World</i>, Jack Weatherford, chapter 4</p>	
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2.1.4 Mongol attack on central Asia				
Learners should understand:	Knowledge	Activities and Outcomes:	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the importance of the weaknesses of the Khwarazmian Empire, including:           <ul style="list-style-type: none"> <li>opposition to Shah Muhammad II</li> <li>Mongol control of Silk Road trade.</li> </ul> </li> </ul>	<p>What was the Khwarazmian Empire?</p> <p>The internal disputes that were weakening the empire.</p> <p>How the Khwarazmians provoked war with the Mongols.</p> <p>How this conflict included control over the Silk Roads.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>add the Khwarazmian Empire to a blank map of central Asia</li> <li>annotate the map with the Silk Road and the route taken by the Mongol envoys</li> <li>explain why the empire was being weakened by internal disputes about the rule of Shah Muhammad II.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand why the Mongols invaded the Khwarazmian Empire.</p> <p><b>Advanced activity:</b> Debate which was the most important reason for the Mongol Conquest of the Khwarazmian Empire – the weakness of the empire, the murder of the Mongol envoys or the importance of accessing the Silk Road.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the most important reason why the Mongols invaded the Khwarazmian Empire.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Khwarazmian Empire - Wikipedia</a></li> <li><a href="#">Muhammad II of Khwarazm - Wikipedia</a></li> <li><a href="#">Genghis Khan: Invasion of the Khwarazmian Empire (1219-1221)</a></li> <li><a href="#">Facing the Wrath of the Khan - Historynet</a></li> <li><a href="#">The insult that sparked Genghis Khan to destroy an empire - Big Think</a></li> <li><a href="#">Silk Road - Wikipedia</a></li> <li><a href="#">Mongol Invasion of Khorasan - Wikipedia</a></li> <li><a href="#">The Silk Route of the Mongols: The Coming of Genghis Khan</a></li> </ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">The Mongol Destruction of the Khwarazmian Empire</a></li> <li><a href="#">Mongol Massacres in the Khwarezmian Empire</a></li> </ul> <p><b>Map(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">East-Hemisphere 1200ad</a></li> </ul>	1 hour

		<ul style="list-style-type: none"><li>• <a href="#"><u>Genghis Khan's Middle Eastern campaigns 1216-1224</u></a></li></ul> <p><b>Book(s):</b> <i>Genghis Khan</i>, by John Man, chapter 8</p> <p><i>Genghis Khan and the Mongol Conquests</i>, by Stephen Turnbull, chapter 5</p> <p><i>Genghis Khan and the Making of the Modern World</i>, Jack Weatherford, chapter 5</p>	
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<ul style="list-style-type: none"> <li>the impact of Mongol attacks on the Khwarazmian Empire, including:           <ul style="list-style-type: none"> <li>the sacking of Bukhara and Samarkand</li> <li>the human cost of the campaign.</li> </ul> </li> </ul>	<p>Mongol tactics and their effectiveness as part of the invasion.</p> <p>Weakness of the scattered Khwarazmian forces.</p> <p>The sieges of important cities like Bukhara and Samarkand.</p> <p>Treatment of the defeated civilian populations including massacres and forced migration of skilled workers.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>add the locations of the battles and cities that were involved in this war to the map from the previous lesson</li> <li>annotate the map with details of these battles</li> <li>watch the videos and make notes to add more details about the events of this war</li> <li>research the numbers of people killed in this campaign.</li> </ul> <p><b>Outcome:</b> Learners demonstrate that they understand what happened in the Mongol invasion of the Khwarazmian Empire.</p> <p><b>Advanced activity:</b> Compare the destruction in this campaign to those in earlier campaigns, focusing on the extent of destruction of property and loss of human life – was this worse than what the Mongols had done previously in their earlier campaigns?</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the extent of destruction in the Khwarazmian invasion.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Khwarazmian Empire - Wikipedia</a></li> <li><a href="#">Genghis Khan: Invasion of the Khwarazmian Empire (1219-1221)</a></li> <li><a href="#">Mongol invasion of the Khwarazmian Empire - Wikipedia</a></li> <li><a href="#">Facing the Wrath of the Khan - Historynet</a></li> <li><a href="#">Siege of Bukhara - Wikipedia</a></li> <li><a href="#">Siege of Samarkand (1220) - Wikipedia</a></li> </ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">The Mongol Destruction of the Khwarazmian Empire</a></li> <li><a href="#">The Mongol Invasion of the Khwarezmian Empire: 1219-1221</a></li> <li><a href="#">Mongol Heavy Cavalry: Khwarezm, Delhi, Kipchaks</a></li> </ul> <p><b>Podcast(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Mongolian invasion of the Khwarazmian Empire - Weird Tales Podcast</a></li> </ul> <p><b>Book(s):</b></p>	2 hours
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		<p><i>Genghis Khan</i>, by John Man, chapter 8</p> <p><i>Genghis Khan and the Mongol Conquests</i>, by Stephen Turnbull, chapter 5</p> <p><i>Genghis Khan and the Making of the Modern World</i>, Jack Weatherford, chapter 5</p>	
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2.1.5 The death and legacy of Genghis Khan				
Learners should understand:	Knowledge	Activities and Outcomes:	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the significance of Genghis Kahn's immediate legacy, including:           <ul style="list-style-type: none"> <li>peaceful transition of power to Ögodei, his chosen successor, following his death in 1227</li> </ul> </li> <li>the Mongol Empire as a strong imperial state with an effective military.</li> </ul>	<p>The immediate descendants of Genghis Khan.</p> <p>The peaceful accession of Ögodei to the imperial throne.</p> <p>The extent of the Mongol Empire at the time of the death of Genghis Khan.</p> <p>The nature of the Mongol empire that Genghis Khan bequeathed to Ögodei.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>draw a family tree to show the details of the main descendants of Genghis Khan</li> <li>explain how Ögodei peacefully came to be the next Great Khan</li> <li>on a map of Asia draw the extent of the Mongol Empire by 1227</li> <li>research the Mongol victories and the organisation of their military and explain why the Mongol armies had been so successful in such a short space of time.</li> </ul> <p><b>Outcome:</b> Learners can show their understanding of what happened at the end of the life of Genghis Khan.</p> <p><b>Advanced activity:</b> Discuss the problems that lay ahead for the Mongol armies, considering the difficulties of maintaining their empire as well as the problems they would face continuing to expand it.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about how strong the Empire was when Genghis Khan died.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Genghis Khan: Family - Wikipedia</a></li> <li><a href="#">Genghis Khan: Succession - Wikipedia</a></li> <li><a href="#">Ögedei Khan - Wikipedia</a></li> <li><a href="#">Legacy of Genghis Khan - Britannica</a></li> <li><a href="#">The period of relative unity (1227-60) - Britannica</a></li> <li><a href="#">Mongol Empire: Military organization - Wikipedia</a></li> <li><a href="#">Military of the Mongol Empire - Wikipedia</a></li> <li><a href="#">Legacy of Genghis Khan</a></li> <li><a href="#">What Made the Mongol Army So Successful? - History on the Net</a></li> <li><a href="#">Genghis Khan, the revolutionary reformer</a></li> <li><a href="#">Genghis Khan and the Making of the Modern World: Military technology and tactic</a></li> </ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">The Death of Chinggis Khan: August, 1227</a></li> </ul>	2 hours

		<ul style="list-style-type: none"><li>• <a href="#"><u>Genghis Khan: The Final Conquering Years</u></a></li><li>• <a href="#"><u>Mongol Weapons and Armour, 1200-1250</u></a></li></ul> <p><b>Map(s):</b></p> <ul style="list-style-type: none"><li>• <a href="#"><u>Genghis Khan empire-switch</u></a></li></ul> <p><b>Book(s):</b></p> <p><i>Genghis Khan</i>, by John Man, chapters 12 and 13</p> <p><i>Genghis Khan and the Mongol Conquests</i>, by Stephen Turnbull, chapter 11</p> <p><i>Genghis Khan and the Making of the Modern World</i>, Jack Weatherford, chapter 5</p>	
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<ul style="list-style-type: none"> <li>the controversies of how Genghis Khan has been remembered, including:           <ul style="list-style-type: none"> <li>the extent of the destruction he caused</li> <li>the peace, stability, tolerance and diversity he brought to the peoples within his empire.</li> </ul> </li> </ul>	<p>The scale of the human cost and physical destruction caused by the armies of Genghis Khan.</p> <p>The role of tolerance and diversity in the Mongol Empire.</p> <p>The lasting peace brought to Asia by the Mongol conquests, called the Pax Mongolica.</p> <p>The debate about the environmental legacy of Genghis Khan's conquests.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>research and report on the destruction caused by the Mongol conquests during the reign of Genghis Khan</li> <li>explain why Mongol rule led to peace, stability and tolerance</li> <li>consider the arguments about Genghis Khan's impact on climate change.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand that Genghis Khan has been a controversial historical figure.</p> <p><b>Advanced activity:</b> Looking back across the topic, what influences might result in historians having different views about Genghis Khan? What role might religion, nationality or the time in which research is carried out have in explaining these different views?</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about why the achievements of Genghis Khan have been interpreted in very different ways.</p>	<p><b>Website(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Destruction under the Mongol Empire</a></li> <li><a href="#">Destruction under the Mongol Empire - Wikipedia</a></li> <li><a href="#">Mongol invasions and conquests: Death toll - Wikipedia</a></li> <li><a href="#">Key Figures in Mongol History: Mongol Unity under Chinggis Khan</a></li> <li><a href="#">Religion in the Mongol Empire - Wikipedia</a></li> <li><a href="#">The Mongols' Mark on Global History: A Tactic of Religious Tolerance</a></li> <li><a href="#">Genghis Khan, the 'Defender of Religion'</a></li> <li><a href="#">The Legacy of Genghis Khan</a></li> <li><a href="#">How Genghis Khan cooled the planet</a></li> </ul> <p><b>Video(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Did the Mongol Conquests really cool the Earth?</a></li> </ul> <p><b>Podcast(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Ages of Conquest: a Kings and Generals Podcast</a></li> </ul>	2 hours
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## Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
Make appropriate use of digital technology when completing the qualification, for example through accessing historical source material digitally	<p>Learners should have the opportunity to access online archives from around the world. This will enable them to access a range of historical source materials such as letters, diaries or government documents.</p> <p>Learners may also make use of digital technology to research the topic of study and to further their understanding of the historical context.</p> <p>Learners will also have the opportunity to complete their historical enquiry digitally, as part of the assessment of this unit.</p>
Participate in educational visits in person or digitally	<p>Virtual tours of the Silk Roads through Asia are supported by the UNESCO Silk Roads project <a href="https://en.unesco.org/silkroad/">https://en.unesco.org/silkroad/</a></p>
Develop empathy, tolerance, compassion and curiosity through studying different historical contexts	<p>The study of the Mongols' tolerance of other religions within their empire is an important part of the legacy of Genghis Khan, along with the yassa law code of the empire which granted equal rights to all citizens.</p>
Engage in collaborative working	<p>There are many examples for discussions, such as:</p> <ul style="list-style-type: none"> <li>• the importance of the steppe environment and Asia's trade routes for people like the Mongols – why might they lead to the creation of an empire?</li> <li>• why the Mongols were often more successful than their neighbours</li> <li>• the importance of the anda blood oath</li> <li>• how powerful Genghis Khan was as the sole ruler of the Mongol Empire</li> <li>• how legal rights in the Mongol Empire compares to the rights of citizens of Wales today</li> <li>• the similarities and differences between the ancient Roman and Mongol armies</li> <li>• how dynastic disputes in China made it easier for the Mongols to successfully invade</li> <li>• the limitations of the Mongol invasion of China – where didn't they manage to take control over?</li> </ul>

There are also opportunities for debates, such as:

- how effectively Temujin became khan, with one side arguing he was very efficient and the other side arguing how precarious his victory was
- which was the most important reason for the Mongol Conquest of the Khwarazmian Empire – the weakness of the empire, the murder of the Mongol envoys or the importance of accessing the Silk Road.

## Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	Option 2.1 Genghis Khan c.1162–c.1227 allows learners to explore international medieval history within Asia, from the steppes of the nomadic Mongol tribes, through to the Khwarazmian Empire in the west of Asia, to the kingdoms of Western Xia and the Jin dynasty in eastern Asia. There are also links to the ancient Silk Road, the trading route from the eastern coast of China to eastern Mediterranean and northern Africa.
Sustainability	<p>Learners will understand that the Mongol nomads were a product of their environment as it influenced both their ambitions and the way they fought. There has also been recent research into the impact the Mongols had on climate change, especially during the era of Genghis Khan.</p> <p>Learners could research the impact of the geography of the steppes on Mongol conquests, as well as the debates about the influence of the Medieval Warm Period on their success.</p> <p>Learners could also research the ongoing debate about the extent to which the conquests of Genghis Khan influenced climate change in this period.</p>
Relationships and Sexuality Education	<p>Learners will have the opportunity to explore the distinctive features of Mongol society including their nomadic lifestyle and their belief in shamanism.</p> <p>Learners should study the Mongol yassa law code that was imposed on conquered territories, especially its emphasis on religious tolerance and inclusion, with its terms granting equal rights to all citizens of the empire.</p> <p>Learners should be able to discuss the contradictions of the violence of the Mongol conquests with the tolerance, diversity and stability brought by the Pax Mongolica.</p>

Human Rights Education and Diversity	<p>Learners will understand that the study of Genghis Khan is a study of imperialism as the Mongol Empire spread across Asia and that the countries conquered by the Mongols were colonised as well, their local laws being replaced by the Mongol law code. This Empire stretched across Asia and encompassed many different peoples, from the Mongol nomads to the Chinese in the east and the Muslims in the West.</p> <p>Learners should understand the violent nature of Temujin's rise to power consolidating his control over the Mongol Tribes, the significance of the title Genghis Khan, and the destruction caused by the Mongol subjugation of two of the kingdoms of China, as well as the Muslim empire to the west.</p> <p>Learners should engage with the toleration and appreciation of diversity within the Mongol law code that was imposed upon its territories.</p>
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### Cross-curricular Skills - Literacy

There are many opportunities to include Literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how Literacy can be embedded into teaching and learning for GCSE History.

	<p>Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.</p>
Listening	<p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Learners are encouraged to debate and respond to the views of others.</li><li>• Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills.</li><li>• Use of oral history and interviews develop listening skills and the ability to respond to others appropriately.</li><li>• Learners have the opportunity to share and respond to peer presentations.</li></ul>
Reading	<p>Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose.</li><li>• Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers.</li><li>• Comparing and contrasting the content of historical sources.</li><li>• Assessing the reliability and accuracy of the text to develop the skill of critical reading.</li></ul>

	Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.
Speaking	<p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Debating the most important reason why an event happened</li><li>• Asking questions for clarification and development of understanding.</li><li>• Learners can develop speaking skills through group and pair work.</li></ul>
	Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.
Writing	<p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Role modelling of answers through teacher, peer and self-assessment activities.</li><li>• Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.</li></ul>

### Cross-curricular Skills - Numeracy

There are many opportunities to include Numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how Numeracy can be embedded into teaching and learning for GCSE History.

Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	<p>Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Learners can analyse maps, structures and artifacts.</li><li>• Learners can then analyse land division and urban planning.</li><li>• There are opportunities to analyse military strategies and fortifications.</li></ul>
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	<p>Learners will have the opportunities to examine or interpret data and graphs through source analysis.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion.</li><li>• Secondary material such as graphs and charts can be interpreted.</li><li>• There are opportunities for learners to create their own numerical representations of data gathered.</li></ul>

### Cross-curricular Skills - Digital Competence

There are many opportunities to include Digital Competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how Digital Competence can be embedded into teaching and learning for GCSE History.

	<p>Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.</p>
<b>Citizenship</b>	<p><b>Example</b></p> <p>Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.</p>
<b>Interacting and Collaborating</b>	<p>Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.</p>
<b>In groups</b>	<p>In groups, learners could research and present a topic to introduce an area of study.</p>
<b>Producing</b>	<p>Learners will have opportunities to research a variety of sources digitally and will develop digital skills when producing non-examinations assessments in a digital format.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Use of national and international archives to find source materials that link to the area of study.</li> <li>• Complete the assessment using digital technology.</li> </ul>

<b>Integral Skills</b>	
Creativity and Innovation	<p>There are many opportunities to include Creativity and Innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.</p>
	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments.</li> <li>• Learners have opportunities to be creative and innovative when presenting information and findings.</li> </ul>
Critical Thinking and Problem Solving	<p>There are many opportunities to include critical thinking and problem solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.</p>
	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments.</li> <li>• Learners will develop their ability to see issues from multiple viewpoints.</li> <li>• Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives.</li> <li>• Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose.</li> <li>• Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.</li> </ul>

Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p> <p><b>Example</b></p> <ul style="list-style-type: none"><li>Learners will have opportunities to plan and then complete their response to an enquiry question.</li></ul>
Personal Effectiveness	<p>There are many opportunities to include Personal Effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"><li>Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness.</li><li>Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work.</li><li>Collaborating on a research task or presentation.</li><li>Developing resilience through the revision and remodelling of answers.</li><li>There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.</li></ul>

## Glossary for Option 2.1

Medieval: Genghis Khan c.1162 – c.1227: a case study in medieval imperialism

Term	Definition
Anda	A blood oath that bound people together.
Jin Dynasty	Rulers of the kingdom of Liao in northern China.
Keshig	The bodyguards of the Mongol emperor.
Khwarazmian Empire	A Muslim Empire in central Asia.
Kurultai	A council of the chiefs of the Mongol tribes.
Nomadic	A lifestyle of people who move from one place to another instead of staying in one place.
Pax Mongolica	The name given to the stable peace experienced by people in the Mongol Empire.
Sacking	The violent looting of a place.
Shamanism	A religion based around a priest called a shaman connecting people with the spirit world.
Silk Road	An ancient trade route connecting the east coast of China with the eastern coast of the Mediterranean.
Steppe	Flat grassland that stretches across the centre of Asia.
Tribute	Gifts given to a someone who is in a superior position.
Western Xia	A kingdom in the east of China, ruled over by the Tangut people, with its capital in Xingqing.
Yassa	The Mongol oral law code.
Yazgurtan	Mongol nobles.