

WJEC GCSE History

Approved by Qualifications Wales

Guidance for Teaching: Unit 3 Option 3.2

Teaching from 2026

For award from 2028

Version 2 - February 2025



Contents

Introduction	1
Aims of the Guidance for Teaching	1
Additional ways that WJEC can offer support:.....	1
Qualification Structure.....	2
Assessment	3
Summary of Assessment.....	3
Unit 3 Assessment objectives and weightings	3
Overview of Unit 3: Option 3.2 Medieval: The Crusades, c.1095–c.1291	4
Scheme of Learning Option 3.2 Medieval: The Crusades, c.1095–c.1291	5
Learning Experiences	37
Opportunities for embedding elements of the Curriculum for Wales	38
Glossary for Option 3.2 The Crusades, c.1095–c.1291	46

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 3: A study of a period in world history Written examination: 1 hour 30% of qualification	60 marks <p>Learners will study one of the following six historical topics to undertake a breadth study of an extended historical period.</p> <p>Medieval</p> <p>3.1 The Vikings c.750–c.1066 3.2 The Crusades c.1095–c.1291</p> <p>Early Modern</p> <p>3.3 The Songhai Empire c.1464–c.1591 3.4 The Mughal Empire c.1526–c.1707</p> <p>Modern</p> <p>3.5 Russia and the Soviet Union c.1861–c.1953 3.6 Changes in US society c.1880–c.1980</p> <p>Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second order historical concepts and the analysis and evaluation of historical sources and interpretations.</p>
--	---

Unit 3 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of the features and characteristics of the period studied	10%
AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	10%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	10%

Overview of Unit 3: Option 3.2 Medieval: The Crusades, c.1095–c.1291

A study of a period in World history

(30% of the qualification)

The purpose of Unit 3 is to provide an overview of an extended historical period enabling learners to explore key concepts. The aim of this option is to develop a learner's understanding of how the Crusades changed and developed across the period from c.1095–c.1291.

Time period	Option 3.2	
Medieval	3.2	The Crusades, c.1095–c.1291
	3.2.1	The First Crusade
	3.2.2	The Second Crusade
	3.2.3	The Third Crusade
	3.2.4	Developments in the later Crusades
	3.2.5	The outcomes of the Crusades

Scheme of Learning Option 3.2 Medieval: The Crusades, c.1095–c.1291

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/>

3.2 Background: The Near East in the eleventh century (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the nature of eleventh-century Christianity in western Europe. 	<p>The meaning of the term crusade, the original concept of this as a pilgrimage to the Holy Land.</p> <p>The importance of religion in the lives of European people in this period.</p> <p>Political divisions in Europe and the political challenge to the power of the Church like the Investiture Controversy (1076-1122).</p> <p>Different version of Christianity, based on an ancient decision of the</p>	<p>Activities:</p> <ul style="list-style-type: none"> Define 'crusade' Research the role that western European Christianity played in people's lives – particularly pilgrimages and purgatory On a map of Europe and the Near East mark the areas of influence of the Latin and Greek Churches Explain the split between the Latin and Greek Churches. Explain the conflict between the Pope and the rulers of Europe 	<p>Website(s):</p> <p>Christendom - Wikipedia</p> <p>Christianity in the 11th century - Wikipedia</p> <p>Medieval Religion - English Heritage</p> <p>Crusading movement: Penance and indulgence</p> <p>Investiture Controversy - Wikipedia</p> <p>Investiture Controversy - World History Encyclopedia</p> <p>East-West Schism - Wikipedia</p>	2 hours

	<p>Roman Empire – the Latin church headed by the Pope based in Rome in the West, the Greek church headed by the Patriarch based in Constantinople in the East.</p> <p>The Great Schism 1054 and its impact on relations between the Latin and Greek churches.</p>	<p>Outcome: Learners could demonstrate that they understand the nature of Christianity in Europe in the 11th century.</p> <p>Advanced activity: Revisit the ways that Christianity influenced life in Europe and discuss which was the most important of these influences.</p> <p>Advanced outcome: Learners can draw conclusions about the importance of Christianity in this period.</p>	<p><u>Jul 16, 1054 CE: Great Schism - National Geographic</u></p> <p><u>The importance of the Holy Land - BBC Bitesize</u></p> <p>Video(s): <u>Medieval Minds: Timelines</u></p> <p><u>Medieval Christianity</u></p> <p><u>The Investiture Conflict Rulers vs the Centralized Church</u></p> <p><u>Why did the Great Schism Happen?</u></p> <p>Podcast(s): <u>The Rise of Christianity - Gone Medieval</u></p> <p>Map(s): <u>Schism of 1054</u></p> <p><u>Christian Pilgrimage In The Middle Ages, c. 1000</u></p> <p>Book(s): <i>The Crusades</i>, by Jamie Byrom and Michael Riley chapters 1 and 2</p> <p><i>The Crusades 1071-1204</i>, by Mary Dicken and Nicholas Fellows, chapter 1</p>	
--	---	--	--	--

			<p><i>God's War – a new history of the Crusades</i>, by Christopher Tyerman, introduction</p> <p><i>The World of the Crusades – an illustrated history</i>, by Christopher Tyerman, chapter 1</p>	
<ul style="list-style-type: none"> the extent of Muslim influence in the Middle East and the Byzantine Empire. 	<p>Divisions in the Muslim world between the growing empire of the Seljuk Turks in Syria and Iraq, the declining Abbasid caliphate centred around Baghdad, the Fatimid dynasty of northern Africa (Egypt) and the Umayyad dynasty in Al-Andalus (Spain).</p> <p>The concept of jihad – both greater and lesser.</p> <p>The nature of the Byzantine empire by the 11th century.</p> <p>The extent of Muslim threat to the Byzantine Empire.</p>	<p>Activities:</p> <ul style="list-style-type: none"> Add the areas of influence of the rival Muslim dynasties to the map from the previous lesson including brief explanations to indicate the rise of the Seljuk Turks and the decline of the other groups. Explain both the meanings of jihad in Islam. Make a spider diagram to record the different aspects of the Byzantine Empire in this period. Explain why there was conflict between Muslim rulers and the Byzantine Empire. <p>Outcome: Learners can show their understanding of the influences of the Muslim and</p>	<p>Website(s):</p> <p>Saracen - Wikipedia</p> <p>Seljuk Empire - Wikipedia</p> <p>Abbasid Caliphate - Wikipedia</p> <p>Fatimid Caliphate - Wikipedia</p> <p>Umayyad dynasty - Wikipedia</p> <p>Jihad - Wikipedia</p> <p>Byzantine Empire - Wikipedia</p> <p>Arab–Byzantine wars - Wikipedia</p> <p>Video(s):</p> <p>The rise and fall of the medieval Islamic Empire</p> <p>Why did the Fatimid Caliphate collapse?</p> <p>Who Were the Seljuk Turks?</p>	2 hours

		<p>Byzantine empires in the Near East.</p> <p>Advanced activity: Listen to the In Our Time podcast about the Byzantine Empire and discuss how powerful this empire was compared to its Muslim neighbours.</p> <p>Advanced outcome: Learners can draw conclusions about the relative power of the Byzantine and Muslim empires.</p>	<p><u>The rise and fall of the Byzantine Empire</u></p> <p>Podcast(s): <u>Byzantium - In Our Time</u></p> <p>Map(s): <u>The Byzantine Empire</u></p> <p>https://commons.wikimedia.org /wiki/File:Fatimid_Islamic_Caliphate.png</p> <p>Book(s): <i>The Crusades</i>, by Jamie Byrom and Michael Riley chapters 1 and 2</p> <p><i>The Crusades 1071-1204</i> by Mary Dicken and Nicholas Fellows, chapter 1</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, introduction</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 1</p>	
--	--	--	--	--

3.2.1 The First Crusade				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> how the First Crusade came to be organised, including: <ul style="list-style-type: none"> the Byzantine request for military support Pope Urban II and the Council of Clermont. 	<p>Importance of the Holy Land to both Muslims and Christians</p> <p>Alexius Komnenus request for troops to help defend Byzantine control over the Holy Land</p> <p>Pope Urban II's response in 1095 and how it was much more than the Byzantines were expecting</p>	<p>Activities:</p> <ul style="list-style-type: none"> Explain why the Holy Land was important to Christians, Muslims and Jews, especially focusing on the significance of Jerusalem. Research Pope Urban's speech – how did he persuade people to join the crusade? Explain why people joined the crusade. <p>Outcome: Learners could demonstrate that they understand why the First Crusade was called.</p> <p>Advanced activities: Discuss reasons why the Pope gave so much support to the idea of a crusade.</p> <p>Advanced outcome: Learners can draw conclusions about Pope Urban II's motivation for calling for the first crusade.</p>	<p>Website(s):</p> <p>Why Jews and Muslims Both Have Religious Claims on Jerusalem</p> <p>Religious significance of Jerusalem - Wikipedia</p> <p>Alexios I Komnenos - Wikipedia</p> <p>Council of Piacenza - Wikipedia</p> <p>Pope Urban II - Wikipedia</p> <p>Council of Clermont - Wikipedia</p> <p>Video(s):</p> <p>Why Jerusalem matters</p> <p>The First Crusade - BBC Select</p> <p>Crusades with Terry Jones: Pilgrims in Arms</p> <p>Pope Urban II</p>	2 hours

			<p><u>Pope Urban II launches the First Crusade</u></p> <p><u>Europe: The First Crusade</u></p> <p>Map(s): <u>Byzantine Empire</u></p> <p>Book(s): <i>The Crusades</i>, by Jamie Byrom and Michael Riley chapters 1 and 2</p> <p><i>The Crusades 1071-1204</i>, by Mary Dicken and Nicholas Fellows, chapter 2</p> <p><i>The Crusades Through Arab Eyes</i>, by Amin Maalouf, part 1</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapters 1 and 2</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 2</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 1</p>	
--	--	--	---	--

<ul style="list-style-type: none"> • early events of the First Crusade, including: <ul style="list-style-type: none"> • the People's Crusade and the attacks on Jews in Europe • the recapture of Nicaea and the Siege of Antioch. 	<p>Peter the Hermit and the People's Crusade he organised.</p> <p>Rhineland massacre of Jews as a consequence of the People's Crusade.</p> <p>The crusaders first major victory, recapturing of Nicaea from Muslim control in 1097.</p> <p>The siege and capture of Antioch 1097-8.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Trace the route of the crusader on a map showing Europe, the Mediterranean and the Near East • Explain what the People's Crusade was and what impact it had • Research and record the impact of this crusade on the Jewish community in Europe • Add the locations of the first victories of the crusaders onto a map of the Near East with brief annotations to explain what happened <p>Outcome: Learners can show their understanding of what the People's Crusade was and what impact it had.</p> <p>Advanced activity: Consider the People's Crusade and events at Nicaea and Antioch to discuss how successful this phase of the First Crusade was.</p>	<p>Website(s):</p> <p>Peter the Hermit - Wikipedia</p> <p>People's Crusade - Wikipedia</p> <p>Rhineland massacres - Wikipedia</p> <p>Siege of Nicaea - Wikipedia</p> <p>Siege of Antioch - Wikipedia</p> <p>Video(s):</p> <p>The First Crusade: The People's Crusade</p> <p>The First Crusade - Peter the Hermit</p> <p>Rhineland Massacres</p> <p>Motivations of the First Crusaders - History Hub</p> <p>The First Crusade: Men of Iron</p> <p>The First Crusade: Siege of Antioch</p> <p>Crusades with Terry Jones: Jerusalem</p> <p>Map(s):</p> <p>First Crusade Map</p>	<p>2 hours</p>
--	---	--	---	----------------

		<p>Advanced outcome: Learners can draw conclusions about how successful the early part of the First Crusade was.</p>	<p><u>The Crusades. 1096-1204</u></p> <p>Book(s): <i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 3</p> <p><i>The Crusades 1071-1204</i> by Mary Dicken and Nicholas Fellows, chapter 3</p> <p><i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 1</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 2</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 1</p>	
<ul style="list-style-type: none"> • the importance of Jerusalem, including: <ul style="list-style-type: none"> • events of the siege and capture of Jerusalem • the massacre of Muslims and Jews. 	<p>The events of the Siege of Jerusalem.</p> <p>The Christian crusaders capture of Jerusalem 1099.</p> <p>The massacre of Muslims and Jews in Jerusalem.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Add Jerusalem onto the map from the previous lesson. • Describe what happened in Jerusalem when it was captured by the crusaders in 1099. • Discuss how successful the First Crusade was overall. 	<p>Website(s): <u>Siege of Jerusalem (1099) - Wikipedia</u></p> <p><u>The Massacre of Jerusalem</u></p> <p>Video(s): <u>The First Crusade: On to Jerusalem</u></p> <p>Podcast(s): <u>Rewriting the First Crusade - Gone Medieval</u></p>	1 hour

		<p>Outcome: Learners can demonstrate that they understand the impact of the First Crusade on Jerusalem.</p> <p>Advanced activity: Research the medieval view on how the inhabitants of a besieged town should be treated after it has been captured. Discuss the reasons for this and whether or not it can ever be justified.</p> <p>Advanced outcome: Learners can draw conclusions about the difference in views about how to treat defeated enemies between medieval and modern times.</p>	<p>Book(s): <i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 3</p> <p><i>The Crusades 1071–1204</i> by Mary Dicken and Nicholas Fellowes, chapter 3</p> <p><i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 1</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapters 3 and 4</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 2</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 1</p>	
--	--	---	---	--

3.2.2 The Second Crusade				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> how the Crusader region of Outremer was established, including: <ul style="list-style-type: none"> the Crusader kingdoms of Edessa, Antioch, Jerusalem and Tripoli the roles of crusading military orders like the Templars, Hospitallers. 	<p>The establishing of the crusader kingdoms in the Holy Land.</p> <p>The similarities and differences between the crusader kingdoms of Edessa, Antioch, Jerusalem and Tripoli.</p> <p>How crusading military orders were different to normal religious orders.</p> <p>The differing roles of crusading military orders like the Templars, Hospitallers, and the Holy Sepulchre order.</p>	<p>Activities:</p> <ul style="list-style-type: none"> On a map of the Holy Land identify the four Crusader kingdoms that made up Outremer. Research the similarities and differences between how each kingdom was ruled and how the people that lived there already were treated. Outline what monasticism was. Explain the nature and purpose of each of the military orders. <p>Outcome: Learners could demonstrate that they understand what the Crusaders did to establish their control over the Holy Land.</p> <p>Advanced activity: Watch the Terry Jones video about the life of a monk and compare what monasticism was supposed to be to the lives lived by members of the military orders.</p>	<p>Website(s):</p> <p>Crusader states - Wikipedia</p> <p>Crusader States - World History Encyclopedia</p> <p>The Curious Creation of the Crusader States - History Guild</p> <p>County of Edessa - Wikipedia</p> <p>Principality of Antioch - Wikipedia</p> <p>County of Tripoli - Wikipedia</p> <p>Kingdom of Jerusalem - Wikipedia</p> <p>Military order (religious society) - Wikipedia</p> <p>Military Orders in the Middle Ages: An Historical Adventure</p> <p>Knights Templar - Wikipedia</p> <p>Knights Hospitaller - Wikipedia</p> <p>Order of the Holy Sepulchre - Wikipedia</p>	2 hours

		<p>Advanced outcome: Learners can draw conclusions about the unusual nature of military orders.</p>	<p>Teutonic Order - Wikipedia</p> <p>Video(s): The establishment of the 'crusader states'</p> <p>City Minutes: Crusader States</p> <p>A Mini Guide to Medieval Monks</p> <p>Terry Jones' Medieval Lives: The Monk</p> <p>Every Major Crusader Order Explained</p> <p>Podcast(s): Rise of the Crusader States - Gone Medieval</p> <p>The Knights Templar - Gone Medieval</p> <p>Map(s): The Crusader States 1135</p> <p>The Crusades, 1096-1204</p> <p>Book(s): <i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 4</p>	
--	--	--	---	--

			<p><i>The Crusades 1071-1204</i> by Mary Dicken and Nicholas Fellows, chapter 4</p> <p><i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 2</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapters 5, 6 and 7</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapters 3 and 4</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 2</p>	
--	--	--	--	--

<ul style="list-style-type: none"> • the Muslim challenge to the Crusades, including: <ul style="list-style-type: none"> • the Muslim military forces • the capture of the Kingdom of Edessa in 1144. 	<p>The rise to power of Zengi, the Atabeg of Mosul.</p> <p>The military power of Zengi's Muslim forces.</p> <p>The weaknesses of the crusader state of Edessa.</p> <p>The impact of Zengi's capture of Edessa in 1144.</p> <p>The rise to power of Nur ad-Din, Zengi's son, and the continuation of the campaign against the Christians.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Explain who the Seljuk Turks were and identify their area of influence on a map of the region. • Research the background of Zengi and his army. • Explain why Zengi was able to defeat the Crusaders and capture Edessa. • Outline Nurad ad-Din's campaigns. <p>Outcome: Learners can show their understanding of Muslim successes between the First and Second Crusades.</p> <p>Advanced activities:</p> <ul style="list-style-type: none"> • Identify the reasons for the success of Muslim forces against the Crusaders in this period. • Discuss which is the most important reason for this success. 	<p>Website(s):</p> <p>Second Crusade - World History Encyclopedia</p> <p>Second Crusade: Muslims - Wikipedia</p> <p>Imad al-Din Zengi - Wikipedia</p> <p>Nur al-Din Zengi - Wikipedia</p> <p>Zengid dynasty - Wikipedia</p> <p>Second Crusade: Crusaders - Wikipedia</p> <p>Siege of Edessa (1144) - Wikipedia</p> <p>Video(s):</p> <p>Who Were the Seljuk Turks?</p> <p>Second Crusade</p> <p>Conquest of Edessa</p> <p>Map(s):</p> <p>The Second Crusade, 1147-49</p> <p>Book(s):</p> <p><i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 5</p> <p><i>The Crusades 1071-1204</i> by Mary Dicken and Nicholas Fellows, chapter 5</p>	1 hour
---	--	--	---	--------

		<p>Advanced outcome: Learners can draw conclusions about the most important reason for Muslim successes against the Crusaders between the First and Second Crusades.</p>	<p><i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 3</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapter 8</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapters 3 and 4</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 2</p>	
<ul style="list-style-type: none"> • the main events of the Second Crusade, including <ul style="list-style-type: none"> • the leadership of Louis VII of France and Conrad III of Germany • the failure of the Siege of Damascus. 	<p>The significance of the direct leadership of European kings.</p> <p>Divisions amongst the leaders of the crusade.</p> <p>The reasons for the failed Siege of Damascus in 1148</p> <p>The impact of the failure of the Second Crusade on the crusaders and their supporters in Europe.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Write short biographies of the European leaders of the Second Crusade. • Explain the divisions between the leaders of the Second Crusade. • Outline the consequences of the Second Crusade (a) for the Crusaders in the Holy Land, and (b) for the supporters of the Crusades from Europe. 	<p>Website(s):</p> <p>Second Crusade - World History Encyclopedia</p> <p>Siege of Damascus (1148) - Wikipedia</p> <p>The Siege of Damascus, 1148 CE - World History Encyclopedia</p> <p>Second Crusade: Aftermath</p> <p>Video(s):</p> <p>What motivated people to join the Second Crusade?</p>	2 hours

		<p>Outcome: Learners can demonstrate that they understand the role played by European kings in the Second Crusade.</p> <p>Advanced activity: Debate the reasons for the failure of the Second Crusade – one side arguing it was the strength of the Muslim forces, the other side arguing it was the weaknesses of the Crusaders.</p> <p>Advanced outcome: Learners can draw conclusions about the reasons for the failure of the Second Crusade.</p>	<p><u>The Siege of Damascus (1148)</u></p> <p>Map(s): <u>The Second Crusade, 1147-49</u></p> <p>Book(s): <i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 5 <i>The Crusades 1071-1204</i> by Mary Dicken and Nicholas Fellows, chapter 5 <i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 3 <i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapters 9 and 10 <i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapters 3 and 4 <i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 4</p>	
--	--	--	---	--

3.2.3 The Third Crusade				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> Salah ad-Din's challenge to Crusader rule in the Holy Land, including: <ul style="list-style-type: none"> the Battle of Hattin the capture of Jerusalem. 	<p>The rise to power of Salah ad-Din and his deposing of the Fatimids in Egypt to found the Ayyubid dynasty.</p> <p>Causes of the Third Crusade, including divisions amongst the crusading rulers of Jerusalem.</p> <p>The significance of the Battle of Hattin (1187) and the surrender of the crusaders to Salah ad-Din.</p> <p>The Siege of Jerusalem (1187) and the surrender of the city to Salah ad-Din.</p>	<p>Activities:</p> <ul style="list-style-type: none"> Explain why the ruling dynasties for the Muslim forces based in Egypt changed. Outline the reasons for the Third Crusade. Identify the divisions amongst the Crusaders. Explain why Salah ad-Din was able to defeat the Crusaders at Hattin and capture Jerusalem. <p>Outcome: Learners could demonstrate that they understand why Salah ad-Din was a successful leader.</p> <p>Advanced activity:</p> <ul style="list-style-type: none"> Discuss the reasons for Salah ad-Din's success and decided which was the most important reason. Discuss how strong a position Salah ad-Din was in by the end on 1187. 	<p>Website(s): Saladin - Wikipedia Saladin - History.com Ayyubid dynasty - Wikipedia Third Crusade - Wikipedia Third Crusade - World History Encyclopedia Battle of Hattin - Wikipedia Battle of Hattin - World History Encyclopedia Siege of Jerusalem (1187) - Wikipedia Saladin's Conquest of Jerusalem (1187 CE) - World History Encyclopedia</p> <p>Video(s): The rise of Saladin Saladin & the 3rd Crusade</p>	2 hours

		<p>Advanced outcome: Learners can draw conclusions about the reasons for Salah ad-Din's early successes.</p>	<p>Map(s): <u>Third-Crusade 1189-1192</u></p> <p>Book(s): <i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 6</p> <p><i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 4</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapter 11</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 5</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 5</p>	
--	--	---	---	--

<ul style="list-style-type: none"> the achievements of Richard I's campaign in the Holy Land, including: <ul style="list-style-type: none"> the Siege of Acre 1189 to 1191 the Battle of Arsuf. 	<p>The involvement of King Richard I in the Third Crusade.</p> <p>The significance of the crusaders successful Siege of Acre (1189-1191)</p> <p>Impact of the crusader victory at the 1191 Battle of Arsuf.</p>	<p>Activities:</p> <ul style="list-style-type: none"> Create an outline biography of Richard I, focussing on the ten years of his reign. Explain why Richard I became involved in the Third Crusade. Annotate a map of the Holy Land with the locations of Acre and Arsuf, adding descriptions of what happened at these battles. Explain the consequences of Richard I's victories for the Crusaders. <p>Outcome: Learners can show their understanding of the impact of Richard I on the Third Crusade.</p> <p>Advanced activity: Discuss how effective Richard I was as a military leader – does this mean that he was an effective Crusader as well?</p> <p>Advanced outcome: Learners can draw conclusions about Richard I as a military leader.</p>	<p>Website(s):</p> <p>Richard I of England - Wikipedia</p> <p>Richard the Lionheart in the Holy Land</p> <p>Siege of Acre (1189–1191) - Wikipedia</p> <p>The Siege of Acre, 1189-91 CE - World History Encyclopedia</p> <p>Battle of Arsuf - Wikipedia</p> <p>Battle of Arsuf in the Crusades</p> <p>Video(s):</p> <p>Third Crusade: 3 Minute History</p> <p>Saladin vs. Richard: The Battle of Arsuf</p> <p>Crusades with Terry Jones: Jihad</p> <p>Podcast(s):</p> <p>The Crusaders' Last Battle for the Holy Land - Dan Snow's History Hit</p> <p>Map(s):</p> <p>Third Crusade 1189-1192</p>	<p>2 hours</p>
---	---	---	---	----------------

			<p>Book(s):</p> <p><i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 7</p> <p><i>The Crusades 1071-1204</i> by Mary Dicken and Nicholas Fellows, chapter 7</p> <p><i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 5</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapter 13</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 5</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 6</p>	
<ul style="list-style-type: none"> • eventual stalemate between the forces of Salah ad-Din and Richard I, including: <ul style="list-style-type: none"> • the Treaty of Jaffa • the impact on the reputations of Richard I and Salah ad-Din. 	<p>Concerns that Richard I had not tried to recapture Jerusalem, and the Salah ad-Din had failed to drive the Christians out of the Holy land.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Explain why (a) Richard I did not recapture Jerusalem, and (b) why Salah ad-Din was unable to remove the Crusaders from the Holy Land. 	<p>Website(s):</p> <p>Battle of Jaffa (1192) - Wikipedia</p> <p>Treaty of Jaffa (1192) - Wikipedia</p> <p>Third Crusade: Aftermath - Wikipedia</p>	2 hours

	<p>The significance of Jaffa as the site of a battle in 1192 and the truce signed between Richard and Salah ad-Din as well.</p> <p>The myths that grew up around both Richard I and Salah ad-Din, each hero-worshipped by their own supporters and demonised by their opponents.</p>	<ul style="list-style-type: none"> • Add Jaffa to the map from the previous lesson and annotate this to explain what happened there. • Outline the details of the Treaty of Jaffa (1192) and the position of both sides by the end of the Third Crusade. • Research the reputations of Richard I and Salah ad-Din – why have they been remembered as heroes by some people, and villains by others? <p>Outcome: Learners can demonstrate that they understand why the Third Crusade ended in a stalemate.</p> <p>Advanced activity: Debate who better deserves to be remembered as a hero of the Crusades – Salah ad-Din or Richard I?</p> <p>Advanced outcome: Learners can draw conclusions about the historical reputations of Salah ad-Din and Richard I</p>	<p><u>Saladin: Recognition and legacy</u></p> <p><u>Saladin: Richard the Lionheart's worthy adversary</u></p> <p><u>Richard I and Saladin</u> <u>Richard I of England: Historical reputation and modern reception</u></p> <p><u>Why does Saladin have such an enduring reputation?</u></p> <p>Video(s): <u>Battle of Jaffa, 1192: Richard and Saladin's Final Battle</u></p> <p><u>Did Saladin Actually Defeat The Crusaders?</u></p> <p><u>Saladin: The Muslim Champion of the Holy War</u></p> <p><u>Why the Third Crusade was Successful?</u></p> <p><u>Crusades with Terry Jones: Destruction</u></p> <p>Podcast(s): <u>Saladin - You're Dead To Me</u></p> <p><u>Saladin and the Crusades - Dan Snow's History Hit</u></p>
--	--	--	--

			<p><u>Richard the Lionheart - Gone Medieval</u></p> <p><u>Third Crusade - In Our Time</u></p> <p>Map(s): <u>Third Crusade 1189-1192</u></p> <p>Book(s): <i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 7</p> <p><i>The Crusades 1071-1204</i> by Mary Dicken and Nicholas Fellows, chapter 8</p> <p><i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 5</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapter 14</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 5</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 6</p>	
--	--	--	---	--

3.2.4 Developments in the later Crusades				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the main events of the Fourth Crusade, including: <ul style="list-style-type: none"> the involvement of the Venetian Republic the attack on Constantinople. 	<p>Plan to recapture Jerusalem by attacking Egypt first.</p> <p>Crusaders attacks on the rebels opposing Venetian rule in the Siege of Zara in 1202.</p> <p>The sack of Constantinople by Crusaders in 1204.</p> <p>The impact of this crusade on the Byzantine Empire, resulting in it splitting into three kingdoms.</p>	<p>Activities:</p> <ul style="list-style-type: none"> Plot the intended route and the actual route of the Crusaders in the Fourth Crusade on a map of the Mediterranean. Explain the involvement of the Venetian Republic and how this influenced events in the Fourth Crusade. Explain why the Crusaders attacked Constantinople, an ally of the Crusaders. Outline the impact of the sack of Constantinople on the subsequent history of the Byzantine Empire. <p>Outcome: Learners could demonstrate that they understand what happened on the Fourth Crusade.</p> <p>Advanced activity: Discuss the reasons for the failure of the Fourth Crusade and determine which was the most important reason for this failure.</p>	<p>Website(s):</p> <p>The Rebuilding of the Kingdom of Jerusalem (1192-1244)</p> <p>Fourth Crusade - Wikipedia</p> <p>Fourth Crusade - World History Encyclopedia</p> <p>Sack of Constantinople - Wikipedia</p> <p>The Fourth Crusade and the Sack of Constantinople</p> <p>Siege of Zara - Wikipedia</p> <p>Why Did the Fourth Crusade Sack a Christian City?</p> <p>Video(s):</p> <p>Fourth Crusade - 3 Minute History</p> <p>Why did the Crusaders sack Constantinople in 1204?</p> <p>Did the Fourth Crusade Destroy the Byzantine Empire?</p>	2 hours

		<p>Advanced outcome: Learners can draw conclusions about the reasons for the failure of the Fourth Crusade.</p>	<p>Map(s): The Fourth Crusade, 1202-04</p> <p>Book(s): <i>The Crusades</i> by Jamie Byrom and Michael Riley chapter 8</p> <p><i>A Short History of Byzantium</i> by John Julius Norwich, chapter 22</p> <p><i>The Crusades 1071-1204</i> by Mary Dicken and Nicholas Fellowes, chapter 8</p> <p><i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 5</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapters 15,16 and 17</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 6</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 7</p>	
--	--	--	--	--

<ul style="list-style-type: none"> the attempts to recover Jerusalem, including: <ul style="list-style-type: none"> the Fifth Crusade and the Siege of Damietta the Sixth Crusade and control of Jerusalem. 	<p>Reasons for the ongoing attempts to recover Jerusalem</p> <p>Events of the Fifth Crusade including the Siege of Damietta (1218–9).</p> <p>Consequences of the Fifth Crusade, including the failure to defeat Egypt and the withdrawal from captured territories.</p> <p>The background to the Sixth Crusade – Emperor Frederick II's problems with Pope Honorious and divisions between the Ayyubids in Egypt.</p> <p>The 1229 Treaty of Jaffa and restoration of Christian rule in Jerusalem.</p>	<p>Activities:</p> <ul style="list-style-type: none"> Explain why there was a Fifth Crusade. Outline the consequences of the Fifth Crusade, especially for the Crusaders. Explain why there was a Sixth Crusade. Compare the results of the Sixth Crusade with those of the Fifth and use this comparison to explain why one Crusade was more successful than the other. <p>Outcome:</p> <p>Learners can show their understanding of the Fifth and Sixth Crusades.</p> <p>Advanced activity:</p> <p>Discuss how important political division was in the dispute over control of Jerusalem</p> <p>Advanced outcome:</p> <p>Learners can draw conclusions about the role of political division in the outcome of the Sixth Crusade.</p>	<p>Website(s):</p> <p>Fifth Crusade -- Wikipedia</p> <p>The Fifth Crusade - History Learning</p> <p>Siege of Damietta (1218–1219) - Wikipedia</p> <p>The Siege of Damietta, 1218–19 CE - World History Encyclopedia</p> <p>The Sixth Crusade - Wikipedia</p> <p>The Sixth Crusade - History Learning</p> <p>Treaty of Jaffa (1229) - Wikipedia</p> <p>Video(s):</p> <p>Fifth Crusade</p> <p>The Fifth Crusade: Egypt Instead of the Holy Land</p> <p>The Sixth Crusade: diplomacy or fighting?</p> <p>The Sixth Crusade: The Crusade for Peace</p> <p>Map(s):</p> <p>The Fifth Crusade, 1215</p>	<p>2 hours</p>
---	---	---	---	----------------

			<p>Book(s): <i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 5 <i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapter 19 <i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 6 <i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 9</p>	
<ul style="list-style-type: none"> • the events of the Baron's Crusade, including: <ul style="list-style-type: none"> • Muslim victory at Gaza • the restoration of the Kingdom of Jerusalem. 	<p>Divisions between the Muslim rulers of Syria and Egypt. The need to continue control over Jerusalem when the ten years of the Treaty of Jaffa ran out. The defeat of the Crusaders at Gaza in 1239. Theobald I of Navarre's successful negotiations with the divided Ayyubids for control of Jerusalem.</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Investigate the circumstances that favoured the Crusaders in the Baron's Crusade. • Explain why the Crusaders were defeated at Gaza in 1239. • Outline how Theobald of Navarre secured Jerusalem for the Crusaders. <p>Outcome: Learners can demonstrate that they understand the significance of the Baron's Crusade.</p>	<p>Website(s): Barons' Crusade - Wikipedia The Barons' Crusade, 1239-41 Battle at Gaza (1239) - Wikipedia Video(s): The Barons' Crusade: Every week Map(s): Near East from 1229 until 1241 CE</p>	1 hour

		<p>Advanced activity: Discuss whether diplomacy or warfare were more important in the outcome of the Fifth and Sixth Crusades, as well as the Baron's Crusade.</p> <p>Advanced outcome: Learners can draw conclusions about the reasons for the outcomes of the Fifth and Sixth Crusades, as well as the Baron's Crusade.</p>	<p>Book(s): <i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 5</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 6</p> <p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapter 23</p>	
--	--	---	--	--

3.2.5 The outcomes of the Crusades				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the fate of the Crusader kingdoms, including: <ul style="list-style-type: none"> civil war in Outremer the Siege of Acre 1291. 	<p>The failures of further Crusades between 1248 and 1272.</p> <p>The growing power of the Mamluk Sultanate.</p> <p>Civil war between the crusaders leading to the fall of the Crusader kingdom of Outremer.</p> <p>The Siege of Acre and the end of Crusader rule of the Holy Land.</p> <p>The move away from supporting crusades amongst the monarchs of Europe.</p>	<p>Activities:</p> <ul style="list-style-type: none"> Outline the problems within the kingdom of Outremer. Consider the implications of this for future Crusades. Explain why the power of the Mamluk Sultanate increased through the second half of the 13th century. Explain what happened at the Siege of Acre – this could be done by locating it on a map of the Holy Land and adding details about what happened onto the map. Consider the impact of the fall of Acre on attitudes towards the Crusades in Europe. <p>Outcome: Learners could demonstrate that they understand the reasons for the end of the Crusades in the Near East.</p>	<p>Website(s):</p> <p>The Crusader Kingdoms</p> <p>The War of the Lombards: Civil War in Outremer 1229-1233</p> <p>Seventh Crusade - Wikipedia</p> <p>Eighth Crusade - Wikipedia</p> <p>Lord Edward's crusade - Wikipedia</p> <p>Mamluk Sultanate - Wikipedia</p> <p>The Mamluk Sultanate: How Slaves Came to Rule an Empire</p> <p>Baybars - Wikipedia</p> <p>Fall of Outremer - Wikipedia</p> <p>Siege of Acre (1291) - Wikipedia</p> <p>Ten True Tales of the Knights Templar: The Fall of Acre 1291</p>	2 hours

		<p>Advanced outcome: Learners can draw conclusions about the most important reason to explain why the Crusades failed.</p> <p>Advanced activity: Discuss what the most important reason, either short or long term, was for the failure of the Crusades.</p>	<p>The Siege of Acre, 1291 CE - World History Encyclopedia</p> <p>The Fall of the Knights Templar: The Siege of Acre, 1291</p> <p>Crusades after the fall of Acre, 1291-1399 - Wikipedia</p> <p>Video(s): Why did the Ayyubid Empire Collapse?</p> <p>The 7th Crusade Was A Complete Disaster For The Christians</p> <p>Baibars: The Crusaders' Nemesis</p> <p>1291: Siege of Acre</p> <p>The Knights Templar's Last Stand</p> <p>The Last Crusade</p> <p>Podcast(s): The Mamluks - In Our Time</p> <p>Map(s): The Crusades, 1096-1204</p> <p>Book(s): <i>The Crusades Through Arab Eyes</i> by Amin Maalouf, part 6</p>	
--	--	--	--	--

			<p><i>God's War – a new history of the Crusades</i> by Christopher Tyerman, chapters 22 and 24</p> <p><i>The World of the Crusades – an illustrated history</i> by Christopher Tyerman, chapter 10</p> <p><i>Holy Wars – a modern history of the Crusades</i> by Jonathan Philips, chapter 10</p>	
<ul style="list-style-type: none"> • the reasons for the outcomes of the Crusades, including: <ul style="list-style-type: none"> • divisions amongst Christian rulers • effective military campaigns by Muslim leaders. 	<p>Failure of the French and German crusaders to co-ordinate in the Second Crusade.</p> <p>The Crusader attack on their Byzantine allies in the Fourth Crusade</p> <p>The lack of support for Louis IX in the later crusades.</p> <p>The unification of the Seljuk Turks into an effective fighting force by Salah ad-Din during the Third Crusade.</p> <p>The successes of the Mamluk Sultan Baybars in the later crusades.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Gather examples of conflict between Crusaders from Europe from earlier work on this unit and discuss which was the most significant conflict • Outline how relations between Latin and Greek Christianity changed during the course of the Crusades. • Explain why Muslim rulers were much more successful than the Christians in the Crusades overall. 	<p>Website(s):</p> <p><u>Why did the Second Crusade end in failure?</u></p> <p><u>Fiasco: The Mad Tale of the Fourth Crusade</u></p> <p><u>What Caused the Growth of Papal Power in the Medieval Period</u></p> <p><u>Saladin & the Unification of the Muslim Front: 1169-1187 CE - World History Encyclopedia</u></p> <p><u>Mamluks vs Crusades</u></p> <p><u>Baybars and the Mamluk Sultanate</u></p>	1 hour

		<p>Outcome: Learners could demonstrate that they understand the different consequences of the Crusades for Christians and Muslims.</p> <p>Advanced activity: Debate – did the Christians lose the Crusades or did the Muslims win?</p> <p>Advanced outcome: Learners can draw conclusions about the significance of the outcome of the Crusades.</p>		
<ul style="list-style-type: none"> • the impact of the Crusades in the East and the West, including: <ul style="list-style-type: none"> • religious polarisation • the use of religion to justify political aims. 	<p>Lasting divisions between Latin Christianity in the west and Greek Christianity in the east.</p> <p>Muslim control over the Holy Land continued for centuries and divisions between Christians and Muslims become more entrenched.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Research the long term split between Latin and Greek Christianity. • Explain the long term impact of continued Muslim rule of the Holy Land, especially its implications for Christians and Jews. • Consider whether Urban II achieved his aim of unifying Christendom with his call to join the Crusades. 	<p>Website(s):</p> <p>How did the Crusades affect relations between the Latin and Eastern Orthodox churches?</p> <p>How did the Crusades exacerbate Christian-Muslim tensions?</p> <p>Pope Urban II orders first Crusade</p> <p>How Saladin united the Muslim forces to defeat the Third Crusade</p>	1 hour

	<p>Pope Urban II's use of the crusade to bolster the power of the Church and the European monarchs who tried to increase their influence by joining crusades.</p> <p>Ayyubid leader Salah ad-Din's use of the Christian threat to unify Muslim forces and Mamluk Sultan Baybars use of the crusades to justify the expansion of his territories.</p>	<ul style="list-style-type: none"> Explain how the threat posed by Christianity was used to unify Muslim opposition in the Near East. <p>Outcome: Learners can demonstrate that they understand the political and religious impact of the Crusades.</p> <p>Advanced activity: Discuss which was the most important consequence of the Crusades.</p> <p>Advanced outcome: Learners can draw conclusions about the most important consequences of the Crusades.</p>	<p><u>How did the Mamluks contribute to the fall of the Crusader States?</u></p> <p><u>Egypt After the Pharaohs</u></p> <p><u>How Did the Crusades Affect Christianity?</u></p> <p><u>How did the Crusades affect the papacy's power in Europe?</u></p> <p><u>How did the Crusades affect the political landscape of Europe?</u></p> <p><u>The Crusades: Consequences & Effects - World History Encyclopedia</u></p> <p><u>Understanding the Crusades from an Islamic perspective</u></p> <p>Video(s): <u>How Much Power Did the Catholic Church Have in the Middle Ages?</u></p> <p><u>Crusades From the Muslim Perspective</u></p> <p>Podcast(s): <u>Early Medieval Papacy - Dead To Me</u></p>	
--	--	---	---	--

			<u>The Crusades with Dan Jones</u> <u>- Dan Snow's History Hit</u>	
			<u>The Crusades in an Islamic Context</u>	

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
Participate in educational visits in person or digitally	Virtual tours of important locations in the Crusades. This includes the cities of Rome, Constantinople, Jerusalem and Acre (modern Akko)
Develop empathy, tolerance, compassion and curiosity through studying different historical contexts	The study of the divisions within Christianity and Islam are the sources of conflict in the Crusades, but at various points during the period, tolerance between these different religious views existed within the Holy Land. Persecution of the Jewish community both within the Holy Land and in communities in Europe occurred, even when Latin and Greek Christians were able to put their differences aside to work together.
Engage in collaborative working	<p>There are many examples for discussions, such as: how powerful the Byzantine Empire was compared to its Muslim neighbours; how effective Richard I was as a military leader – does this mean that he was an effective Crusader as well?; the reasons for the failure of the Fourth Crusade – which was the most important reason for this failure?; whether diplomacy or warfare were more important in the outcome of the Fifth and Sixth Crusades, as well as the Baron's Crusade.</p> <p>The are also opportunities for debates, such as: the reasons for the failure of the Second Crusade – one side arguing it was the strength of the Muslim forces, the other side arguing it was the weaknesses of the Crusader; who better deserves to be remembered as a hero of the Crusades – Salah ad-Din or Richard I?</p>

Opportunities for embedding elements of the Curriculum for Wales

	Curriculum for Wales Strands Cross-cutting Themes
Local, National & International Contexts	<p>Unit 3 provides centres with six different historical topics relating to world history. The optional topics provide opportunities to enhance learners' understanding of the world and the diverse experiences of its peoples. Options allow for the study of marginalised regions of the world, the histories of dispossessed peoples and forgotten empires, especially of the global South.</p> <p>Option 3.2 Medieval: The Crusades, c.1095–c.1291 allows centres and learners to explore medieval history within Europe and the Near East. The focus ranges from the conflicts over territory and cities in the Holy Land like Jerusalem, centres of decision-making in places like Rome and Constantinople, but also localities in Wales who provided pilgrims and knights who took part in the Crusades, and which are mentioned in Gerald of Wales' account of attempts to gain support for the Third Crusade in Wales itself.</p>
Relationships and Sexuality Education	<p>Learners will study the changing relationships between followers of Latin and Greek Christianity, as well as the relationships between Christians, Jews and Muslims in the Holy Land. Sometimes these were violent relationships, sometimes tolerant ranging from warfare to peaceful co-existence.</p> <p>For example, learners will learn how the First Crusade came to be organised, including the Byzantine request for military support, early events of the First Crusade, including the People's Crusade and the attacks on Jews in Europe, and the massacre of Muslims and Jews in Jerusalem when the crusaders arrived.</p>
Human Rights Education and Diversity	<p>Learners will understand that the participants in the Crusades represented a wide range of ethnic groups as the Holy Land was adjacent to Asia, Africa and Europe. A range of religions are also part of the Crusades – Christianity, Islam and Judaism. Empires were also part of the Crusades, whether it was the spiritual empire of Latin Christianity or the political/religious empire of Greek Christianity. Colonialism also forms part of this topic, whether it is the crusaders establishing the crusader kingdoms, or the expansion of the territories of Islamic groups like the Seljuk Turks or the Mamluks.</p>

Careers and Work-Related Experiences

There were lots of job opportunities available for the people of Wales, Europe and the Near East that are not really part of the work that people in these places do today. Very few people today would choose to be priests or monks.

The roles of crusading military orders like the Templars, Hospitallers and the Muslim challenge to the Crusades, including the Muslim military forces show that careers in the military in the past were very different to those today. Military service now results in large amounts of professional training and expectations that the amateur knights and soldiers of the crusades would not be familiar with.

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>Examples</p> <ul style="list-style-type: none"> • Learners are encouraged to debate and respond to the views of others. • Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills. • Use of oral history and interviews develop listening skills and the ability to respond to others appropriately. • Learners have the opportunity to share and respond to peer presentations.
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>Examples</p> <ul style="list-style-type: none"> • Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose. • Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers. • Comparing and contrasting the content of historical sources. • Assessing the reliability and accuracy of the text to develop the skill of critical reading.

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

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.

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

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.

Citizenship	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.
	Example 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.
Interacting and Collaborating	Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.
	Example In groups, learners could research and present a topic to introduce an area of study.
Producing	Learners have opportunities to research a variety of sources digitally.
	Example <ul style="list-style-type: none"> • Use of national and international archives to find source materials that link to the area of study.

Integral Skills	
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>Examples</p> <ul style="list-style-type: none"> • Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments. • Learners have opportunities to be creative and innovative when presenting information and findings.
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>Examples</p> <ul style="list-style-type: none"> • 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. • Learners will develop their ability to see issues from multiple viewpoints. • Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives. • Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose. • 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.

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>
Example	<ul style="list-style-type: none">Learners will have opportunities to plan and then complete their response to an enquiry question.
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>Examples</p> <ul style="list-style-type: none">Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness.Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work.Collaborating on a research task or presentation.Developing resilience through the revision and remodelling of answers.There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.

Glossary for Option 3.2 The Crusades, c.1095–c.1291

Term	Definition
Abbasid caliphate	The Muslim empire based around the city of Baghdad.
Ayyubid dynasty.	The name of the Seljuk Turk empire based in Egypt that replaced the Fatimid dynasty.
Byzantine Empire	The eastern part of the original Roman Empire that had survived the destruction of the western part.
Christendom	The part of the world in the medieval period where most people were Christians.
Crusade	The religious war between Christians and Muslims for control of the Holy Land from the Latin <i>crucesignatus</i> meaning ‘signed with a Cross’, a Christian blessing.
Crusader kingdoms	The four states that were created by the leading crusaders to control the lands they had captured in the Near East.
Fatimid dynasty	The Muslim empire of northern Africa.
Great Schism	The split between the Latin and Greek Christian Churches.
Greek Church	The Christian Church headed by the Patriarch in Constantinople.
Holy Land	Land at the eastern end of the Mediterranean Sea that was the centre of several major world religions – Islam, Christianity and Judaism.
Investiture Controversy	A dispute between the Pope and the rulers of countries in western Europe about who had the power to appoint bishops.
Jihad	A holy war – according to the Prophet Mohammad, lesser jihad meant a religious struggle with those around you, while greater jihad meant the struggle within yourself.
Latin Church	The Christian Church headed by the Pope in Rome.
Mamluk Sultanate	The name of the Muslim empire that replaced the Ayyubid dynasty.

Military orders	Groups of knights who became priests as well to defend Christianity in the Holy Land.
Outremer	The collective name for the crusader kingdoms (from the French ‘over the sea’).
Pilgrimage	To go on a religious journey, usually to a place of religious significance.
Sack	To steal from a territory that has been attacked.
Seljuk Turks	Muslims who moved into the Near East from central Asia.
Siege	When an army surrounds a town or fortress to force its inhabitants to surrender.
Treaty	A legal agreement between countries.
Truce	An agreement to stop fighting.
Umayyad dynasty	The Muslim empire in control of most of Spain in the medieval period.