
Scheme of work

AS/A-level History Specification 7041/7042
The Age of the Crusades, c.1071–1204, 1A

Introduction

To help teachers in planning a course of study for the new A-level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2– 2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

Scheme of work

HISTORY: The Age of the Crusades, c.1071–1204

Component 1 Breadth Study (Teacher 1)

Teach alongside: Component 2 Depth Study (Teacher 2) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

General Introduction (Component 1)

Learning Objectives AO1 and AO3

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1 (the remaining 6 weeks of the school /college year to be spent on NEA Component 3).	<p>1. Students are expected to develop an understanding of the process of change over time.</p> <p>2. Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p>	<p>Students should be made aware of the 6 Key Questions which identify the issues and perspectives that are central to this period of study.</p> <p>Part 1 of this SOW is suitable for both AS and A level students. Please refer to the Specification for the different types of AS/A-level questions.</p>	<p>Students will need to understand the nature of causes and consequences, of change and continuity and of similarity and difference over an extended period.</p> <p>They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology.</p>	<p>Students should be encouraged to study the course content in relation to the key questions and to read and research further around the issues and developments studied, using, as appropriate, a variety of academic history books.</p> <p>Students' understanding of the process of change over time should be regularly assessed.</p>	<p>Students should have the opportunity to consult academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, PowerPoint presentations and other sources of information will all be valuable.</p> <p>Note that students will need to practise exam-style questions throughout the course.</p>

	<p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p>The suggested learning activities below are intended to develop these skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>Both AS and A-level practice questions can be found on the AQA web site and it is recommended that either a historical interpretation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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Learning Objectives AO1 and AO3

The Age of the Crusades, c.1071-1204

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE CRUSADER STATES AND OUTREMER, c1071–1149; Section 1: The Origins of Conflict and the First Crusade, c1071–c1099					
Week 1	Christianity in western Europe c.1071–c.1099	The role of the Church in the late 11th century	<p>Brief overview of the geography of Europe in the eleventh century with an investigation of key polities: England, France, Holy Roman Empire, al-Andalus and Byzantium.</p> <p>Investigation into the centrality of religion in everyday life throughout Western Europe. Identification of its place in rural society, medieval views on disease, death, the origins of authority - both secular and spiritual, the cult of saints and pilgrimage.</p>	Research tasks looking at rural society, disease and death, secular and spiritual authority, the cult of saints and pilgrimage.	<p>Maps of medieval Europe.</p> <p>Guided worksheets and reference material for reading.</p>

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Week 2		The rising influence of the Papacy	<p>Establish brief chronology of the origins of the papacy within the Roman Empire eg the Pentarchy, and then its importance to post-Roman Western Europe.</p> <p>Investigation into the claims of the papacy eg Petrine Authority and the Donation of Constantine, Just war theory.</p> <p>Research into the aims of the papal reform movement and key advocates, especially Gregory VII. These could include: election of popes, antipopes, investiture, papal claims to authority, holy war in Spain and Sicily, the milites Christi.</p>	<p>Explore the emergence of the papacy and its significance.</p> <p>Some students could undertake in-depth research into <i>Dictatus Papae</i>.</p>	<p>Sources and information sheets.</p> <p>Guided reading.</p> <p>Maps of the Roman Empire and its religious organisation.</p>
Week 3	Islam c.1071– c.1099	Muslim expansion and the rise of the Seljuk Turks.	<p>Brief overview of the rise of Islam and the original Byzantine loss of Syria and Palestine to establish competing claims to these territories.</p> <p>Students to briefly investigate the Abbasid caliphate and its rivalry with the Fatimids and establish the key differences between these polities prior to the rise of the Seljuk Turks.</p>	<p>Consider possession of Syria and Palestine from viewpoint of Byzantines, Abbasids and Fatimids.</p>	<p>Maps of Muslim expansion then Fatimid and Abbasid caliphates.</p>

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Week 4		Muslim expansion and the rise of the Seljuk Turks.	Investigation into the origins of the Seljuk Turks. Establish a brief chronology of the establishment of the 'Great Seljuk Empire' and the impact of the Seljuks on Syria and Palestine, especially the conflict with the Fatimids.	Encourage students to find passages advancing different interpretations of the reasons for the Seljuk's rapid rise.	Map of the Great Seljuk Empire.
Week 5	The problems of the Byzantine Empire c.1071–c.1099	The impact of defeat in the Battle of Manzikert.	Establish the Byzantine world-view, the Oikoumene and typical foreign policy including diplomacy, gifts, titles, mercenaries and military organisation. Examine the events at Manzikert in the context of the rise of the Seljuk Turks. Students to debate, based on previous research, the degree of Seljuk interest in Byzantine Anatolia. Assessment of the immediate military and political consequences of the defeat at Manzikert. Debate on the arguments for each side.	Further research into conflicting historical interpretations regarding the significance of Manzikert.	Map of Byzantine Anatolia. Accounts of the Battle of Manzikert. Guided interpretations by a range of historians.

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Week 6		The internal problems of the Byzantine Empire.	<p>Make a chart of the problems facing the empire after Manzikert including issues such as civil war, the rule of Michael VII and Nikephoros III, external threats from the Seljuk Turks, Normans and Pechenegs.</p> <p>Explore Alexius I's responses to each of the problems facing the empire: domestic challenges, Pechenegs, Normans, Seljuk Turks. List the challenges (in order of importance) and justify the decisions made.</p>	Differentiate by task: consider the questions 'Why did Alexius ask Urban II for aid?', 'Why did Urban II believe that the Byzantines needed western aid?' and 'Why might the papacy want to aid Byzantium?'	Maps of the Byzantine empire at various dates before and after Manzikert.
Week 7	Urban II	The reasons for the calling of the First Crusade.	<p>Create a profile of Urban II considering his background, previous experience, religious policies, political situation and enemies.</p> <p>Students to read and make annotated notes to find reasons why a Crusade was called in 1095 by examining accounts of Urban II's speech at Clermont in November 1095.</p>	<p>Research tasks allow for differentiation.</p> <p>Consideration of how events of the First Crusade may have impacted upon accounts of Urban II's speech.</p>	<p>Different versions of Urban II's speech at Clermont</p> <p>Guided interpretations by a range of historians</p>

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Week 8		Responding to the call for help from the Byzantine Empire; the political and religious motives of the Papacy.	<p>Add previously discussed reasons for why the Byzantines needed military aid and consider why he wished to provide it.</p> <p>Discuss and emphasise the importance of religion and why the city of Jerusalem held such sway amongst Christians. Highlight political reasons including papal supremacy and issues relating to diverting Christian violence and holy war.</p>	There is scope to consider the origins of Christian violence through the work of St. Augustine.	<p>Map of Byzantium and Anatolia in 1095.</p> <p>Guided interpretations by a range of historians as to Urban II's motives.</p>
Week 9	The motives of the crusaders	Raymond of Toulouse, European nobles and the Frankish knights.	<p>Pool ideas from the class as to why people risked everything venturing East. Including religious devotion, sanctified violence, economic gain as well as feudal and social obligations.</p> <p>Refer to articles by Riley-Smith, Tyerman, Asbridge, Holt and J Phillips and other to add historical views and examples. PowerPoint presentation to reinforce.</p> <p>Complete chart on the leaders of the First Crusade and their motives. Investigate key examples such as Raymond of Toulouse, Stephen of Blois, Robert of Normandy, Robert of Flanders, Godfrey of Bouillon, Baldwin of Boulogne, Bohemond, Tancred and Adhemar of Le Puy.</p>	<p>Interpretations allow for differentiation.</p> <p>Terry Jones' video on the First Crusaders provides a good overview to reinforce this topic.</p> <p>Further discussion regarding the extent to which religion accounted for Western Christian violence between 1071 and 1099.</p>	<p>First crusade video.</p> <p>Guided interpretations by a range of historians.</p> <p>PowerPoint presentation.</p>

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Week 10		Popular movements	<p>Examine the example of the so-called 'People's Crusade' to try to identify what motivated participants.</p> <p>Create profiles of key leaders such as Peter the hermit, Count Emicho, Walter Sans Avoir.</p>	<p>Allocation of topics permits differentiation.</p> <p>Class debate as to how different motivations for popular movements were to those of European knights.</p>	Fill-in worksheet/chart of key leaders.
Week 11	The course and impact of the First Crusade	The course of the First Crusade	<p>Students to produce a timeline of the progress of the people's crusade.</p> <p>Students to produce a timeline of the key events 1095–1099 with map work to illustrate the course of the First Crusade and to identify the main areas, cities of conflict.</p>	<p>Consideration of the weaknesses and divisions in the First Crusade.</p> <p>Why did divisions not prevent the crusade's success?</p>	<p>Map of the journey taken by the First Crusade.</p> <p>Outline of timeline sheet.</p>

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Week 12		Reasons for its outcome	<p>Students use their timelines, sources and own knowledge to identify why the First Crusade was a success. Find links between these reasons and get students to begin to make judgements on their respective merits.</p> <p>Assess the relative importance of factors that led to Crusader victory in 1099. Card sort activity for group work to enhance evaluation of factors for Crusader success.</p>	<p>Further research into conflicting historical opinions regarding the reasons for the First Crusade's success.</p> <p>Comparison of the success of the main Crusade to the failure of the people's Crusade to consider the reasons for success and failure.</p>	<p>Guided interpretations by a range of historians.</p> <p>Information cards.</p>
Week 13		Its impact on the Muslim Near East and the Byzantine Empire.	<p>Focus on the consequences of the success of the First Crusade to: Seljuk power in Anatolia, the Seljuk Empire, the emirs of Syria and Palestine, the Fatimids, the Armenian Christians, the Byzantines.</p> <p>Students to consider the relative impact on each group.</p>	<p>Further discussion considering the stakes for each group affected by the First Crusade.</p>	<p>Guided worksheets and reference material for reading.</p>

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Week 14		Its impact on the Latin West	<p>Focus on the consequences of the success of the First Crusade to: the Papacy, those who had abandoned the First Crusade (the Crusade of 1101), returning crusaders.</p> <p>Students to consider the relative impact on each group. Card sort activity for group work to enhance evaluation of consequences of Crusader success.</p>	<p>Allocation of topics permits differentiation</p> <p>Further discussion considering the stakes for each group affected by the First Crusade.</p>	<p>Information cards</p> <p>Guided worksheets and reference material for reading</p>
PART ONE: THE CRUSADER STATES AND OUTREMER, c1071–1149; Section 2: The Foundation of New States and the Second Crusade, c1099–c1149					
Week 15	Establishing the states of Outremer	The leaders of the Crusader states	<p>Students to consider the holdings of the Crusaders in Syria and Palestine immediately after the First Crusade. What problems faced those who remained?</p> <p>Students to develop a timeline of leadership of the Kingdom of Jerusalem, Principality of Antioch, County of Tripoli and County of Edessa between 1099 and 1149.</p>	<p>Consideration of the differences between Immediate priorities and long term goals of the Franks of Outremer.</p>	<p>Maps of Crusader holdings in 1099 and of the crusader states by 1144.</p> <p>Family Trees of Frankish dynasties.</p>

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Week 16		Expansion and conquest	<p>Using extracts divided by the reigns of different leaders, students extract evidence of territory conquered, battles won, castles built and cooperation between leaders of the Crusader States.</p> <p>Using extracts divided by the reigns of different leaders students extract evidence of territory lost, battles lost and divisions between the leaders of the Crusader States.</p>	<p>Allocation of topics permits differentiation.</p> <p>Debate as to which traits were most important and the relative successfulness of the leaders.</p> <p>Further discussion and considerations as to how far strong leadership was key to Western Christian expansion between 1095 and 1149.</p>	<p>Guided interpretations by a range of historians.</p> <p>Fill-in worksheet/chart of key methods used to consolidate.</p>
Week 17		Trade and pilgrimage	<p>In groups students study the Crusader States and determine the religious appeal of each to Christian pilgrims. Investigate prominent religious sites and the role of minor crusades in support of the various Crusader States.</p> <p>Debate as to the relative importance of Crusader States to pilgrims and the possible impacts and consequences of this on their development.</p>	<p>Allocation of topics permits differentiation.</p> <p>Further research into the possible connections between religious belief and the development of trade.</p>	<p>Guided worksheets and reference material for reading.</p>

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Week 18		Trade and pilgrimage	<p>Students to investigate the role of trade in the establishment and development of the Crusader States, especially the involvement of Italian city-states of Genoa, Pisa and Venice.</p> <p>Further discussion and considerations as to how significant the Italian city-states were to the consolidation of the Crusader States, developing on earlier work.</p>	Investigation into the precise terms of the treaties made between the Italian city-states and the Crusader States.	Map of the Levantine coastline including the key ports.
Week 19	The foundation of the military orders	Templars and Hospitallers	<p>Students to research into the origins and purposes of the military orders up to 1149. Consideration should be given into the events in Outremer, the developments in lay piety, the concepts of holy war previously developed, the knightly dilemma and the previous development of international religious orders.</p>	Debate as to the principal purpose of each of the military orders from the differing perspectives of the papacy, the leaders of the Crusader States and European knights.	Guided worksheets and reference material for reading.

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Week 20		Their military, religious and economic roles	<p>Draw a spider diagram to show the various methods by which the military orders aided Outremer up to 1149. Consider their relative importance.</p> <p>Students to develop their allocated role to establish if there was any change over time in its significance. Construct a timeline/graph as a whole class detailing how the factors interplayed and one became the most or least significant over time.</p>	<p>Allocation of topics permits differentiation.</p> <p>Further discussion as the extent to which the roles of the military orders changed or remained the same between 1119 and 1149.</p>	Map of castle ownership within the Crusader States.
Week 21	Relations of the Crusader States	Relations with the Byzantine Empire	<p>Students to consider the outstanding issues and tensions between the Crusader States and Byzantium between 1099 and 1149. Research episodes such as the crusade of 1101 Bohemond's actions, and the interventions of John II in Syria.</p> <p>One group could consider relations from the Byzantine perspective; these could include the question of Antioch, the possession of holy places and the treatment of Eastern Christians.</p> <p>Another group could consider relations from the Crusader perspective and these could include Frankish perceptions of Byzantine betrayal, the relations between Byzantium and Muslim powers and the treatment of Crusaders between 1099 and 1149.</p>	<p>Allocation of topics permits differentiation.</p> <p>Further research into conflicting historical interpretations regarding the significance of tensions with Byzantium.</p>	<p>Map of the Byzantine Empire, Anatolia and the northern Crusader States</p> <p>Guided interpretations by a range of historians.</p>

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Week 22		Relations with the Latin West	<p>Students to consider the requirements of the Franks of Outremer from the Latin West, such as legitimacy, manpower, trade and religious connections. Assessment of the relative importance of these requirements.</p> <p>Specific potential western allies to investigate might include: the papacy, Sicily, England, France and the Holy Roman Empire among others.</p> <p>Students research their allocated Western ally to establish if there was any change over time in its significance to the Crusader States. Present to class as a PowerPoint presentation. Construct a timeline/graph as a whole class detailing how the factors interplayed and one became the most or least significant in its support over time.</p>	<p>Allocation of topics permits differentiation.</p> <p>The writing of Fulcher of Chartres to Western Europeans is an interesting and accessible text to consider and extend the discussion.</p> <p>Consideration of the suggestion that the nature of the requirements of the Crusader States from the Latin West were fundamentally different by 1149 than they were in 1099.</p>	<p>Fill-in worksheet /chart of key methods used to consolidate.</p> <p>Outline timeline /graph sheets.</p> <p>Student presentations.</p>

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Week 23		Relations with the Muslim Near East	<p>Students should consider the different political entities within the Muslim Near East between 1099 and 1149: Fatimid Egypt, the sultan of Baghdad and the Turkish emirs of Syria and Anatolia.</p> <p>An investigation into the invasions into the territory of Outremer by Muslim powers between 1099 and 1149 could be constructed as a timeline that indicates the shifting nature of the threat.</p>	Students could construct graphs to indicate the shifting positive and negative relations between each of the Crusader States and its Muslim neighbours between 1099 and 1149.	<p>Outline timeline sheets.</p> <p>Outline map sheets to annotate with invasions.</p>
Week 24		Relations with indigenous peoples	<p>Investigation into how Frankish society was internally structured as well as settlement in urban and rural locations. Consideration of key groups such as the Armenians in Edessa and Greeks in Antioch.</p> <p>Comparison of the implementation of taxation and justice for indigenous Christians and Muslims with treatment of the Franks.</p> <p>Class debate as to which group (Byzantines, Latin West, Muslim powers, indigenous peoples) caused the leaders of Outremer the most problems and which provided the most cooperation. Consideration should be given as to whether this changed over time.</p>	Further discussion into whether the Crusader States were successful in managing indigenous peoples between 1099 and 1149.	Guided interpretations by a range of historians.

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Week 25	The Islamic response to the Crusader States	Islamic politics	<p>Research into the confused periods of civil war and conflict in both Baghdad and Fatimid Egypt.</p> <p>One group to briefly explore Baghdad from after the reign of Barkiyaruq: Malik Shah II (1105) Muhammad I (1105–1118), Mahmud II (1118–1131) and another to briefly consider the schism in Egypt between the Nizari and Mustaali in the caliphates of al-Amir (1101–1130) and Al-Hafiz (1130–1149). The focus should be on the lack of sustained attention on Syria and Palestine.</p> <p>Investigation into the rise of the assassins and their role in Islamic politics including the religious divisions between them and Sunni (and later other Shia) Muslims and their actions.</p> <p>Students to construct a timeline of the interactions of key Muslim cities in Syria such as Aleppo and Damascus with sultans and their representatives.</p>	<p>Allocation of topics permits differentiation.</p> <p>Consideration of the argument that the divisions in the Muslim world were the most significant factor in the continuing survival of the Crusader States between 1099 and 1149.</p>	Maps of Egypt, Syria and Iraq in this period.

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Week 26		The rise of ideas of jihad under Zengi	<p>Create a timeline of religious opposition from Muslim scholars to the creation of the Crusader States and the lack of a concerted Muslim response including examples such as al-Sulami, and Ibn al-Khashshab.</p> <p>Muslim unity in action including the Field of Blood (1119) and the campaigns of Zengi.</p> <p>Students to debate the extent to which Zengi's actions up to and including the capture of Edessa in 1144 were motivated by the concept of jihad.</p>	Further research into conflicting historical interpretations regarding the significance of Zengi and Jihad.	Guided interpretations by a range of historians.
Week 27	The preaching of the Second Crusade	The course of the Second Crusade	<p>Source analysis for students to identify the motives and key personalities for the Second Crusade. Key motivations to explore might include the fall of Edessa, long-term lack of aid, religious devotion and pilgrimage, the specific role of Bernard of Clairvaux as well as social ties and feudal obligations to participating lords and kings.</p> <p>Students to produce a timeline of the key events of the Crusade between 1145 and 1149.</p>	<p>Investigation into the degree of control of participation exercised by Eugenius III and Bernard of Clairvaux.</p> <p>Why were Crusading privileges extended to Spain and the Eastern Europe?</p>	<p>Guided interpretations by a range of historians.</p> <p>Map of the journey of the Second Crusade.</p> <p>Outline of timeline sheet.</p>

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Week 28		The outcome of the Second Crusade	Research the reasons for the failure of the Second Crusade including issues such as a lack of clear aims, poor leadership, lack of Byzantine support and Muslim unity.	Further research into conflicting historical interpretations regarding the causes of the Second Crusade's failure.	Guided interpretations by a range of historians.
Week 29	The impact of the Second Crusade	The impact on the Muslim Near East and the Byzantine Empire	<p>Draw a spider diagram to show the various possible outcomes of defeat: impact on crusading fervour, Outremer, Muslim unity, relations with Byzantium.</p> <p>Research into the actions of Nur ad-Din in the immediate aftermath of the Second Crusade including Inab and relations with Damascus.</p> <p>Research into responses to the launch of the Second Crusade and its failure in Byzantium. Source analysis of how Byzantium was presented by returning crusaders.</p> <p>Class debate as to the impact on Muslim unity and on relations between Western Christians and Byzantium of the Second Crusade's failure.</p>	Was the failure of the Second Crusade a turning point in development of Muslim unity?	<p>Guided worksheets and reference material for reading.</p> <p>Sources and information sheets.</p>

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Week 30		The impact on the Latin West and Outremer	<p>Group work to consider the impact and consequences of the failure of the Second Crusade on key figures including Bernard of Clairvaux, Eugenius III, Louis VII, Conrad III and Roger II.</p> <p>Comparative exercise considering the relative significance of the failure of the Second Crusade in each of the crusader states immediately after the Second Crusade.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Allocation of topics permits differentiation.</p> <p>Debate as to which group was most damaged by the failure of the Second Crusade.</p>	<p>Fill-in worksheets /chart of significance of failure.</p> <p>Guided worksheets and reference material for reading.</p>

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PART TWO: THE REVIVAL OF ISLAM AND THE LATER CRUSADES, 1149–1204; Section 1: The Muslim Counter-Crusades and Crusader States, 1149–c1187 (A-level only)					
Week 1	The context of Islamic power in the Near East from 1149 to 1174	The rise of Nur ad-Din in Syria	Teacher led narrative of the rise of Muslim unity under Nur ad-Din. Draw a spider diagram to illustrate the methods used by Nur ad-Din to strengthen his position in Syria. Include: actions before the Second Crusade, attacks on Outremer eg Inab, dynastic unification and capture of Damascus.	Debate as to how far the failure of the Second Crusade had aided Nur ad-Din in his actions in Syria.	Guided worksheets and reference material for reading.
Week 2		The rise of Nur ad-Din in Egypt	Establish a timeline of Nur ad-Din's relationship and interactions with Egypt between 1149 and 1169. Assess Nur ad-Din's motives for involvement in Egypt including factors such as personal ambition, financial need, religious unity and response to Frankish involvement.	Research into the causes of the long-term decline of the Fatimid Caliphate.	Outline timeline sheets. Sources and information sheets.
Week 3		The growth of jihad	Investigate Nur ad-Din's actions in Syria and Egypt in the context of the jihad. Explore in groups the ways he increased jihadist sentiment: personal piety, justice, education, the actions of the Franks. Create a presentation to the rest of the class outlining key examples.	Debate as to which method was most effective at facilitating the growth of jihad.	Guided interpretations by a range of historians.

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Week 4	Outremer from 1149 to 1174	Political developments	<p>Students to create a chronology of events within Outremer from the failure of the second crusade to 1174.</p> <p>Key events to consider could include the civil war, capture of Ascalon and the death of Baldwin III.</p> <p>In groups students to consider why each event happened, its significance, and the consequences of it for control of Outremer.</p>	<p>Allocation of topics permits differentiation.</p> <p>Debate as to the constitutional nature of the conflict between Baldwin III and Melisende.</p>	<p>Fill-in worksheet on key political developments.</p> <p>Sources and information sheets.</p>
Week 5		Political developments	<p>Students to continue the previous chronology of events within Outremer from the failure of the second crusade to the death of Amalric I.</p> <p>Key events to consider could include Amalric I's succession, attack on Egypt and the growing power of the military orders.</p> <p>In groups students to consider why each event happened and the consequences of it for control of Outremer.</p>	<p>Debate as to whether the focus on Egypt by the Kingdom of Jerusalem was a strategic mistake.</p>	<p>Fill-in worksheet on key political developments.</p>
Week 6		Military strengths and weaknesses	<p>In groups students investigate the military victories and setbacks of each of the Crusader States between 1149 and 1174.</p> <p>Research into who and when was the greatest military threat for each Crusader State.</p>	<p>Allocation of topics permits differentiation.</p>	<p>Map of the Crusader states between 1149 and 1174.</p> <p>Sources and information sheets.</p>

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Week 7		Military strengths and weaknesses	<p>Students to research into the role of the military orders in the defence of Outremer between 1149 and 1174.</p> <p>The continuing importance and development of castles in the defence of Outremer. Construction of new castles at sites such as Belvoir and Gaston as well as the maintenance of existing fortifications.</p>	Debate as to whether the military orders were an asset or a liability to the Crusader States between 1149 and 1174.	<p>Maps of holdings of the military orders in Outremer.</p> <p>Sources and information sheets.</p> <p>Map of Frankish castles in Outremer.</p>
Week 8	Relations between Outremer and wider Christendom	The Latin West	<p>Research into the reasons for a lack of Western aid to Outremer between 1149 and 1187. These could include the failures of the Second Crusade, the disputes between the papacy and German Emperors, the weaknesses of Henry II and Louis VII and the later conflicts between the Angevins and Capetians.</p> <p>Students to make presentations to the class regarding their findings.</p>	<p>Allocation of topics permits differentiation.</p> <p>Consider Western Christian perceptions of the Crusader States at this time and the degree of accuracy in them.</p>	PowerPoint presentations/handouts from students.
Week 9		The Byzantine Empire	Construct a timeline of events in Byzantium between 1149 and 1187 including key events such as the marriage alliances with Baldwin III and Amalric I, intervention in Egypt, Myrioccephalum, Manuel I's death and anti-Latin riots in Constantinople.	Discussion of the relative significance of the developments to date since the Second Crusade including the Byzantine alliance, lack of western support and rise of Nur ad-Din.	Outline timeline sheets

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Week 10	Internal divisions within Outremer	The reign of Baldwin IV	<p>Students to create a chronology of events from the death of Amalric I to the death of Baldwin V.</p> <p>Groupwork to identify and research key individuals within Outremer during the reign of Baldwin IV. Identify the attitudes of the individuals on the succession and Saladin.</p>	Class debate and role-play between those in the so-called 'Court party' with hawkish views and those in the so-called 'Pullani' with more dovish views regarding Saladin.	Guided worksheets and reference material for reading.
Week 11		The succession to Baldwin IV	<p>Research into the unpopularity and political problems of Guy of Lusignan at the time of Baldwin IV's death including his outsider status, his actions during the al-Fule campaign, Baldwin IV's attempts to strip him of power.</p> <p>Chronology to establish the events of the coup which brought Sibylla to the throne in 1186 including: the will of Baldwin IV, the short reign of Baldwin V, the balance between Raymond III and Joscelin, the actions of Joscelin to seize power, the failure of Raymond and the Ibelins, the 'divorce' and then acceptance of Guy as king.</p>	<p>Consideration of the consequences of Sibylla and Guy's coup to the unity of the kingdom of Jerusalem.</p> <p>Consider the subsequent actions of Reynald of Chatillon and Raymond III of Tripoli.</p>	Guided worksheets and reference material for reading.

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Week 12	The rise of Saladin	Religion, politics and military expansion	<p>Research into the origins of Saladin and his actions as ruler of Egypt before 1174.</p> <p>Assessment of the problems that Saladin had to overcome to impose unity under his leadership upon Syria including issues such as the Zengid dynasty, the assassins, risks to his self-declared image as the leader of jihad.</p> <p>Groups to make presentations to the class.</p>	<p>Allocation of topics permits differentiation</p> <p>How significant might the growing conflict between Nur ad-Din and Saladin have been if Nur ad-Din had not died in 1174?</p>	<p>Guided worksheets and reference material for reading.</p> <p>PowerPoint presentations/handouts from students.</p>
Week 13		Religion, politics and military expansion	<p>Students to create a chronology of key events from 1174 to 1187 including key events such as Montgisard, Jacob's Ford, the pools of Goliath and Saladin's control of Syria.</p> <p>Consider the importance of each event to Saladin and his goal to destroy the Crusader States.</p>	<p>Debate as to whether the rise to power of Saladin marked the turning point in the development of Muslim unity.</p>	<p>Guided worksheets and reference material for reading.</p>
Week 14		Victory at Hattin	<p>Students to investigate the circumstances and events of the Hattin campaign. Analysis of the roles played by Guy, Reynald, Raymond III, the military orders and Saladin in the destruction of the Frankish army.</p>	<p>Investigation into the ties between Raymond III and Saladin and how this may relate to Hattin.</p>	<p>Map of the Hattin campaign.</p>

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Week 15	The crisis of Outremer	The causes of Saladin's capture of Jerusalem	<p>Teacher-led narrative of the collapse of the kingdom of Jerusalem between July and October 1187. Students construct timeline.</p> <p>Group to consider the various reasons which arguably led to the kingdom of Jerusalem's collapse in 1187 including Saladin's strength, long-term problems and Frankish factionalism.</p> <p>Draw a spider diagram to illustrate the methods used by Saladin in this time period to rapidly capture the kingdom.</p>	<p>Allocation of topics permits differentiation</p> <p>Debate as to why Saladin was able to capture Jerusalem and conquer the kingdom.</p>	<p>Fill-in worksheet on key political developments.</p> <p>Map of Saladin's conquest of the kingdom of Jerusalem.</p>
Week 16		The consequences of Saladin's capture of Jerusalem	<p>Discussion as to the consequences of Saladin's actions including Latin responses to the Frankish defeat at Hattin, the fall of Jerusalem and Saladin's failure to capture Tyre.</p> <p>Provide examples of each factor and evaluation of its importance. Discuss the potential consequences of each and the subsequent consequence of the fall of the kingdom of Jerusalem.</p>	<p>Discussion of the relationship between causes and consequences with regard to Saladin's actions in 1187.</p>	<p>Guided interpretations by a range of historians.</p> <p>Sources and information sheets.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE REVIVAL OF ISLAM AND THE LATER CRUSADES, 1149–1204; Section 2: The Third and Fourth Crusades, 1187–1204 (A-level only)					
Week 17	Preaching and preparing for the Third Crusade	Motives of Pope Gregory VIII	<p>Research into the responses to the defeat at Hattin and fall of Jerusalem. Consider the papal reaction and possible motivations including religious conviction, loss of prestige and determination to restore papal leadership of crusading movement.</p> <p>The wider impact of the call for a Third Crusade including the responses of Sicily and Pisa.</p>	Further scope for investigation into the actions of both Gregory VIII and his successor Clement III to prepare for the Crusade.	<p>Sources and information sheets.</p> <p>Guided worksheets and reference material for reading.</p>
Week 18		Motives of Henry II and Richard I of England; Philip II of France; Frederick Barbarossa	<p>Research responses to the call for a Third Crusade in France and England, including immediate lack of action and the response of Richard during Henry II's reign.</p> <p>Assessment, through group profiles of the motives of Richard I, Philip II and Frederick I to Crusade including factors such as religious devotion, social ties to Outremer, competition and martial prowess.</p>	<p>Allocation of topics permits differentiation.</p> <p>Debate as to whether the principal motivation for participation had changed or remained the same since the Second Crusade.</p>	Guided interpretations by a range of historians.
Week 19	The course of the Third Crusade	The course of the Third Crusade	Students to create a chronology of key events of the Third Crusade such as the long siege of Acre, the collapse of the German Crusade, the capture of Cyprus, the securing of the coast, the marches on Jerusalem and the truce.	There is scope to consider the actions of Crusading forces before the arrival of the kings, especially Henry of Champagne.	<p>Guided worksheets and reference material for reading.</p> <p>Map of the Third Crusade's route.</p>

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Week 20		Leadership and internal rivalries of the Crusaders	<p>Create a profile of each potential leader of the Third Crusade including Richard I, Philip II, Frederick I, Guy of Lusignan and Conrad of Montferrat. Consider the advantages and disadvantages of their leadership.</p> <p>Investigation into the nature of the rivalries between Crusader leaders most notably between Richard I and Philip II and between Guy of Lusignan and Conrad of Montferrat.</p>	Consider the changing nature of events and impacts on the leaders such as the death of Sibylla, the marriage of Conrad to Isabella, the assassination of Conrad.	<p>Guided worksheets and reference material for reading.</p> <p>Guided interpretations by a range of historians.</p>
Week 21		The reasons for the military outcome	<p>Assessment of the military outcome and the degree to which it was a success. Consideration of the aims and objectives of the crusade including the capture of Jerusalem, the restoration of the kingdom, the defeat of Saladin and vengeance for the loss at Hattin.</p> <p>In groups evaluate the degree to which the Third Crusade achieved each aim. Consider the impact of each on the power and prestige of Saladin after the Third Crusade ended.</p>	Students may consider the extent to which success or failure depended upon the perspective of different parties such as the papacy, European knights, the barons of Outremer and Richard I.	PowerPoint overview of the aims and objectives of the Third Crusade.
Week 22		The reasons for the military outcome	Research the reasons for the relative failure of the Third Crusade including issues such as a poor leadership and divisions, lack of Byzantine support, Muslim unity, lack of manpower.	Discussion as to the relative significance of the failings of the Third Crusade and how they inter-related.	Guided interpretations by a range of historians.

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Week 23	The impact of the Third Crusade	Saladin's power and prestige in the Muslim Near East, divisions between Saladin's successors	<p>Research into Saladin's actions between September 1192 and his death in March 1193, the contested succession between al-Afdal Ali and Al-Aziz Uthman and the role of al-Adil.</p> <p>Research to consider the state of Outremer after the Third Crusade and actions taken to complete unfulfilled objectives such as the German Crusade of 1197.</p>	Debate as to the legacy and significance of Saladin in the light of events immediately after his death in Syria and Egypt.	Guided worksheets and reference material for reading.
Week 24		The surviving Crusader States	<p>Students to look at the actions and complete worksheet on the leaders of the kingdoms of Jerusalem and Cyprus with regard to stabilisation and truces with Saladin's successors.</p> <p>Add to worksheet by exploring the problems over the succession in Antioch and Tripoli after the death of Bohemond III.</p> <p>Research into the establishment of the Kingdom of Armenian Cilicia and its impact on the northern Crusader States, the case of Baghras, papal, Byzantine and imperial involvement.</p> <p>Focus on the consequences of all of these developments for Christian authority in Northern Outremer.</p>	<p>Allocation of topics permits differentiation.</p> <p>Consideration of the possible roles and significance of the military orders in Outremer after the Third Crusade.</p>	PowerPoint overview of the principality of Antioch between 1187 and 1204.

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Week 25	The origins of the Fourth Crusade	The papacy of Innocent III and the role of Venice	<p>Research into Innocent III regarding his aims and objectives for the papacy.</p> <p>Groupwork into key participants on the Fourth Crusade. Identify common motivating factors such as religious devotion, social ties and or economic greed.</p>	<p>Consider connections between these and the papal bull for the Fourth Crusade.</p> <p>There is scope to consider the wider actions of Innocent III in Christendom at this time.</p>	Guided interpretations by a range of historians.
Week 26		The weakness of the Byzantine Empire	<p>Students to construct a timeline of events in Byzantium between 1176 and 1203.</p> <p>Research into the long term causes of tensions between Western Christians and Byzantines, including aspects such as cultural and theological barriers, the impact of crusading and economic issues.</p> <p>Students to make presentations on different aspects of the problem to the class.</p>	<p>Allocation of topics permits differentiation.</p> <p>Debate as to how far the reasons for poor relations between Latins and Byzantines had changed or remained the same since the First Crusade.</p>	<p>Outline timeline sheet.</p> <p>PowerPoint presentations/ handouts from students.</p>

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Week 27	The course of the Fourth Crusade	Military preparations	Students to create a chronology of events of the Fourth Crusade including the problems at Venice, the conquest of Zara, the offer of Young Alexius, the problems at Constantinople and the sack of the city in 1204.	<p>What does the lack of expected numbers on the Fourth Crusade signify? Was crusading losing its attraction?</p> <p>Consideration of the impact of a lack of accurate planning and reliance on the Venetians.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Map of the Fourth Crusade's route.</p>
Week 28		The failure to make any impact on Muslim power	Assessment of al-Adil and his consolidation of power in Syria and Egypt by 1204. al-Adil's priorities and conflict with al-Afdal, limited Crusader efforts such as the naval raid on Rosetta in 1204. The truces established by al-Adil to reduce the chances of further Crusades and the diversion of crusading efforts to Frankish Greece.	How far do al-Adil's actions between 1197 and 1204 suggest that the Fourth Crusade could have been successful?	PowerPoint overview of the events in Muslim lands between 1193 and 1204.

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Week 29	The legacy of the Crusades by 1204	The Byzantine Empire	<p>Examine views as to why the Crusade was diverted to Constantinople including those of accident and intrigue.</p> <p>Prepare a spider diagram to show the reasons for the failure of the Fourth Crusade including areas such as accident, greed, poor leadership and poor relations with Byzantium.</p> <p>Groups to examine the consequences for Byzantium including the establishment of Byzantine resistance in Nicaea, Trebizond and Epiros. Venetian dominance of the Aegean, attempted subjection to union with Rome.</p>	<p>Allocation of topics permits differentiation.</p> <p>Debate as to the significance of the sack of Constantinople in 1204 to the poor relations between Latins and Byzantines.</p>	Guided interpretations by a range of historians.
Week 30		The Muslim Near East and the Latin West	<p>Consideration of the consequences of crusading in Western Europe by 1204.</p> <p>Debate as to the degree to which motivations had changed and the role played by the Fourth Crusade in this. The concept of crusading as a method used against fellow Christians could be considered along with growing cynicism regarding motives.</p> <p>Discussion as to the legacy of crusading in the Muslim Near East. The role played in the unification of Syria and its unification with Egypt could be considered. The development of the jihad and its role in Muslim unity.</p>	<p>Interpretations allow for differentiation.</p> <p>Consideration of the most significant and enduring consequence of crusading between 1099 and 1204.</p>	<p>PowerPoint brief overview of subsequent crusading.</p> <p>Guided worksheets and reference material for reading.</p> <p>Guided interpretations by a range of historians.</p>

			Students might produce paragraph summary responses to each of the six key questions.		
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