

AS and A LEVEL

Teacher Guide

H105/H505

HISTORY

Term 1 Teaching Programme
and Planning Guide

Genghis Khan and the Explosion
from the Steppes c.1167-1405

September 2015



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A LEVEL TERM 1 TEACHING PROGRAMME AND PLANNING GUIDE

GENGHIS KHAN AND THE EXPLOSION FROM THE STEPPES C.1167-1405

INTRODUCTION

The following suggested teaching programme provides an approach to the key issues contained within Topic 1 and the start of Topic 2 as well as possible activity styles and resources. The amount of topics covered from the 'specification content' ensures adequate 'depth' and 'pace' in the first term, whilst also exposing students to key themes, concepts and issues they will encounter throughout the course. It is worth spending time building understanding at the start of the course provided that a pace develops which allows an introduction to Khubilai Khan. Through consideration of the various key issues, students will inevitably be exposed to details and sources regarding the impact of the Mongols and their interaction with other cultures during the defined periods. This will mean that students will already have acquired knowledge before tackling Topic 4 at the end of the course –thus, the final Topic might be viewed as a drawing together and deepening of previous work, some of which will occur in the first term. In addition, their awareness of the differences between the Mongol khanates will enable easier teaching of Topic 3 and the remainder of Topic 2.

The division into ten sections enables teachers to adapt coverage of the material according to school timetables and lengths of term whilst constructing their schemes of work around their chosen resources. Inevitably, some sections will require more time than others to develop depth and consolidation of knowledge. However, some of the suggested divisions have also been constructed for that purpose such as those defining focus on the Mongol conquests in specific regions. Throughout the suggested programme, there are opportunities to highlight 'progression' due to a change of pace from breadth to depth or revision and extension on a particular issue. By the end of the first term, students should be very aware of the prominent debates which are recurring themes throughout the course and they should feel confident with explaining, supporting and justifying such issues for the early Mongol period.



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
Introduction: Who were the Mongols? Knowledge and Awareness: - locations - nomadic lifestyle - names of the tribes - scope of conquests - the khans - turning-points - terminology - typical views and hypotheses	Where did the Mongols originate? - Geography, climate - Nature of life on the Steppes - the nomadic tribes	Elicit students' prior knowledge and viewpoints regarding the Mongols – aim to see how far this is confirmed or challenged during the course of subsequent activities. Introduce the topic using maps, images and general reading.	Los Angeles County Museum of Art - Mongol art and map http://www.lacma.org/khan/map.htm Electronic Cultural Atlas Initiative (Berkeley Uni. of California) Interactive map (click on Mongol video) http://www.ecai.org/silkroad/routes/index.html	Understanding and appreciation of nomadic lifestyle. Ability to identify locations, tribes and basic key features of Mongol life. Awareness of chronological overview, historical debate and nature of popular myth. Ability to identify alternative spellings and names for key individuals/places for the period of Genghis. Consolidation: Factual tests/memory games such as: - labelling a map/features - matching definitions with words - placing khans in chronological order Start writing a 'vocabulary' list for terminology as well as alternative spellings.
	Which areas were conquered by the Mongols and when? - Chronological overview - Key events and individuals - Continuity and change	Delivery Guide – Activity 1, stage 1-2 http://www.ocr.org.uk/Images/182556-genghis-khan-and-the-explosion-from-the-steppes-delivery-guide-.pdf Discuss difference between nomadic and sedentary, ethnicity and religious belief, late 11th century civilisations and cultures.	Silk Road Seattle (Prof. D Waugh) - geographic features http://depts.washington.edu/silkroad/geography/mongolia/mongolia.html University of Columbia (M.Rossabi) -Nomadic life http://afe.easia.columbia.edu/mongols/pastoral/pastoral.htm M.Rossabi, <i>The Mongols, A Very Short Introduction</i> (2012) – chap.1	
	How are the Mongols portrayed? - popular interpretations - focus on Genghis - academic research	Compare comments/representations of two extracts, news reports or film clips about the Mongols –identify opinions and facts. Research media/write a bibliography on the Mongols – how much of it focuses on Genghis and why?	W.Fitzhugh, M.Rossabi & W.Honeychurch (ed.) <i>Genghis Khan and the Mongol Empire</i> (Smithsonian 2013) – part 1	



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Analysis: - ethnicity - historical significance	What are our sources for studying the Mongols? - archaeology - artefacts - the Secret History - nature of medieval written sources	Draw up a chart to track information on a selection of sources – note exact provenance, source type, ‘what it tells us’ and ‘limitations’. Follow up with a summary conclusion to the following questions: ‘What do these sources tell us about Mongol politics, trade, lifestyle, religion, culture and conquest?’ OR ‘To what extent is it possible for us to gain an accurate picture of the Mongols from available sources?’	L.de Hartog, <i>Genghis Khan: Conqueror of the World</i> (1989) – chap.1 Asia Society (M.Rossabi podcast) http://sites.asiasociety.org/chinaandglobalization/morris-rossabi-on-the-history-of-the-mongol-empire-2/ BBC clips T.Cope http://www.bbc.co.uk/programmes/p01m9x25 A.Marr http://www.bbc.co.uk/programmes/p011pg8h	Analysis: ‘Why have different historians or contemporary writing on the Mongols referred to names/places differently?’ Introduction to Interpretations: Give a sweeping viewpoint as a hypothesis such as ‘the Mongols were merely barbarians’. Students use introductory activities and reading to prepare for a class debate – allocate those defending and those opposing the statement. Extension and Cross-curricular links: - Geography, Citizenship, Languages, Art, Media Studies - popular fiction and films - conceptual link to GCSE History options on migration - debate issues of nationality and identity
	In what way is a study of the Mongols a ‘global’ topic? - scale of conquests: time and space - encounter, reaction and interaction - intercultural and regional developments - identity, ethnicity and diversity - language, terminology	Jigsaw activity or ‘flipped learning’ approach to research, discuss and present findings from reading short ‘book reviews’, news reports, overviews of Mongol history and their linguistic and cultural legacy. Compare with similar extracts on other historical topics/ periods which involved wide-scale conquest or interaction. Debate historical significance (good/bad) Hyperhistory – comparative statistics http://www.hyperhistory.com/online_n2/people_n2/ppersons5_n2/conq.html	D. Morgan, <i>The Mongols</i> (2nd ed. 2007) – chap. 1 & 2 J. J. Saunders, <i>The History of the Mongol Conquests</i> (2001) – chap.1-3 J. Weatherford, <i>Genghis Khan and the Making of the Modern World</i> (2004) – introduction Article by T.May, <i>The Mongol Empire in World History</i> http://worldhistoryconnected.press.illinois.edu/5.2/may.html	



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p>The Rise of Genghis (1) – Uniting the Steppe tribes</p> <p>Knowledge and Awareness:</p> <ul style="list-style-type: none"> - Genghis' life - Mongol customs - the tribes and khans - key individuals - chronology of events - military organisation and tactics - religious belief 	<p>Why and how did Temujin's childhood and early experiences shape his character and attitudes?</p> <ul style="list-style-type: none"> - death of Yesugei, exile and slavery - family relations - marriage to Borte - relations with Toghri and Jamukha - Shamanism, Tengri and belief in a 'divine mandate' - Burkhan Khaldun and the Onon River 	<p>Storyboard-use extracts from the Secret History and simple narratives.</p> <p>Flipped learning – give alternative reading material from primary sources, historians and films and students write a mini 'biography' of Temujin's life, drawing conclusions from findings. Follow up with class discussion: what they found out, if their accounts differ or not and why. Link to source analysis and interpretations (e.g. how accurate is the portrayal of events in the film 'Mongol?')</p> <p>Factual recall and analysis – place events in chronological order and note points which explain 'how' each of Genghis' experiences might have developed his personality, motives and reactions to events.</p>	<p>Silk Road Seattle (Prof. D Waugh, University of Washington) Timeline, commentary and objects http://depts.washington.edu/silkroad/exhibit/timeline.html</p> <p>M.Rossabi, <i>The Mongols, A Very Short Introduction</i> (2012)- chap. 2</p> <p>University of Columbia (M.Rossabi) Overview and links on Genghis Khan http://afe.easia.columbia.edu/mongols/figures/figu_geng_unity.htm</p> <p>M.Rossabi, <i>The Mongols and Global History</i> (2011) – extracts from the Secret History (p.43-59) & Rashid al-Din (p.59-68)</p> <p>J.P. Roux <i>Genghis Khan and the Mongol Empire</i> (2003) – chap.1</p>	<p>Understanding of the long- and short-term causes of Genghis' rise to power.</p> <p>Sound knowledge of key events, main tribes and leaders.</p> <p>Growing recognition and use of specialist terminology, spellings, names and concepts.</p> <p>Ability to explain the different reactions or motives of the nomadic tribes based on their individual circumstances, ethnicity and lifestyle.</p> <p>Ability to explain and argue a point of view with some supporting examples.</p>



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Analysis: - personal ambitions - motives for unity - reasons for opposition - reasons for success - significance of new or adapted methods of warfare and governance - utility and reliability of the Secret History - popular interpretations - significance of his name	In what way did Genghis' relationship with Jamukha become a defining feature of his ascent to power over the steppe tribes? - childhood 'anda' - help against the Merkid - division and war - Jamukha's death	Draw up a chart listing the events in Genghis' life and the challenges he faced, noting his relationship with Jamukha at each stage and how it helped him achieve power. Revise nomadic/Mongol values and analyse how Genghis adapted or developed traditional views – then analyse this in the context of his dealings with Jamukha. Watch sections of the BBC documentary and films to compare portrayals of Jamukha	D. Morgan, <i>The Mongols</i> (2nd ed. 2007) – chap. 2 L.de Hartog, <i>Genghis Khan: Conqueror of the World</i> (1989) – chap.2 & 3 M. Biran, <i>Chinggis Khan</i> (2007) J. Weatherford, <i>Genghis Khan and the Making of the Modern World</i> (2004) – part 1 J. J. Saunders, <i>The History of the Mongol Conquests</i> (2001) – chap.4 P. Kahn (trans.), <i>Secret History of the Mongols</i> (1998)	Consolidation: Essays or 'sections' of essays could be based on various key issues either adopting 'full' essays or A Level question (a) style comparisons. Compare the role of 'personality' and 'circumstance' in helping Temujin to achieve his status as 'Genghis Khan'. Compare the role of Toghril and Jamukha in shaping Genghis' rise to power over the Steppe tribes. To what extent was Genghis' military organisation the key to his success by 1206? How far was Genghis innovative in his consolidation of power over the Steppe tribes? Which of the following played a more significant role in Genghis' rise to power and uniting of the Steppe tribes by 1206? a) victories over the Merkid b) defeat of the Naiman
	Why and how did Genghis succeed in uniting 'all the people of felt walls'? - leadership qualities - treatment of enemies and traitors - Toghril and Jamukha - alliance and submission - military reorganisation and strategy	Note-taking and extended reading to consolidate learning – ensure students are familiar with chronology and the main nomadic tribes. OCR Delivery Guide – Activity Sheets 2.1 and 2.2. Write 'practice paragraphs' to develop written skills. Use AfL peer review and 'modelling.' Extend analysis and depth of supporting detail by considering an alternative question such as 'reasons for support for Genghis' to elicit the context of personal and collective motives	R.Marshall, <i>Storm From the East</i> (1993) – chap.1 BBC Documentary and Docudrama - 'Genghis Khan' DVD (film) - Mongol: The rise to Power of Genghis Khan (S.Bodruv)	



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	<p>Why is Genghis' achievement so remarkable?</p> <ul style="list-style-type: none"> - life experiences - nomadic customs - khuriltai in 1206 	<p>Review a timeline of Genghis' life (beginning to 1206). List aspects which 'helped' him unite the Steppe tribes under two headings – 'Genghis' personality' and 'circumstance'.</p> <p>Simulate the 1206 khuriltai with student groups representing different tribes.</p>		



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The Rise of Genghis (2) – Expansion and Conquest Knowledge and Awareness: - geography and chronology of campaigns and conquests - differentiation between tribes, kingdoms and rulers - key individuals - important events and turning-points - effects of invasions - military features - similarity and difference	What were the key features of the Mongol army under Genghis? - horses/cavalry, archers - decimalisation - ordu, keshig, training - rewarding loyalty and ability, the generals - strategies/practicalities on campaigns	Individual research and class presentation on specific military features or tactics. Ensure students identify terminology, exact 'usage', and detailed description using diagrams and pictures where possible. Analyse which ones are Mongol tradition or 'new' adaptations. Chart specific military features alongside examples from Genghis' uniting of the Steppe tribes' – leave a column for later completion for other campaigns beyond the Steppes.	M.Rossabi, <i>The Mongols, A Very Short Introduction</i> (2012) –chap.2 N.Pederson, (podcast) Climate and the Rise of the 13th century Mongol Empire (IAURNC, University of Indiana) http://www.indiana.edu/~iaunrc/resources/av/podcasts M.Rossabi, 'All the Khan's Horses' http://afe.easia.columbia.edu/mongols/conquests/khans_horses.pdf	Factual recall and chronological understanding. Ability to explain key features and events with supporting detail. Understanding of the significance of events and the importance of the role of individuals. Ability to explain and justify arguments. Consolidation: Factual/memory tests: Match events and battles to 'regional locations' and opponents and/or place them in chronological order.
	Why did the Mongols embark on military campaigns beyond the Steppes? - ecology, climate - traditional nomadic pastoralism, raids and plunder - revenge, provocation - divine mandate, destiny - long-term hostility	Flipped learning approach or 'listening' activity – listen to Pederson's podcast and complete a brief 'question sheet' identifying key points and arguments. Follow with class discussion. Research news articles which focus on climate, science and geography. Chart each 'stage' of Mongol expansion under Genghis – against a list of chronological events, identify the main reasons for Mongol motives/ambitions in each location. Discuss results and the overall 'motive' evident.	M.Rossabi, <i>The Mongols and Global History</i> (2011) – extracts from Juvaini (p.70-84), Ibn Battuta (p.84-7) & Rashid al-Din (p.87-90) J.P. Roux <i>Genghis Khan and the Mongol Empire</i> (2003) – chap.1 D. Morgan, <i>The Mongols</i> (2nd ed. 2007) – chap. 2 & 3 P.Jackson, <i>The Mongols and the West</i> (2005) – chap.1-2 J. J. Saunders, <i>The History of the Mongol Conquests</i> (2001)-chap.4 J. Weatherford, <i>Genghis Khan and the Making of the Modern World</i> (2004) – part 2	



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Analysis: - pace and extent of change - personal or collective motives, aims and ambitions - reasons for success - significance of methods - turning-points - impact of the conquests	Why were the Mongols successful in their invasions? - military organisation - weapons, tactics and strategy - military leaders - surprise, fear, barbarism - adaptability - leadership of Genghis	Complete chart matching military features to examples of their use on campaigns. Draw together learning so far through note-taking, debate, and analysis using diamond-ranking. Use OCR Delivery Guide – Activity 1, Stage 3 and 4; adapt Activity 2 using Activity Sheets 1.1, 1.2, 2.1 and 2.2, Resource Sheet 5 http://www.ocr.org.uk/Images/182556-genghis-khan-and-the-explosion-from-the-steppes-delivery-guide-.pdf	L.de Hartog, <i>Genghis Khan: Conqueror of the World</i> (1989) – chap.6-11 R.Marshall, <i>Storm From the East</i> (1993) – chap.2 (and BBC Documentary – episode 1) S.Turnbull, <i>Genghis Khan and the Mongol Conquests</i> (2003) T. May, <i>The Mongol Art of War</i> (2007) J.Man, <i>The Mongol Empire</i> (2014) Nicola di Cosmo, <i>Warfare in Inner Asian History, 500–1800</i> (2001)	Question (a) style response (A Level) Compare the significance of two key features, events or individuals in relation to overall Mongol success or their effect on local populations. For example: - defeat of the Khwarazmians compared to victories over the Tanguts (Xia) or Kipchaks (Cuman) - the fall of cities such as Bukara, Samarkand, Nishapur, or Chung-tu - contribution of nomadic tradition and revenge in terms of Mongol aims - leadership of Subedei and Jebe - Chinese and Mongol military methods - role of the Uighurs and Khitans Essay practice: Full essay or write a ‘paragraph/section’ (e.g. one factor) to practise techniques of explanation, support and evaluation. Why were the Mongol campaigns successful during the reign of Genghis? Was the fall of Samarkand a turning-point in Mongol expansion beyond the Steppes?
	How significant was the defeat of the Khwarazmians to the establishment of the Mongol empire? - scale, impact, image	Sources/discussion questions -Rossabi (2011). Using Powerpoint, images, maps and secondary material, draw up a detailed timeline – against each stage, note causes, immediate effect and long-term impact. Compare against campaigns elsewhere.	P. Ratchnevsky, <i>Genghis Khan: His Life and Legacy</i> (1991) BBC Radio 4 podcast (presented by M.Bragg) http://www.bbc.co.uk/programmes/b00773mr BBC News article http://www.bbc.co.uk/news/world-asia-26523524	
	Why did the campaigns in China prove more difficult than elsewhere? - raids, borderlands, warfare and timing - culture, lifestyle	Consolidate learning making notes on Mongol and Chinese military methods, differences in lifestyle, previous disputes and border warfare, Mongol reactions and adaptability. Focus on key sieges and battles, highlighting reasons for Mongol failure or difficulty.		

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<p>The Early Mongol Empire: the rule of Genghis and Ogodei</p> <p>Knowledge and Awareness:</p> <ul style="list-style-type: none"> - similarity and difference in habits, personalities, and attitudes - role of Uighurs, Khitans and foreigners - nature of empire by 1227 - aims and actions of Ogodei - features of government and administration - overview of areas of conquests 1227-1241 	<p>How skilful was Genghis in consolidating control over a vast empire?</p> <ul style="list-style-type: none"> - personality and statesmanship - administrative methods - Tatatonga, Changchun, Yehlu Chucai, Yalavach - religious tolerance - slavery - taxation - the Yasa - governors, vassals and appanage 	<p>Problem-solving exercise ('strategy'): students consider dates/locations of campaigns or imperial extension using a map. Plan 'how' each area will be governed, practicalities and aims from the perspective of the Mongols as time progresses and the empire grows.</p> <p>Discuss problems, solutions and methods before comparing decisions with the reality of Genghis' rule.</p> <p>Draw up a balance sheet of positive/negative points about Mongol rule. Discuss the 'bad' or 'brutal' side of conquest within its medieval context – is it worse than elsewhere, is necessity a valid excuse, is the 'scale' greater?</p>	<p>National Geographic – map of empire by 1227 http://www.nationalgeographic.com/genghis/khanmap.html</p> <p>M.Rossabi, <i>The Mongols, A Very Short Introduction</i> (2012) – chap.2 & 3</p> <p>W.Fitzhugh, M.Rossabi & W.Honeychurch (ed.) <i>Genghis Khan and the Mongol Empire</i> (Smithsonian 2013) – part 2</p> <p>D. Morgan, <i>The Mongols</i> (2nd ed. 2007) – chap. 4</p> <p>University of Columbia (M.Rossabi) - Intro. to Ogodei http://afe.easia.columbia.edu/mongols/figures/figu_ogo.htm</p> <p>M.Rossabi, <i>The Mongols and Global History</i> (2011) – extract from Changchun (p.90-94)</p> <p>L.de Hartog, <i>Genghis Khan: Conqueror of the World</i> (1989) – chap.4, 10, 13</p> <p>J.Man, <i>Genghis Khan: Life, Death and Resurrection</i> (2nd ed.2011)</p>	<p>Progression:</p> <p>Revision and extension of knowledge on governance and administration under Genghis. Developed understanding of the transition from Genghis to Ogodei. Awareness of developments beyond Genghis in terms of imperial expansion.</p> <p>Consolidation:</p> <p>"Brutal rather than enlightened." How far do you agree with this view of Genghis' leadership?</p> <p>To what extent was Genghis an astute politician?</p> <p>What was Genghis' greatest achievement?</p> <p>How successful was Ogodei in preserving the empire he inherited?</p>



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Analysis: - extent of Genghis' statesmanship - mystery of Genghis' burial - impact and extent of Mongol governance and practice - comparative importance of Genghis and Ogodei	Why and how did Ogodei succeed as 'khagan'? - Genghis' decision - his sons and clans - Genghis' death/burial - khuriltai - personality, experience	Simulate Genghis' meeting with his sons and the dilemma/decision he needed to take – weigh up the pros and cons of each son as a choice of successor (Genghis) and defend ambitions in relation to the issue (sons). Ensure points are linked to personality, experience, leadership potential and so on. Analyse extracts from the Secret History.	J.Man, <i>The Mongol Empire</i> (2014) – chap.7-10 R.Marshall, <i>Storm From the East</i> (1993) – chap. 3 Silk Road Seattle (D.Waugh) Commentary on Karakorum http://depts.washington.edu/silkroad/cities/karakorum/karakorum.html Direct link to the interactive map game http://depts.washington.edu/silkroad/maps/mapquiz/cities.html	How far was Ogodei innovative or merely developing what Genghis had started? How useful (or reliable) is the Secret History for our understanding of the rule of Genghis (or the nature of the early Mongol empire)? Interpretations Practice: Compare the views of Rossabi and Weatherford – similarities and differences in their works regarding Genghis and/or Ogodei. Consider which aspects of Genghis' reign tend to be focussed on and why.
	How important was Karakorum to the management of the empire? - changing needs - reasons for location - Silk route, artisans and trade - imperial style and central administration	Assess the reasons why a capital was needed and located at the site – use general reading, images and source extracts (also beyond Ogodei) to note the 'character' of the city and mixture of nomadic and sedentary practices. Compare Karakorum to other sites/cities established or 'controlled' by the Mongols along the Silk Road before 1241 – note similarities/differences in local government, and their 'use' and importance.		



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	<p>To what extent did Ogodei build upon the legacy of Genghis?</p> <ul style="list-style-type: none"> - continuity and change - role of personality - the Mongol clans - military leaders - postal stations and the Silk Road - further expansion and conquest by 1241 	<p>List similarities and differences across the period of Genghis and Ogodei, using categories such as law and justice, army, taxation, trade, conquest.</p> <p>Problem-solving exercise: hold a mock 'khuriltai' for discussion of Ogodei's aims, plans and needs in 1227 – what was bequeathed to Ogodei, how stable was the empire and what did he need to do?</p> <p>Match decisions against the events which occurred for discussion and analysis.</p>		



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<p>Expansion and Conquest 1227-1264 (1) - Russia and Europe</p>	<p>What was the legacy of Genghis in relation to this region?</p> <ul style="list-style-type: none"> - previous encounters - experience of military leaders - aims and methods 	<p>Recall the exploits of Genghis' generals in pursuit of the Khwarazm Shah to the Caspian, events in Georgia and 'knowledge' gained about 'lands to the west'. Analyse reasons for expansion in this direction after 1227, such as the grasslands of Hungary. Highlight ignorance of Mongols in Europe.</p>	<p>J.P. Roux <i>Genghis Khan and the Mongol Empire</i> (2003) – chap.2</p> <p>D. Morgan, <i>The Mongols</i> (2nd ed. 2007) – chap. 6 & 7</p> <p>P.Jackson, <i>The Mongols and the West</i> (2005) – chap.3-6</p> <p>J. Chambers, <i>The Devil's Horsemen: The Mongol Invasion of Europe</i> (2001)</p>	<p>Progression</p> <p>Revision of Genghis' campaigns and awareness of the significance of prior experience or involvement by individuals still active during the reign Ogodei. Understanding of the causes and nature of key events in the region up to 1264. Factual test of key events, features and individuals (Mongol contact and advance into Russia/Eastern Europe).</p>



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<p>Knowledge and Awareness:</p> <ul style="list-style-type: none"> - Mongol aims and methods - warfare and military features - chronology and location of events - key battles, sieges and personalities - effect on inhabitants <p>Analysis:</p> <ul style="list-style-type: none"> - reasons for aims and ambitions in Russia and Europe - reasons for and significance of victories and withdrawal - extent of influence and impact on the European mentality - impact of growing Mongol division 	<p>Why, how and to what extent were the Mongol invasions successful?</p> <ul style="list-style-type: none"> - aims, skills and actions of Batu and generals - military tactics - locations, scope - barbarism, fear - weak European armies - significance of Mohi and Leignitz - impact of the death of Ogodei - role of Berke - Mongol disunity 	<p>OCR Delivery Guide – Use Activity Sheet 1.2, 2.1 and 2.2. to note details about the process of conquest in the region. Use Resource Sheet 5 for prioritisation of factors – substitute the ‘Genghis’ card for that of a relevant ruling khan. Repeat the activity for different dates or events to establish importance. Focus on key battles or sieges and consider Mongol preparations and strategy, military tactics, leaders, nature of opposition and the course of events. Consider issues such as inevitability, luck, strength, surprise.</p> <p>Highlight the foundations of the Golden Horde in this period and the developing relationship between Mongol khans and the Orthodox Church.</p>	<p>J. J. Saunders, <i>The History of the Mongol Conquests</i> (2001) – chap.5-6</p> <p>J. Weatherford, <i>Genghis Khan and the Making of the Modern World</i> (2004) – part 2, chap.6</p> <p>R.Marshall, <i>Storm From the East</i> (1993) – chap. 3-6 (and BBC Documentary – episode 2)</p> <p>M.Rossabi, <i>The Mongols and Global History</i> (2011) – extract from the Novgorod Chronicle (p.94-8)</p> <p>L.de Hartog, <i>Genghis Khan: Conqueror of the World</i> (1989) – chap.14</p> <p>J.Man, <i>The Mongol Empire</i> (2014) – chap.8 & 9</p> <p>C. Halperin, <i>Russia and the Golden Horde</i> (1985)</p> <p>W.Fitzhugh, M.Rossabi & W.Honeychurch (ed.) <i>Genghis Khan and the Mongol Empire</i> (Smithsonian 2013) – part 3</p> <p>T. May, <i>The Mongol Art of War</i> (2007)</p> <p>T. May, <i>The Mongol Conquests in World History</i> (2012)</p>	<p>Consolidation:</p> <p>Why were the Mongols successful in their campaigns in Russia and Eastern Europe?</p> <p>Why is 1240-1 regarded as a turning-point in Mongol westward expansion?</p> <p>To what extent did division among the Mongol khans affect Mongol expansion and rule in this region?</p> <p>How devastating were the Mongol campaigns in Russian and Eastern Europe?</p> <p>Compare the importance of Batu and Berke in the establishment of the Golden Horde.</p> <p>Question (a) style response (A Level)</p> <p>Compare the importance of two key battles, sieges or attacks such as Riazin, Suzdal, Mohi, Leignitz, Krakow, Pest.</p>



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	<p>Why and how did local inhabitants and armies react to the Mongol threat?</p> <ul style="list-style-type: none"> - unprepared, disbelief - inadequacy of chivalric knights, arms, warfare - Grand Duke Yuri, King Bela, Henry of Silesia and Mikhail of Chernigov - submission and alliance - Alexander Nevsky 	<p>Focus on initial reactions during the course of invasions first before considering long-term reactions and adjustment to Mongol rule or extension. Use a variety of reading material supplemented with primary source extracts.</p> <p>Compare reactions and actions of Russian, Polish, Polovtsian, Hungarian, Bulgar and Germanic leaders or knights – consider similarity, difference, local priorities.</p> <p>Complete source exercise (Rossabi 2011).</p> <p>Simulate plans or ‘strategy’ in 1240 when hearing stories of the Mongol advance.</p>	<p>Fordham Uni (Halsall) - Primary source extract http://www.fordham.edu/halsall/source/tartars.html</p> <p>Article by Kosztolnyik on Hungary/Mohi http://web.archive.org/web/20110605033101/http://www.deremilitari.org/resources/pdfs/kosztolnyik2.pdf</p>	<p>Interpretations</p> <p>Introduce the traditional Russian perspective of the ‘Tatar yoke’ and consider ‘national’ views of the Mongol invasions and ‘occupation’ – how does this compare with the events which occurred and primary sources?</p>
	<p>What was the political, economic and human cost of the Mongol campaigns?</p> <ul style="list-style-type: none"> - by 1241 or 1260 - comparatively by date and specific location - the ‘Mongol yoke’ 	<p>Balance sheet of ‘before’ and ‘after’ for key cities, areas and ‘border’ territories – consider the perspectives of populations and ‘collective’ groups such as social classes, gender, occupation as well as individual or personal perspectives like Alexander Nevsky.</p> <p>Analyse contemporary accounts, their validity and reliability and later interpretations.</p>		



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
Expansion and Conquest 1227-1264 (2) – Central Asia and the Middle East Knowledge and Awareness: - Mongol aims and methods - warfare and military features - chronology and location of events - key battles, sieges and personalities - effect on inhabitants	What was the legacy of Genghis in relation to this region? - previous encounters - experience of military leaders - aims and methods	OCR Delivery Guide – Use Activity Sheet 1.2, 2.1 and 2.2. to revise details about the process of conquest in the region during Genghis' reign. Discuss the effects of his campaigns and nature of Mongol control or rule in the region – how far did it extend and what was it like? Had areas recovered before the next wave?	Princeton – Roolvink map http://www.princeton.edu/~humcomp/mideastlate13.jpeg J.P. Roux <i>Genghis Khan and the Mongol Empire</i> (2003) – chap.2 D. Morgan, <i>The Mongols</i> (2nd ed. 2007) – chap. 6 J. J. Saunders, <i>The History of the Mongol Conquests</i> (2001) – chap.7 & 9	Progression: Revision of Genghis' campaigns and awareness of the significance of prior experience or involvement by individuals still active during the reign Ogodei. Factual test of key events, features and individuals (Genghis and Central Asia/Middle East). Understanding of the causes and nature of key events in the region up to 1264. Consolidation: Why were the Mongols successful in their campaigns in Central Asia and/or the Middle East? How significant was the Mongol defeat at Ayn-Jalut? Why is 1258 regarded as a turning-point in Mongol expansion into Muslim territories? To what extent did division among the Mongols khans affect Mongol expansion and rule in this region?
	Why, how and to what extent was Mongol expansion successful? - aims, skills and actions of Hulegu and generals - military tactics - barbarism, destruction - Muslim disunity - the fall of Baghdad - relations with European crusaders, alliances - Mongol disunity and impact of Mongke's death (1259) -defeat at Ayn Jalut	Add to notes on OCR Activity Sheets (above) for the period after Genghis. Use Resource Sheet 5 for prioritisation of factors for discussion of imperial extension in this area – substitute the 'Genghis' card for that of a relevant ruling khan. Track shifting focus or enabling factors alongside a chronology. Focus on key battles or sieges and consider Mongol preparations and strategy, military tactics, leaders, nature of opposition and existence of Mongol rule in the area. Consider issues such as inevitability, luck, strength and aspects of localised support or alliance – are different factors more important in this region than in Russia and Eastern Europe?	R.Marshall, <i>Storm From the East</i> (1993) – chap. 6-7 (and BBC Documentary – episode 3) M.Rossabi, <i>The Mongols and Global History</i> (2011) – extracts from Grigor of Akanc (p.98-100), Marco Polo (p.100-104), Rashid al-Din (p.104-115) & Baybars (p.115-120) J.Man, <i>The Mongol Empire</i> (2014) – chap.10 T. May, <i>The Mongol Art of War</i> (2007) T. May, <i>The Mongol Conquests in World History</i> (2012) Fordham Uni (Halsall) - Primary source extract http://legacy.fordham.edu/halsall/source/1220al-Athir-mongols.asp	



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p>Analysis:</p> <ul style="list-style-type: none"> - reasons for aims and ambitions in Central Asia and the Middle East - reasons for and significance of victories and defeats - extent of influence and impact on Persian and Muslim practices - impact of growing Mongol division 	<p>Why and how did local inhabitants and armies react to the Mongol threat and rule?</p> <ul style="list-style-type: none"> - coexistence, acceptance and consolidation - intrigue, intelligence - Armenian, Georgian and Seljuk reactions - retaliation and fear - weakness of Abbasids - Mamluk riposte 	<p>Each student group researches an area or country within the regions (e.g. Georgia). Identify local perspectives, reactions, collective experience, priorities and personal motives. (Ensure students are aware of the crusades and structure of the Levant.)</p> <p>'Hot seat' activity: students take an individual character (e.g. Rusadan of Georgia) or become 'spokesperson' for a national, ethnic or religious group. They must defend their actions and explain why they reacted to the Mongols the way they did.</p>	<p>De Re Militari – extracts from Thackston's work on Jumiut Tawarikh's Compendium of Chronicles http://deremilitari.org/2013/03/jumiut-tawarikh-the-battle-of-ayn-jalut-september-8-1260/ http://deremilitari.org/2013/03/jumiut-tawarikh-the-conquest-of-aleppo-and-the-surrender-of-damascus-in-1259-1260/</p>	<p>How devastating were the Mongol campaigns in Central Asia and/or the Middle East?</p> <p>Assess the importance of Hulegu in the establishment of the Ilkhanate.</p> <p>Question (a) style response (A Level)</p> <p>Compare the importance of two specific victories to Mongol success or the effects of conquest on two social groups (e.g. Baghdad and Aleppo, artisans and ruling elite).</p>
	<p>What was the political, economic and human cost of the Mongol campaigns?</p> <ul style="list-style-type: none"> - by 1241, 1259 or 1264 - comparatively by date and specific location - Baghdad and Aleppo - clerics and artisans 	<p>Balance sheet of 'before' and 'after' for key cities, areas and 'border' territories – consider the perspectives of populations and 'collective' groups such as social classes, gender, occupation as well as individual or personal perspectives. Considerable focus should be on the effects on agriculture.</p> <p>Analyse contemporary accounts (Rossabi 2011 exercises) and general validity and reliability.</p>		



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p>Expansion and Conquest 1227-1264 (3) – China and the Far East</p> <p>Knowledge and Awareness:</p> <ul style="list-style-type: none"> - Mongol aims and methods - warfare and military features - chronology and location of events - key battles, sieges and personalities - effect on inhabitants 	<p>What was the legacy of Genghis in relation to this region?</p> <ul style="list-style-type: none"> - previous encounters - fall of Chung-tu - experience of military leaders - aims and methods <p>Why, how and to what extent was Mongol expansion successful or limited?</p> <ul style="list-style-type: none"> - aims, skills and actions of the Mongols - military tactics - barbarism, destruction - Chinese strength - adoption of Chinese military and administrative methods - use of population, clerics and artisans - Mongke and Khubilai 	<p>OCR Delivery Guide – Use Activity Sheet 1.2 , 2.1 and 2.2. to revise details about the process of conquest in the region during Genghis’ reign. Discuss the effects of his campaigns and nature of Mongol control or rule in the region – how far did it extend and what was it like? Had areas recovered before the next wave?</p> <p>Add to notes on OCR Activity Sheets (above) for the period after Genghis. Use Resource Sheet 5 for prioritisation of influencing factors in relation to imperial expansion in this region – substitute the ‘Genghis’ card for that of a relevant ruling khan. Compare two specific campaigns from a chronological perspective (e.g. Xia-Xia and Korea or Yunnan) – how similar or different were Mongol priorities, military tactics and outcomes across the time period? Analyse significant sieges (e.g. Kaifeng). Consider how Chinese military methods were more challenging for the Mongols and whether their adoption was necessary.</p>	<p>D. Morgan, <i>The Mongols</i> (2nd ed. 2007) – chap.5</p> <p>L.de Hartog, <i>Genghis Khan: Conqueror of the World</i> (1989) – chap.13</p> <p>J. J. Saunders, <i>The History of the Mongol Conquests</i> (2001) – chap. 7</p> <p>J.Man, <i>The Mongol Empire</i> (2014) – chap.12-14</p> <p>S.Turnbull, <i>Genghis Khan and the Mongol Conquests</i> (2003)</p> <p>T. May, <i>The Mongol Art of War</i> (2007)</p> <p>T. May, <i>The Mongol Conquests in World History</i> (2012)</p> <p>P. Ebrey & A. Walthall (ed.) <i>East Asia: A Cultural, Social and Political History</i> (3rd ed. 2014)</p>	<p>Progression:</p> <p>Revision of Genghis’ campaigns and awareness of the significance of prior experience or involvement by individuals still active during the reign of Ogodei. Factual test of key events, features and individuals (Genghis and China) Understanding of the causes and nature of key events in the region up to 1264.</p> <p>Consolidation:</p> <p>Assess the reasons for Mongol success and failure in their campaigns in China and/or the Far East.</p> <p>How similar were the Mongol campaigns in Korea and China?</p> <p>In what way was the Mongol victory over the Jin dynasty a turning-point?</p> <p>How devastating were the Mongol campaigns in the Far East?</p>



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p>Analysis:</p> <ul style="list-style-type: none"> - reasons for aims and ambitions in China and the Far East - reasons for and significance of victories and defeats - extent of influence and impact on Chinese practices - impact of growing Mongol division 	<p>Why and how did local inhabitants and armies react to the Mongol threat?</p> <ul style="list-style-type: none"> - fear, retaliation, submission, rebellion - negotiation and intrigue - weakness of the Jin emperor - attitude of the Song <p>What was the political, economic and human cost of the Mongol campaigns?</p> <ul style="list-style-type: none"> - by 1241, 1259 or 1264 - comparatively by date and specific location - siege of Kaifeng - agriculture, peasantry - events in Korea 	<p>Jigsaw activity: student groups take a specific region, state or opposing dynasty within the Far East, analyse reactions to the Mongol advance and give presentations (e.g. Xia, Jin, Song, Korea) - make notes following the chronology and reign of each Great Khan. Identify any patterns, change or continuity over time – is submission more likely as time passes or does that depend on dynastic leadership? How strong were the Jin or Song?</p> <p>Balance sheet of conditions ‘before’ and ‘after’ for key cities, areas and ‘border’ territories – consider the perspectives of populations and ‘collective’ groups such as social classes, gender, occupation as well as individual or personal perspectives. Who suffered the most and why?</p> <p>Analyse historians’ views of contemporary accounts (validity and reliability) as well as Chinese perspectives of their Mongol past.</p>		<p>Assess the importance of Khubilai in the development of Mongol control in northern China to 1264.</p> <p>How far did the Mongols adopt Chinese practices to secure victory against their opponents in the Far East?</p> <p>Why were campaigns against China so challenging?</p> <p>Interpretations:</p> <p>Compare the views of Morgan and Rossabi or Weatherford. Research Chinese and Mongolian historical interpretations of the Mongol campaigns in the 13th century – which date would they identify as the crucial ‘commemoration’ of events?</p>



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<p>Life in the Mongol Empire</p> <p>Knowledge and Awareness:</p> <ul style="list-style-type: none"> - features of government in the Mongol heartland and conquered regions - key individuals and their influence - court of the Great Khans such as Mongke - economic and cultural features - Mongol lifestyle, customs and values - foreign presence and influence 	<p>What were the strengths and weaknesses of Mongol governance and administration?</p> <ul style="list-style-type: none"> - issues of succession and the khuriltai - law and justice - use of foreigners - postal stations - trade and taxation - personal ambition - religious tolerance 	<p>Balance Sheet – consider various aspects of government and weigh up the pros and cons of each. Encourage students to identify specific examples and details to prevent generalisation. Link back to ‘Mongol aims’.</p> <p>Extend with a timeline, identifying patterns and turning-points. Focus on the role of specific ‘foreign’ officials and clerics (e.g. Yehlu Chucai or Changchun), considering how instrumental they were in shaping government policies in the short- or long-term.</p>	<p>Metropolitan Museum of Art Legacy of Genghis Khan http://www.metmuseum.org/toah/hd/khan1/hd_khan1.htm</p> <p>G.Lane, <i>Daily Life in the Mongol Empire</i> (2006)</p> <p>J.Weatherford, <i>The Secret History of the Mongol Queens</i> (2010)</p> <p>J. Weatherford, <i>Genghis Khan and the Making of the Modern World</i> (2004) – part 2, chap.7</p> <p>W.Fitzhugh, M.Rossabi & W.Honeychurch (ed.) <i>Genghis Khan and the Mongol Empire</i> (Smithsonian 2013) – part 2</p> <p>M.Rossabi, <i>The Mongols and Global History</i> (2011) – extracts from letter of Innocent IV (p.121-2), Rashid al-Din (p.123-8, 170-80) & Juvaini (p.165-70)</p> <p>C. Dawson (trans.), <i>The Mission to Asia</i> (1980)</p> <p>T. May, <i>The Mongol Conquests in World History</i> (2012)</p>	<p>Progression:</p> <p>Factual recall and revision of governance and administration under Genghis as well as developments under Ogodei. Extension in depth and breadth for whole period. Revision and developed understanding of the role of the Mongol queens with the ability to assess their importance in the context of most key issues and debates.</p> <p>Awareness of similarity and differences between lifestyles across the Mongol empire, the nature of trade and cultural interaction by 1264.</p> <p>Consolidation:</p> <p>Why did the Mongol khans develop trade along the Silk Road?</p> <p>How far did the Mongols maintain their traditional way of life and customs?</p>
	<p>How important was the role of women in terms of politics and society?</p> <ul style="list-style-type: none"> - nomadic marriage, abduction and family - impact of Genghis on traditional roles - role of Borte, Toregene and Sorghaghtani 	<p>Use this as an opportunity for revision across the period by focussing on Genghis’ attitude and actions at first before writing up ‘biographies’ of prominent Mongol women.</p> <p>Use various reading material before more depth with Weatherford’s book.</p> <p>Compare the Mongol Queens in terms of their ability to influence government, succession, trade, culture, religious preference, tolerance.</p>		



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Analysis: - extent and pace of continuity and change - reasons for priorities and interests - significance of events and developments - impact of interaction with foreigners	To what extent and why did the Mongols maintain their nomadic lifestyle or adopt sedentary ones? - customs, traditions - religious beliefs - regional differences - urban and court culture	Students should already be aware that this is a key theme running through the period. Analyse reasons for the adoption of sedentary lifestyles such as personal taste, practicality, necessity and so on. List Mongol lifestyle, customs and beliefs alongside sedentary ones at specific points in time (e.g. 1167, 1227, 1241, 1259, 1264). Identify maintenance of tradition or transition.	Silk Road Seattle (D.Waugh, University of Washington) Images of Khans, artefacts and sites http://depts.washington.edu/silkroad/museums/ubhist/chingis.html The Pax Mongolica http://www.silk-road.com/artl/paxmongolica.shtml William of Rubruck's account http://depts.washington.edu/silkroad/texts/rubruck.html Extracts from John of Plano Carpini's account http://depts.washington.edu/silkroad/texts/carpini.html	How influential were Mongol women in the government and administration of the empire? How tolerant were the Mongols of other peoples and cultures? Was the issue of succession and the <i>khuriltai</i> a strength or weakness of the Mongol Empire?
	How important was trade and the Silk Road to the stability and strength of the Mongol Empire by 1264?	Focus on the 'existence' and 'necessity' of the Silk Road for vital goods and communication. Ensure students understand its nature and prior existence before considering how the Mongols could utilise it to consolidate power. Relate to previous activities on governance.	Account by Yehlu Chucai http://depts.washington.edu/silkroad/texts/si_yu_lu.html The Silk Road Foundation – Article by J. Masson Smith http://silkroadfoundation.org/newsletter/volumeonenumeratorone/mongols.html Article on the first Europeans to the Mongol court http://www.silk-road.com/artl/carrub.shtml	Question (a) style response (A Level) Compare the importance of different features of Mongol life or two Mongol women (e.g. Toregene and Sorghaghtani, religious tolerance and law/justice)
	How far did the Mongol conquests lead to cultural interaction? - artistic development - religious exchange - military tactics - role of 'foreigners'	Focus on the attitude of the Mongols towards conquered peoples and their cultures – what did they adopt or encourage from different regions? How did they communicate and respond to others? Why? Analyse the reactions of early European travellers in their accounts about the Mongols.		

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<p>The Development and Impact of the Mongol Empire 1206- 1264</p> <p>Knowledge and Awareness:</p> <ul style="list-style-type: none"> - Mongol aims and methods - warfare and military features - chronology of conquests - key events and personalities - reactions to the Mongols - effect of the conquests - consolidation and governance 	<p>In what way were the Mongol invasions different to other types of medieval conquest?</p> <ul style="list-style-type: none"> - sudden appearance - style of warfare - effect of nomadism on military aims, methods and notions of success - scale and impact 	<p>Draw up a chart divided into sections identifying key regions (e.g. the Steppes, China, Central Asia, Middle East, Russia, Europe). Add details on the type of armies and soldiers, military leadership, tactics, behaviour towards prisoners or traitors. Set these against a simple timeline of medieval wars, showing regional/ state involvement in war. Compare the Mongol campaigns against the others also noting when regions/states first had 'contact' or knowledge of the Mongols.</p>	<p>J.P. Roux <i>Genghis Khan and the Mongol Empire</i> (2003) – chap.2 & 3</p> <p>L.de Hartog, <i>Genghis Khan: Conqueror of the World</i> (1989) – chap.15</p> <p>J. Chambers, <i>The Devil's Horsemen: The Mongol Invasion of Europe</i> (1988)</p> <p>S.Turnbull, <i>Mongol Warrior 1200-1350</i> (2003)</p> <p>T. Allsen, <i>Culture and Conquest in Mongol Eurasia</i> (2001)</p> <p>J. Weatherford, <i>Genghis Khan and the Making of the Modern World</i> (2004)</p> <p>M.Rossabi, <i>The Mongols, A Very Short Introduction</i> (2012)</p> <p>T. May, <i>The Mongol Conquests in World History</i> (2012)</p>	<p>Progression:</p> <p>Revision of Genghis' actions and role in creating the empire. Revision of chronology and events of Mongol conquests.</p> <p>Consideration of Genghis' significance and legacy in comparison to other khans.</p> <p>Consolidation:</p> <p>How far was military organisation the key to Mongol success?</p> <p>To what extent did traditional methods rather than innovation help to secure Mongol victories and imperial expansion?</p> <p>"The Mongol campaigns are more remarkable for their human loss and destruction rather than interaction and tolerance." Discuss.</p>
	<p>Why were the Mongol invasions successful?</p> <ul style="list-style-type: none"> - military organisation and strength - role of the Great Khans - weakness of opponents - administration and governance - nomadic aims and attitudes - barbarism and fear 	<p>Consolidate and draw together all learning on the Mongol conquests. Use the OCR Delivery Guide – Activity 1, Stage 3 and 4; Activity 2, Stage 1- 4:</p> <p>http://www.ocr.org.uk/Images/182556-genghis-khan-and-the-explosion-from-the-steppes-delivery-guide-.pdf</p> <p>AfL strategies - 'model' paragraphs, extend analysis and supporting detail, encourage peer marking. Extend with interpretations activities.</p>	<p>Hyperhistory – comparative statistics</p> <p>http://www.hyperhistory.com/online_n2/people_n2/ppersons5_n2/conq.html</p>	



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<p>Analysis:</p> <ul style="list-style-type: none"> - reasons for success - significance of key individuals, events and specific features - historical interpretations - utility and reliability of primary sources 	<p>Which of the Mongol khans were more important to the overall development or strength of the Mongol Empire by 1264?</p> <ul style="list-style-type: none"> - Genghis and his legacy - Ogodei, Guyuk, Mongke - other Mongol khans <p>Are negative views of the Mongol invasions unfair?</p> <ul style="list-style-type: none"> - nature and extent of destruction - submission, alliance and assimilation - religious tolerance and cultural exchange - primary sources - historians' views and 'national' perspectives 	<p>Balance sheet - list details of achievements in conquest, governance and culture for each Great Khan. Refer back to notes on strengths and weaknesses using timelines and maps. How did each khan's contribution compare to that of Genghis? Consider how 'achievement' or 'strength' might be interpreted: 'medieval' views (e.g. Christian or Muslim) and Mongol perspectives (in line with aims/lifestyle).</p> <p>Write a biography or summarise the accounts of William of Rubruck and John of Plano Carpini in terms of what they say about the Mongols they encounter personally and what they 'hear'. Are they contradictory or similar? Compare extracts from various historians, referring back to previous notes for each region on human casualties, barbarism, tolerance, slavery and so on. Was Mongol behaviour uniform across time and space? What are the uses and limitations of primary sources? How are they used by historians?</p>	<p>De Re Militari – various articles U.Onon (trans.) The Art of War under Chinggis Khan http://web.archive.org/web/20110805101054/http://www.deremilitari.org/resources/articles/onon.htm D.Sinor, The Mongols in the West http://deremilitari.org/2014/07/the-mongols-in-the-west/</p> <p>BBC news articles http://news.bbc.co.uk/1/hi/england/london/3871159.stm http://news.bbc.co.uk/1/hi/programmes/from_our_own_correspondent/3144099.stm http://news.bbc.co.uk/1/hi/magazine/4481195.stm</p> <p>Article by P.Sabloff http://www.mongolianculture.com/PaulaL-Sabloff.htm Article by T.Barfield http://www.mongolianculture.com/2002%20Mongol%20conference%20pa.htm</p>	<p>"Without Genghis and his legacy, the Mongol empire would never have lasted so long." How far do you agree?</p> <p>To what extent did Ogodei contribute more to the expansion and success of the Mongol Empire than any other Great Khan?</p> <p>How fair is the view that 'the pinnacle of Mongol strength and stability for the period 1206-1264 was during the reign of Mongke'?</p> <p>Interpretations: Various historical viewpoints can be highlighted here as extension activities.</p>



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p>The Rise of Khubilai Khan</p> <p>Knowledge and Awareness:</p> <ul style="list-style-type: none"> - protagonists and contributors to civil war - Khubilai's early life and character - similarity and differences of key features of Mongol rule between the khanates - nature of nomadic and sedentary practices - chronological overview of Khubilai's reign 	<p>What was the nature of Khubilai's role in China by 1264?</p> <ul style="list-style-type: none"> - childhood, education - Nestorianism - earlier campaigns, consolidation of rule and Phags-pa Lama - personality and tastes <p>Why was there a civil war after 1259?</p> <ul style="list-style-type: none"> - Mongke's death - existing or long-term division and tension - priorities of the Golden Horde and Ilkhanate - Khubilai's 'accession' and khuriltai in 1260 - rivalry of Arik-Boke - traditionalism versus sedentary lifestyles 	<p>Use a variety of reading material to focus on Khubilai's education, exposure to religious belief, military experience and cultural preferences by the 1260s. Identify the nature/ impact of key events e.g. fall of Yunnan (Dali), building of Shangdu, the Buddhist-Daoist debate. Consider the role of Sorghaghtani and Mongke in shaping his character, ambitions and role in the conquest of China.</p> <p>Revise events in the reign of Mongke, identifying Mongol division or disagreement and whether these escalated after his death. Make notes on each khanate 'before' and 'after' 1259: identify Mongol khans and their descent from Genghis, local government and vassals, regional aims, lifestyle, religious beliefs, role of Mongol women. Present the view of each Mongol khan (or khanate) claiming why they should become 'khagan'. Focus on the views of Khubilai and Arik Boke, who supported them and why.</p>	<p>Silk Road Seattle (D.Waugh, University of Washington) http://depts.washington.edu/silkroad/exhibit/mongols/images/map.jpg</p> <p>M.Rossabi, <i>The Mongols, A Very Short Introduction</i> (2012) – chap.4</p> <p>R. Latham (trans.), <i>The Travels of Marco Polo</i> (Penguin Classics 1958)</p> <p>M. Rossabi, <i>Khubilai Khan: His Life and Times</i> (1988)</p> <p>M.Rossabi, <i>The Mongols and Global History</i> (2011) – various primary source extracts (p.128-148)</p> <p>J. J. Saunders, <i>The History of the Mongol Conquests</i> (2001) – chap.7</p> <p>J.Man, <i>Xanadu</i> (2009) and <i>Khubilai Khan</i> (2007)</p> <p>J.Man, <i>The Mongol Empire</i> (2014) –chap. 12-16</p> <p>J. Weatherford, <i>Genghis Khan and the Making of the Modern World</i> (2004) – part 2, chap.8</p> <p>W.Fitzhugh, M.Rossabi & W.Honeychurch (ed.) <i>Genghis Khan and the Mongol Empire</i> (Smithsonian 2013) – part 4</p>	<p>Progression:</p> <p>Revision and extended knowledge of Khubilai's role in the conquest and governance of northern China prior to his succession. Greater appreciation of the perspectives of the khanates by the mid-13th century.</p> <p>Developed understanding of reasons for civil war as well as Khubilai's victory. Understanding of Khubilai's need for legitimacy and the extent of his power by 1272 and 1279. Awareness of the course of events and key features of Khubilai's reign. Understanding of the nature and extent of the Mongol empire up to 1279.</p> <p>Consolidation:</p> <p>Why had the Mongol empire divided into khanates by 1259?</p> <p>Why did Khubilai Khan win the civil war?</p> <p>How secure was Khubilai's position by 1272 (or 1279)?</p>



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p>Analysis:</p> <ul style="list-style-type: none"> - causes of division amongst the khans - reasons for Khubilai's success in achieving power and how secure this was - extent of disunity or stability - extent and impact of nomadic and sedentary practices - historical significance and interpretations 	<p>Why, how and to what extent did Khubilai secure power?</p> <ul style="list-style-type: none"> - use of China's resources - relations with Hulegu - death of Ariq Boke - striving for legitimacy - establishment of the Yuan dynasty - Mongol expectations <p>How has the reign of Khubilai Khan been portrayed and why?</p> <ul style="list-style-type: none"> - chronological overview - innovation and tradition - strength, stability and regional consolidation - trade and the Silk Road - cultural interaction and role of China and Persia 	<p>Focus on the different dates for accession – 1260 as 'asserted' and 1264 as 'complete'. Make a detailed timeline of events/attitudes between these dates, identifying who was involved and why. Discuss the strengths and weaknesses of Khubilai's position at each point in time. Extend this to analyse his actions between 1264 and 1272 or 1279.</p> <p>Consider how 'typical' (or not) Khubilai was in comparison with previous Mongol khans.</p> <p>Read overviews and 'popular' presentations of Khubilai Khan, comparing the impressions given and highlighting 'fact' and 'opinion'. Identify the key issues/themes to be studied.</p> <p>Consider how far interpretations focus on Khubilai, China and the Silk Road rather than the other Mongol khans and khanates.</p> <p>Compare regional developments noting Khubilai's sphere of influence alongside that of other khans from 1259 to 1294.</p>	<p>R.Marshall, <i>Storm From the East</i> (1993) – chap. 8 (and BBC Documentary – episode 4)</p> <p>J. Larner, <i>Marco Polo and the Discovery of the World</i> (1999)</p> <p>De Re Militari - Article by S Alvarez http://deremilitari.org/2014/05/the-mongol-siege-of-xiangyang-and-fan-cheng-and-the-song-military/</p> <p>Asia Society – overview of Khubilai's reign http://asiasociety.org/mongol-dynasty</p>	<p>How far was the Mongol Empire united (or fractured) in the latter half of the 13th century?</p> <p>Why is Khubilai Khan regarded as historically significant?</p> <p>Why and how was the Yuan dynasty established?</p> <p>How far had traditional Mongol customs and lifestyle been maintained across the empire by 1264?</p>





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