Year 7 History – What did the West learn from fighting in the East?

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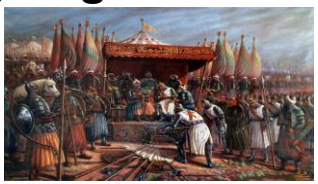


1. Glossary

Crusades	A series of religious wars over the Holy Land between Christians + Muslims
Holy Land	The land sacred to Jews, Christians and Muslims in ancient Palestine
Crusader	Knight who went on crusades, wore redcrosses sewn into their tunics/armour
Pilgrimage	A religious journey
Pilgrim	A person who is on a pilgrimage
Infidel	A non-believer
Caliphate	A large territory under Islamic rule
Caliph	The ruler of a caliphate
Dynasty	Lineage of rulers from the same family
Saladin	Leader of Muslim army during crusades
Consequence	A result of an action or historical event
Interpretation	Someone's opinion of a historical event

2. Islamic empire v. Europe

Islam - religion founded by Muhammad, followers are known as Muslims	Religion	**Catholicism** - main religion in medieval Europe, a type of Christianity
Markets sold goods from other countries, e.g. jewellery, spices.	Trade	Markets sold goods from local farms, some had luxury products
House of Wisdom in Baghdad, libraries and universities to study Maths (e.g. algebra), Chemistry, Astronomy, etc.	Learning	Few universities, only open to the rich. Monks were the only ones who could read/write as the Church controlled education
Doctors looked for natural and rational causes for illness and cures, hospitals to treat the sick	Medicine	Religion influenced medicine, diseases were blamed on God. Barber surgeons had little training
Accepting of different religions, but slavery was common. Books and stories, e.g. Aladdin	Culture	Christianity was the only accepted religion. Local churches used for entertainment
Homes made from stone, streets paved. Towns were clean, water was easily available. Baghdad had one million inhabitants.	Towns	Most homes made from wattle and daub (mud & sticks). Water from wells, but towns were filthy. London had 100,000 people.

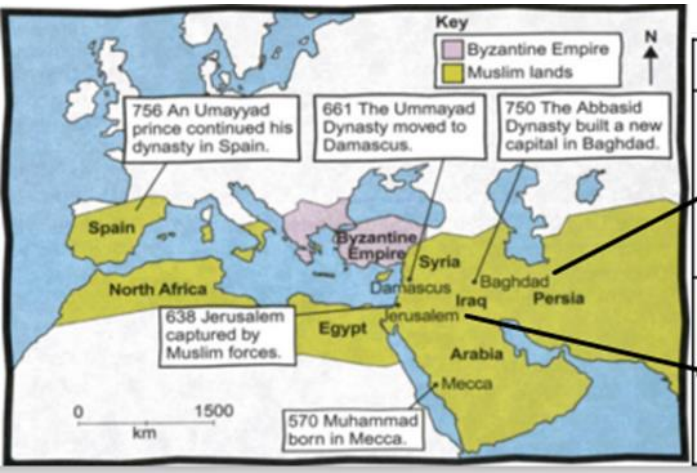
4. Reasons to go on crusades

5. Interpretations of Saladin

Hero	*Villain*
• Brave leader, united all Muslims under one army • Tolerant of other faiths, hired Christians and Jews	• Had Christians slaughtered after the Battle of Hattin • Appointed family members to positions of power

6. Consequences of crusades for Europe

New products	Crusaders brought new foods (e.g. lemons, sugar, cinnamon) and fashion products (e.g. cotton, silk)
Knowledge	Muslims shared their number system (1,2,3) which we still use today, as well as better maps and book translations from Ancient Greek
Technology	Muslims created better mirrors, magnifying glasses and the magnetic compass, brought to Europe by crusaders
Warfare	Europeans copied Islamic warfare techniques e.g. archers. Also, the trebuchet – a type of huge catapult.



3. Key cities in the Islamic Empire

Baghdad	Important centre for trade and learning in the 'Golden Age' of Islam, built in the shape of a circle. Largest city in the world in the 10th century.
Jerusalem	Holiest site in the Holy Land. Muslims believe Muhammad visited Heaven from Jerusalem, while Christians believe this is where Jesus died and resurrected.

Year 7 History at BCA

	Autumn		Spring		Summer	
	1 (6 weeks)	2 (7 weeks)	1 (6 weeks)	2 (6 weeks)	1 (6 weeks)	2 (7 weeks)
Year 7	What makes a good historian?	How miserable were the Middle Ages?		What did the West learn fighting in the East?	Crown, Church or common people - who had all the power in medieval England?	How did a divorce divide a nation?
Links to	*Checking prior knowledge and skills*	*KS3 Miserable monarchs + P1 KS4 (Medieval medicine)*		*KS3 King vs Church, culture capital, context/contrast with medieval Europe*	*KS3 Civil War & Islamic Empire*	*KS3 Rights of the Republic and Paper 1 KS4 (Renaissance medicine)*
TC	Intro to all	Change and continuity		Significance	Cause and effect	Consequences

Understanding the curriculum	
Why are we studying this topic?	You will be able to understand key features of life in the Islamic Empire and directly compare it to life in medieval Europe. You will be able to explain what the crusades were and the wider significance of these conflicts on Europe.
How does it link to previous learning?	In the previous topic we studied key features of life in medieval Europe. Now we can make a direct comparison to the Islamic World and identify similarities and differences. This also gives you a wider appreciation of historical cultural diversity during the Middle Ages.
How will it link to future work?	The knowledge gained in this unit will allow you to more deeply understand the variety and depth of cultural diversity across the Middle Ages. It will also require you to make a judgement on the significance of the Crusades and use valid criteria to sustain a judgement. This is an important skill to develop as we move towards KS4.

Threshold concept this term:

Good historians understand historical <u>significance</u>

They can explain the significance of events by looking at the changes that resulted from them.

They are able to select and justify criteria for making judgements about significance.

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