

**AS and A LEVEL**

*Term 2 Teaching Programme and Planning Sheet*

# **HISTORY A**

H105/H505

For first teaching in 2015

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

Version 1



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# A LEVEL TERM 2 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 2 and Topic 3 as well as possible activity styles and resources. The amount of topics covered from the 'specification content' ensures adequate 'depth' and 'pace' in the second term, whilst also continuing to expose students to key themes, concepts and issues with which they are now familiar. It is worth spending time on all features of the reign of Khubilai Khan in terms of Yuan China, the nature of the individual khanates and Mongol interaction with other cultures by the late 13th century. This will mean that progression to Topic 3 is conceptually easier and that a shorter amount of time is required to draw together the content of Topic 4 at the end of the course.

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 recommended divisions have also been constructed for that purpose such as

those concentrating on Mongol rule in specific regions while considering overriding key issues. Throughout the suggested programme, there are opportunities to highlight 'progression' due to a change of pace from depth to breadth and extension of analysis of a particular feature. By the end of the second 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 majority of the Mongol period.



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p><b>Khubilai Khan and the Subjugation of China (1):</b></p> <p><b>Knowledge and Awareness:</b></p> <ul style="list-style-type: none"> <li>-nature/extent of rule in China c.1260-1294</li> <li>-aims and actions of Khubilai and how these were similar or different to previous Mongol khans</li> <li>-features of government and administration</li> <li>-role of Chinese and foreigners</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>-personal ambitions</li> <li>-aims and motives</li> <li>-problems and priorities</li> <li>-reasons for resistance or opposition</li> <li>-reasons for success or failure</li> <li>-significance of new or adapted methods of warfare and governance</li> <li>-utility and reliability of primary sources</li> <li>-popular interpretations</li> <li>-significance of adopting the name Yuan</li> </ul>	<p><b>Why and how did Khubilai consolidate power in China?</b></p> <ul style="list-style-type: none"> <li>-politics/administration</li> <li>-economy/trade</li> <li>-religious tolerance</li> <li>-military control</li> <li>-sinicisation</li> <li>-patronage/propaganda</li> </ul>	<p>Problem-solving exercise ('strategy'): students consider dates/locations of imperial consolidation using a map of China. Plan 'how' it will be governed, practicalities and aims from the perspective of the Khubilai c.1260.</p> <p>Discuss problems, solutions and potential methods before comparing decisions with the reality of Khubilai's rule. Supplement with easy reading and brief notes for an overview.</p>	<p>R. Latham (trans.) The Travels of Marco Polo (Penguin Classics 1958) – chap. 3</p> <p>J. Larner Marco Polo and the Discovery of the World 1999)</p> <p>W.Fitzhugh, M.Rossabi &amp; W.Honeychurch (ed.) Genghis Khan and the Mongol Empire (Smithsonian 2013) – part 4</p> <p>P. Ebrey &amp; A. Walthall (ed.) East Asia: A Cultural, Social and Political History (3rd ed. 2014)</p>	<p>Understanding and appreciation of Mongol rule in the context of China. Ability to identify locations and basic key features.</p> <p>Awareness of chronological overview, historical debate and nature of Khubilai's reign.</p> <p><b>Consolidation:</b></p> <p>Factual tests/memory games relating to China such as:</p> <ul style="list-style-type: none"> <li>-labelling a map/features</li> <li>-matching definitions with words</li> </ul>
	<p><b>How did Khubilai aim to establish legitimacy?</b></p> <ul style="list-style-type: none"> <li>-Daidu and Shangdu</li> <li>-Liu Ping-Ching and Phags pa-Lama</li> <li>-proclamation of Yuan</li> <li>-court culture</li> <li>-scholar-officials</li> <li>-sedentary customs</li> </ul>	<p>Assess the reasons why and how Daidu and Shangdu were located at those sites – use general reading, images and source extracts to note the 'character' of the city and mixture of nomadic and sedentary practices.</p> <p>Write biographies of prominent Chinese officials, comparing their contributions to Khubilai's power/reputation as Yuan emperor.</p> <p>Compare primary sources on Khubilai's court</p>	<p>J.Man Xanadu (2009)</p> <p>J.Man The Mongol Empire (2014) – part 3</p> <p>J. Man Kublai Khan. The Mongol King who remade China (2006)</p> <p>R.Marshall Storm From the East (1993) – chap. 8</p> <p>D. Morgan The Mongols (2nd ed. 2007) – chap. 5</p> <p>M. Rossabi Khubilai Khan: His Life and Times (1988) &amp; The Mongols, A Very Short Introduction (2012) – chap.4</p>	<p>How far did Khubilai build upon the power he had acquired in China prior to 1264?</p> <p>To what extent was Khubilai's government more Chinese in character than Mongol?</p> <p>Did Khubilai legitimise his rule over China sufficiently?</p>
	<p><b>How successful was Khubilai's government?</b></p> <ul style="list-style-type: none"> <li>-Secretariat, Six Ministries, civil service, Office for Stimulation of Agriculture</li> <li>-attitudes/changes to hierarchy</li> <li>-role of Chinese elite and officials</li> <li>-the Censorate and spies</li> <li>-success and efficiency</li> <li>-opposition/resistance in China/Great Khanate</li> </ul>	<p>Balance Sheet – consider various aspects and features 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' in general as well as the personal aims of Khubilai. How far was his approach typical of a Mongol khan? Extend with a timeline, identifying patterns and turning-points.</p>	<p>Rossabi's website at Colombia <a href="http://afe.easia.columbia.edu/mongols/china/china.htm">http://afe.easia.columbia.edu/mongols/china/china.htm</a></p> <p>J. J. Saunders The History of the Mongol Conquests (2001) – chap. 7</p> <p>J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.8 &amp; 9</p> <p>Minneapolis Institute of Arts map of Yuan China <a href="http://archive.artsimia.org/art-of-asia/history/yuan-dynasty-map.cfm">http://archive.artsimia.org/art-of-asia/history/yuan-dynasty-map.cfm</a></p> <p>The Silk Road Foundation – Article by P.Buell on historiography <a href="http://silkroadfoundation.org/newsletter/volumeonenumberone/age.html">http://silkroadfoundation.org/newsletter/volumeonenumberone/age.html</a></p>	<p>Give a sweeping viewpoint as a hypothesis such as: "Khubilai was merely a Chinese emperor". Students use introductory activities and reading to prepare for a class debate – allocate those defending and those opposing the statement. Extend further during the course when considering his relations with the other khanates.</p> <p><b>Interpretations:</b></p>



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<b>Khubilai Khan and the Subjugation of China (2):</b>  <b>Knowledge and Awareness:</b> - features of trade, culture and exchange -key individuals and their influence -the Mongol court, lifestyle, customs and values -foreign presence and influence -Mongol traditions and assimilated practices -features of art, architecture, religious practice, literature, science  <b>Analysis:</b> -- extent and pace of continuity and change -reasons for priorities and interests -significance of events and developments -impact of interaction with foreigners -importance of Khubilai -image versus reality	<b>How successful were economic policies?</b> -aims, motives, methods -currency and taxation -public works and forced labour -agrarian economy, 'she' and the peasantry -artisans, merchants and foreigners	Refer back to previous problem-solving exercises to consider economic issues. Before reading and note-taking, make a list of all groups in society which need consideration as well as Khubilai's aims – are these people likely to be 'managers' or 'workers'? Which ones are hard to categorise? Ensure students grasp the bigger picture in terms of economic development, maintaining control and measuring the success of methods.	P.Ebrey & A. Walthall (ed.) East Asia: A Cultural, Social and Political History (3rd ed. 2014)  W.Fitzhugh, M.Rossabi & W.Honeychurch (ed.) Genghis Khan and the Mongol Empire (Smithsonian 2013) – part 4  J.Man Xanadu (2009)  J.Man The Mongol Empire (2014) – part 3	<b>Progression:</b> Revise the situation in China during the early Mongol invasions and gain deeper knowledge of existing culture and styles prior to Khubilai. Appreciate the significance of Khubilai to Chinese history as well as his importance to Mongol history and global exchange.  <b>Consolidation:</b> Why did Khubilai adopt the economic practices and policies he put in place?  How far did foreigners and Chinese artists or scholars play a part in the development of either trade or culture?  Compare the importance of two artists or scholars (e.g. Mengfu, Dausheng, Phags pa-Lama).  How far was there economic or cultural change or continuity in China during the reign of Khubilai Khan?  Whose lives changed more – the Chinese or the Mongols?  <b>Interpretations</b> Was Khubilai's power merely an image or reality?  Consider a range of popular interpretations in newsreports, websites and history books. Balance this against representations of other Mongols such as Genghis or Tamerlane. How similar or different is their treatment of Khubilai?
	<b>What was the nature and impact of religious policies in China?</b> -extent of religious tolerance or tension -positive and negative attitudes -continuity and change in Mongol beliefs and practices	Draw up a chart of all religious groups settled in Yuan China as well as religions to which they were exposed through trade/contact. Which ones were practised by the Mongols and the Chinese? Which ones were only practised by foreigners/merchants? Use reading material from a variety of texts and make notes for each faith under the following headings: main regional concentration or location; prominent religious leaders or scholars; tolerance; suppression; Mongol assimilation of beliefs/practices.	R.Marshall Storm From the East (1993) – chap. 8  D. Morgan The Mongols (2nd ed. 2007) – chap. 5  M.Rossabi The Mongols and Global History (2011) – source extracts p.128-48  M.Rossabi The Mongols, A Very Short Introduction (2012) – chap.4  M. Rossabi Khubilai Khan: His Life and Times (1988)	
	<b>How far did culture develop during Khubilai's rule of China?</b> -theatre/drama -artistic (painting, calligraphy, porcelain) -Confucian literati -astronomy, Jamal al-Din - medicine -role of individuals (Mengfu, Dausheng) -influence of Persia, India, Middle East, Korea	Ensure students grasp 'progress' and 'development' rather than assuming all cultural production is 'new' or 'innovative'. Consider what existed in China before and during Khubilai's reign under the Song dynasty up to 1279. Students can make a brief summary of key features /trends under the Song, then match them to fashions, developments and styles under Khubilai. How far did the Yuan assimilate existing Chinese practices or import new ones? Why? <a href="http://afe.easia.columbia.edu/song/econ/pop.htm">http://afe.easia.columbia.edu/song/econ/pop.htm</a>	J. J. Saunders The History of the Mongol Conquests (2001) – chap. 7  J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.8 & 9  Metropolitan Museum of Art Yuan Dynasty <a href="http://www.metmuseum.org/toah/hd/yuan/hd_yuan.htm">http://www.metmuseum.org/toah/hd/yuan/hd_yuan.htm</a>  BBC4 podcast - M.Bragg discussion on Marco Polo <a href="http://www.bbc.co.uk/programmes/b01hpxhx">http://www.bbc.co.uk/programmes/b01hpxhx</a>	
	<b>How far did patronage achieve its aims?</b> -image, reality, control, acceptance, propaganda -fusion of Mongol and Chinese customs -cultural expression and independence	Pose the hypothesis that Khubilai's power and patronage was merely 'an image'. Draw up evidence to suggest that the reality was that propaganda hid weakness, subversion and the existence of independently-minded scholars and artists. Then support the view that his methods reflected significant control – support these clearly with evidence.		



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<p><b>The Mongol Empire c.1260-1294 (1)</b></p> <p><b>Knowledge and Awareness:</b></p> <ul style="list-style-type: none"> <li>- features of trade, culture and exchange across the Mongol Empire</li> <li>-key individuals and their influence</li> <li>-Mongol courts, lifestyle, customs and values</li> <li>-foreign presence and influence</li> <li>-Mongol traditions and assimilated practices</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- extent and pace of continuity and change</li> <li>-reasons for priorities and interests</li> <li>-significance of events and developments</li> <li>-impact of interaction with foreigners</li> <li>-comparative development across the khanates</li> </ul>	<p><b>In what way did trade and commerce develop throughout the Empire?</b></p> <ul style="list-style-type: none"> <li>-Silk Road and Pax Mongolica</li> <li>-postal stations, forms of exchange/travel, routes</li> <li>-types of goods</li> <li>-development of cities</li> <li>-impact on Khubilai's position/rule</li> </ul>	<p>Read D.Waugh's article on the Pax Mongolica, <a href="http://www.silk-road.com/artl/paxmongolica.shtml">http://www.silk-road.com/artl/paxmongolica.shtml</a></p> <p>Supplement this with information from Rossabi's website at Columbia and other reading material.</p> <p>Test students' geographical knowledge as well as terminology. Make notes on the type of trade, methods of transport and origins of goods as well as final destinations. How far did China play a role in international trade?</p>	<p>T. Allsen Culture and Conquest in Mongol Eurasia (2001)</p> <p>W.Fitzhugh, M.Rossabi &amp; W.Honeychurch (ed.) Genghis Khan and the Mongol Empire (Smithsonian 2013) – part 4</p> <p>P.Jackson The Mongols and the West (2005) – chap. 7 &amp; 8</p> <p>J. Larner Marco Polo and the Discovery of the World 1999)</p> <p>R. Latham (trans.) The Travels of Marco Polo (Penguin Classics 1958) – chap. 3</p> <p>J.Man The Mongol Empire (2014) – part 3</p> <p>R.Marshall Storm From the East (1993) – chap. 8 &amp; 9</p> <p>M.Rossabi The Mongols, A Very Short Introduction (2012) – chap.4, 6 &amp; 7</p> <p>M.Rossabi The Mongols and Global History (2011) – extract from Pegolotti (p.148-55)</p> <p>J.P. Roux Genghis Khan and the Mongol Empire (2003)</p> <p>J. J. Saunders The History of the Mongol Conquests (2001)-chap.7</p> <p>J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.8 &amp; 9</p> <p>Silk Road Seattle (Prof. D Waugh, University of Washington) Direct link to the interactive map game <a href="http://depts.washington.edu/silkroad/maps/mapquiz/cities.html">http://depts.washington.edu/silkroad/maps/mapquiz/cities.html</a></p> <p>Silk Road Foundation vol. 5, No.1 (2007) article by P.Buell, Food, Medicine and the Silk Roads: The Mongol Era Exchanges <a href="http://silkroadfoundation.org/newsletter/vol5num1/">http://silkroadfoundation.org/newsletter/vol5num1/</a></p> <p>Fordham University (Halsall texts -extract from Marco Polo) <a href="http://legacy.fordham.edu/halsall/source/polo-kinsay.asp">http://legacy.fordham.edu/halsall/source/polo-kinsay.asp</a></p> <p>Rossabi's website at Columbia <a href="http://afe.easia.columbia.edu/mongols/china/china.htm">http://afe.easia.columbia.edu/mongols/china/china.htm</a></p>	<p>Factual recall and chronological understanding.</p> <p>Ability to explain key features and events with supporting detail.</p> <p>Understanding of the significance of events and the importance of the role of individuals.</p> <p>Ability to explain and justify arguments.</p> <p><b>Consolidation:</b></p> <p>Essays or 'sections' of essays could be based on various key issues either adopting 'full' essays or A Level question (a) style comparisons.</p> <p><b>For example:</b></p> <p>Compare the significance of key features, events or individuals in relation to Mongol economic or cultural development (e.g. Italian merchants, Persia, postal stations, Marco Polo).</p> <p>How realistic or accurate is Marco Polo's narrative about trade, interaction and the nature of cities across the empire?</p> <p><b>Essay practice:</b></p> <p>Full essay or write a 'paragraph/section' (e.g. one factor) to practise techniques of explanation, support and evaluation.</p> <p><b>Interpretations</b></p> <p>"The reign of Khubilai Khan signified a Golden Age in Mongol rule." How far do you agree?</p> <p>How fair is the view that Khubilai's reign led to the emergence of the first 'global age' in history?</p>
	<p><b>How similar or different were the economic policies of the khanates?</b></p> <ul style="list-style-type: none"> <li>- taxation, currency</li> <li>-attitudes to foreigners, trade, desire for goods</li> <li>-agriculture</li> <li>-external influence</li> <li>-use of regional officials</li> </ul>	<p>Class agrees a hypothesis on which two khanates are most likely to be similar. Collectively aim to prove/disprove this through a jigsaw activity.</p> <p>Four student groups research different khanates, making notes on key aspects. Exchange information with another group and report back to the class on their two khanates. Extend to class debate of all khanates, deciding whether the initial hypothesis was correct.</p>	<p>J.P. Roux Genghis Khan and the Mongol Empire (2003)</p> <p>J. J. Saunders The History of the Mongol Conquests (2001)-chap.7</p> <p>J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.8 &amp; 9</p> <p>Silk Road Seattle (Prof. D Waugh, University of Washington) Direct link to the interactive map game <a href="http://depts.washington.edu/silkroad/maps/mapquiz/cities.html">http://depts.washington.edu/silkroad/maps/mapquiz/cities.html</a></p> <p>Silk Road Foundation vol. 5, No.1 (2007) article by P.Buell, Food, Medicine and the Silk Roads: The Mongol Era Exchanges <a href="http://silkroadfoundation.org/newsletter/vol5num1/">http://silkroadfoundation.org/newsletter/vol5num1/</a></p> <p>Fordham University (Halsall texts -extract from Marco Polo) <a href="http://legacy.fordham.edu/halsall/source/polo-kinsay.asp">http://legacy.fordham.edu/halsall/source/polo-kinsay.asp</a></p> <p>Rossabi's website at Columbia <a href="http://afe.easia.columbia.edu/mongols/china/china.htm">http://afe.easia.columbia.edu/mongols/china/china.htm</a></p>	<p>How realistic or accurate is Marco Polo's narrative about trade, interaction and the nature of cities across the empire?</p> <p><b>Essay practice:</b></p> <p>Full essay or write a 'paragraph/section' (e.g. one factor) to practise techniques of explanation, support and evaluation.</p> <p><b>Interpretations</b></p> <p>"The reign of Khubilai Khan signified a Golden Age in Mongol rule." How far do you agree?</p> <p>How fair is the view that Khubilai's reign led to the emergence of the first 'global age' in history?</p>
	<p><b>How far did Mongols and foreigners interact?</b></p> <ul style="list-style-type: none"> <li>-locals, travellers, artisans and merchants at Mongol courts and in regional societies (e.g. Marco Polo, Pegolotti)</li> <li>-social/cultural styles, reactions, assimilation</li> <li>-role of Persia and China</li> </ul>	<p>Read a variety of primary sources originating from both east and west – ensure these are placed within the period of Khubilai. What do they tell us about the Mongols, mutual reactions and interaction? Does this differ within or across regions?</p> <p>Write a biography of key travellers/writers such as Marco Polo, Pegolotti or Corvino.</p> <p><a href="http://www.silk-road.com/artl/marcopolo.shtml">http://www.silk-road.com/artl/marcopolo.shtml</a></p>	<p>J.P. Roux Genghis Khan and the Mongol Empire (2003)</p> <p>J. J. Saunders The History of the Mongol Conquests (2001)-chap.7</p> <p>J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.8 &amp; 9</p> <p>Silk Road Seattle (Prof. D Waugh, University of Washington) Direct link to the interactive map game <a href="http://depts.washington.edu/silkroad/maps/mapquiz/cities.html">http://depts.washington.edu/silkroad/maps/mapquiz/cities.html</a></p> <p>Silk Road Foundation vol. 5, No.1 (2007) article by P.Buell, Food, Medicine and the Silk Roads: The Mongol Era Exchanges <a href="http://silkroadfoundation.org/newsletter/vol5num1/">http://silkroadfoundation.org/newsletter/vol5num1/</a></p> <p>Fordham University (Halsall texts -extract from Marco Polo) <a href="http://legacy.fordham.edu/halsall/source/polo-kinsay.asp">http://legacy.fordham.edu/halsall/source/polo-kinsay.asp</a></p> <p>Rossabi's website at Columbia <a href="http://afe.easia.columbia.edu/mongols/china/china.htm">http://afe.easia.columbia.edu/mongols/china/china.htm</a></p>	<p>How realistic or accurate is Marco Polo's narrative about trade, interaction and the nature of cities across the empire?</p> <p><b>Essay practice:</b></p> <p>Full essay or write a 'paragraph/section' (e.g. one factor) to practise techniques of explanation, support and evaluation.</p> <p><b>Interpretations</b></p> <p>"The reign of Khubilai Khan signified a Golden Age in Mongol rule." How far do you agree?</p> <p>How fair is the view that Khubilai's reign led to the emergence of the first 'global age' in history?</p>
	<p><b>What was the impact of trade and intercultural exchange?</b></p> <ul style="list-style-type: none"> <li>-nature of cities, trading posts, Venetian and Genoese colonies</li> <li>-significance of Sarai, Urgench, Bukhara</li> <li>-knowledge, assimilation</li> <li>-extent of Mongol unity, power, diplomacy, image and reputation</li> </ul>	<p>Discuss the process of communication and interaction by trying to place different ethnic and social groups within 3 categories (triangular diagram) labelling 'initiator' or 'facilitator', 'participant' and 'observer'. The key thing is to differentiate between who 'enabled' cultural exchange, who created it or participated and who was merely a bystander. Start by making generalisations, then define groups closely according to regions. Make notes on the most significant effects matching them to relevant categories.</p>	<p>J.P. Roux Genghis Khan and the Mongol Empire (2003)</p> <p>J. J. Saunders The History of the Mongol Conquests (2001)-chap.7</p> <p>J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.8 &amp; 9</p> <p>Silk Road Seattle (Prof. D Waugh, University of Washington) Direct link to the interactive map game <a href="http://depts.washington.edu/silkroad/maps/mapquiz/cities.html">http://depts.washington.edu/silkroad/maps/mapquiz/cities.html</a></p> <p>Silk Road Foundation vol. 5, No.1 (2007) article by P.Buell, Food, Medicine and the Silk Roads: The Mongol Era Exchanges <a href="http://silkroadfoundation.org/newsletter/vol5num1/">http://silkroadfoundation.org/newsletter/vol5num1/</a></p> <p>Fordham University (Halsall texts -extract from Marco Polo) <a href="http://legacy.fordham.edu/halsall/source/polo-kinsay.asp">http://legacy.fordham.edu/halsall/source/polo-kinsay.asp</a></p> <p>Rossabi's website at Columbia <a href="http://afe.easia.columbia.edu/mongols/china/china.htm">http://afe.easia.columbia.edu/mongols/china/china.htm</a></p>	<p>How realistic or accurate is Marco Polo's narrative about trade, interaction and the nature of cities across the empire?</p> <p><b>Essay practice:</b></p> <p>Full essay or write a 'paragraph/section' (e.g. one factor) to practise techniques of explanation, support and evaluation.</p> <p><b>Interpretations</b></p> <p>"The reign of Khubilai Khan signified a Golden Age in Mongol rule." How far do you agree?</p> <p>How fair is the view that Khubilai's reign led to the emergence of the first 'global age' in history?</p>



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<p><b>The Mongol Empire c.1260-1294 (2)</b></p> <p><b>Knowledge and Awareness:</b></p> <ul style="list-style-type: none"> <li>- geography and chronology of Mongol rule and campaigns</li> <li>- differentiation between khanates and rulers</li> <li>- key individuals</li> <li>- important events and turning-points</li> <li>- effects of military campaigns</li> <li>- military features</li> <li>- similarity and difference</li> <li>- reasons for opposition and resistance</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- pace and extent of change</li> <li>- personal or collective Mongol motives, aims and ambitions</li> <li>- reasons for success or failure</li> <li>- significance of methods</li> <li>- turning-point - impact of the conquests</li> <li>- reasons for disunity and division</li> <li>- extent of Mongol powers</li> </ul>	<p><b>How did Mongol control and government develop across the Empire?</b></p> <ul style="list-style-type: none"> <li>- within or across regions</li> <li>- continuity and change in terms of regional consolidation of power, succession, internal stability, administration</li> <li>- relationship of regional politics to imperial rule</li> <li>- role of individual khans</li> <li>- alliances and diplomacy</li> <li>- relations between Yuan China and the Ilkhanate</li> </ul>	<p>Flipped learning – students use easy reading material to draw up a chronology and notes of key features or khans for the period c.1260-94. The aim is to grasp the character of each khanate by the end of the 13th century and nature of the Mongol Empire. The following resource provides a simple overview of each khanate but can be supplemented with material from Rossabi and Morgan.</p> <p><a href="http://web.archive.org/web/20050214094845/http://www.ucalgary.ca/applied_history/tutor/islam/mongols/">http://web.archive.org/web/20050214094845/http://www.ucalgary.ca/applied_history/tutor/islam/mongols/</a></p> <p>Compare the priorities, problems, success and limitations of each khanate – how far were the Mongols united in aim, lifestyle, policy?</p>	<p>T. Allsen Culture and Conquest in Mongol Eurasia (2001)</p> <p>Nicola di Cosmo Warfare in Inner Asian History, 500–1800 (2001)</p> <p>W.Fitzhugh, M.Rossabi &amp; W.Honeychurch (ed.) Genghis Khan and the Mongol Empire (Smithsonian 2013) – part 4</p> <p>G. Lane Early Mongol Rule in 13th century Iran: a Persian Renaissance (2003)</p> <p>J.Man The Mongol Empire (2014) – part 3</p> <p>R.Marshall Storm From the East (1993) – chap. 8 &amp; 9</p>	<p><b>Progression:</b></p> <p>Revision and extension of general knowledge of governance and character of each khanate</p> <p>Developed understanding of the nature of the Mongol Empire under Khubilai.</p> <p>Awareness of developments beyond China in terms of imperial rule.</p> <p><b>Consolidation:</b></p> <p>Compare the role of ‘personality’ and ‘circumstance’ in helping individual khans to achieve power or success.</p> <p>Assess the importance of Khubilai in the development of Mongol control in southern China and East Asia.</p> <p>How far did the Mongols adopt Chinese or Persian practices in terms of khanate government, economy, culture, religion or army?</p> <p>Why were campaigns in East Asia so challenging?</p> <p>Why did Khubilai face opposition?</p> <p>Compare battles, campaigns or the roles of military leaders either within East Asia or across the Mongol Empire (e.g. Damascus, Hangzhou).</p> <p><b>Interpretations Practice:</b></p> <p>Compare the views of Rossabi and Weatherford.</p> <p>Consider which aspects of the Mongol Empire tend to be focussed on by historians and why.</p>	
	<p><b>What were the aims, strengths, weaknesses, success and limitations of military policies?</b></p> <p><b>-nature of Mongol armies (late C13th)</b></p> <p><b>-Khubilai’s campaigns (the Song, Japan and East Asia)</b></p> <p><b>-regional campaigns and border territories</b></p>	<p>Reading/research on areas, states or opposing dynasties within the Far East: analyse aims, methods, events and reactions to Mongol campaigns (e.g. Song, Japan) - make chronological notes. Identify any patterns, change or continuity over time – is submission more likely as time passes or does that depend on the state, leadership, military skill or luck?</p> <p>Repeat to consider campaigns across the empire and relative success of the khanates.</p>	<p>Reading/research on areas, states or opposing dynasties within the Far East: analyse aims, methods, events and reactions to Mongol campaigns (e.g. Song, Japan) - make chronological notes. Identify any patterns, change or continuity over time – is submission more likely as time passes or does that depend on the state, leadership, military skill or luck?</p> <p>Repeat to consider campaigns across the empire and relative success of the khanates.</p>		<p>T. May The Mongol Art of War (2007)</p> <p>D. Morgan The Mongols (2nd ed. 2007) – chap. 5 &amp; 6</p> <p>M.Rossabi The Mongols, A Very Short Introduction (2012) – chap.4 &amp; 5</p> <p>J. J. Saunders The History of the Mongol Conquests (2001)-chap.7</p>
	<p><b>Was Khubilai Khan a successful Mongol ruler?</b></p> <ul style="list-style-type: none"> <li>- his roles as Great Khan and Yuan emperor</li> <li>- achievements v failures</li> <li>- Mongol rivalry, tension, opposition, rebellion</li> <li>- power, propaganda, image and reality</li> </ul>	<p>Balance sheet of Mongol aims and expectations matched against Khubilai’s achievements and failures. Divide this chronologically focussing on his early and late reign. Is there any difference in the conclusions drawn when considering the period up to 1279 and beyond?</p> <p>Debate reasons for opposition and compare the extent of the threat to Khubilai.</p>	<p>Balance sheet of Mongol aims and expectations matched against Khubilai’s achievements and failures. Divide this chronologically focussing on his early and late reign. Is there any difference in the conclusions drawn when considering the period up to 1279 and beyond?</p> <p>Debate reasons for opposition and compare the extent of the threat to Khubilai.</p>		<p>S.Turnbull Genghis Khan and the Mongol Conquests (2003)</p> <p>J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.8 &amp; 9</p> <p>Mongol invasions of Japan (Bowdoin college)</p> <p><a href="http://learn.bowdoin.edu/asian-studies/mongol-invasions/index.shtml">http://learn.bowdoin.edu/asian-studies/mongol-invasions/index.shtml</a></p>
	<p><b>Why was there a lack of Mongol unity by 1294?</b></p> <ul style="list-style-type: none"> <li>- perceptions of the role of ‘khagan’</li> <li>- extent of empire and regional autonomy</li> <li>- role of personalities</li> <li>- Mongol traditions</li> </ul>	<p>Consider the map and geographic extent of the empire – what does this suggest?</p> <p><a href="http://www.fordham.edu/halsall/maps/mongols2map.jpg">http://www.fordham.edu/halsall/maps/mongols2map.jpg</a></p> <p>Revise the issues of disunity during Khubilai’s accession to power – how similar or different were they to the Mongol position in 1294? What does this suggest?</p> <p>Had opposition/division always existed? Why?</p>	<p>Consider the map and geographic extent of the empire – what does this suggest?</p> <p><a href="http://www.fordham.edu/halsall/maps/mongols2map.jpg">http://www.fordham.edu/halsall/maps/mongols2map.jpg</a></p> <p>Revise the issues of disunity during Khubilai’s accession to power – how similar or different were they to the Mongol position in 1294? What does this suggest?</p> <p>Had opposition/division always existed? Why?</p>		<p>De Re Militari - Article by C Hansen on campaigns against the Song</p> <p><a href="http://deremilitari.org/2014/05/the-mongol-siege-of-xiangyang-and-fan-cheng-and-the-song-military/">http://deremilitari.org/2014/05/the-mongol-siege-of-xiangyang-and-fan-cheng-and-the-song-military/</a></p> <p>Article by T.Conlon on campaigns against Japan</p> <p><a href="http://deremilitari.org/2014/02/the-destruction-of-damascus-by-the-mongols-in-1299-1301/">http://deremilitari.org/2014/02/the-destruction-of-damascus-by-the-mongols-in-1299-1301/</a></p>



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p><b>Mongol Rule in the 14th century: Yuan China and the Great Khanate</b></p> <p><b>Knowledge and Awareness:</b></p> <ul style="list-style-type: none"> <li>- features of trade, culture and exchange</li> <li>-key individuals and their influence</li> <li>-the Mongol court, lifestyle, customs and values</li> <li>-foreign presence and influence</li> <li>-Mongol traditions and assimilated practices</li> <li>-features of art, architecture, religious practice, literature, science</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- extent and pace of continuity and change</li> <li>-reasons for priorities and interests</li> <li>-significance of events and developments</li> <li>-impact of interaction with foreigners</li> <li>-comparative development across China, East Asia and the Mongol heartland</li> </ul>	<p><b>How far was there continuity or change in Mongol government?</b></p> <ul style="list-style-type: none"> <li>-legacy of Khubilai</li> <li>-succession, methods and personal rule of Yuan and Mongol khans</li> <li>-relationship of China to the Steppes</li> <li>-reasons for and extent of political and military strengths/weaknesses</li> <li>-Mongol traditions and sinicisation</li> </ul>	<p>Problem-solving exercise ('strategy'): students consider dates/locations of Yuan control using a map of China. Plan 'how' it will be governed, practicalities and aims from the perspective of the situation at Khubilai's death as well as that of individual khans across the period. Discuss problems, solutions and potential methods before comparing decisions with the reality of Yuan rule. Supplement with easy reading and brief notes for an overview.</p>	<p>E. Endicott-West Mongolian Rule in China; Local Administration in the Yuan Dynasty (1989)</p> <p>D. Farquhar The Government of China under Mongolian Rule: A Reference Guide (1990)</p> <p>H. Franke China under Mongol Rule (1994)</p> <p>P.Jackson The Mongols and the West (2005) – chap. 7 &amp; 8</p> <p>J.Man The Mongol Empire (2014) – part 4</p>	<p><b>Progression</b></p> <p>Revision of the reign of Khubilai and awareness of the significance of prior experience or involvement of Mongols, Chinese or foreign officials, merchants or artisans. Understanding of the causes and nature of key events up to the 1360s. Factual test of key events, features and individuals.</p> <p><b>Consolidation:</b></p> <p>Compare the role of 'personality' and 'circumstance' in helping individual khans to achieve power or success.</p> <p>To what extent were relations between China and the Ilkhanate maintained after the reign of Khubilai Khan?</p> <p>In what way did culture develop in Yuan China?</p> <p>Why were the Mongols forced to withdraw to the Steppes by the 1360s?</p> <p>Question (a) style response (A Level)</p> <p>Compare the importance of two key aspects, features or specific khans to the development of Yuan China and the Great Khanate.</p> <p><b>Interpretations</b></p> <p>Pose the hypothesis that the Yuan were responsible for spreading the Black Death. Discuss biological warfare and intentional behaviour as opposed to natural disaster. Student groups prepare evidence to support either view and defend during class debate.</p> <p>Consider whether the Yuan became weak rulers due to their adoption of sedentary customs and lifestyle.</p>
	<p><b>What was the nature of economic policies?</b></p> <ul style="list-style-type: none"> <li>-aims, methods, success</li> <li>-continuity and change</li> <li>-agriculture, peasants</li> <li>-trade and the Silk Road</li> <li>-impact of natural disasters (plague, floods)</li> </ul>	<p>Revise Khubilai's economic aims and achievements before considering the problems which the later Yuan faced. Did they need to pursue similar or different aims and methods? Why? Make notes of the situation by 1294, then add developments according to stages of Yuan history as appropriate. How far was there change or continuity?</p>	<p>R.Marshall Storm From the East (1993) – chap. 9 (and BBC Documentary – episode)</p> <p>D. Morgan, The Mongols (2nd ed. 2007) – chap. 5</p> <p>T. May The Mongol Conquests in World History (2012)</p>	
	<p><b>How far did society, religion and culture develop?</b></p> <ul style="list-style-type: none"> <li>-social composition and roles (women, literati, foreigners, artisans)</li> <li>-Yuan art/architecture</li> <li>-nomadic v. sedentary traditions and customs</li> <li>-extent of religious tolerance or tension</li> <li>Why and how did Yuan rule decline? What impact did this have?</li> <li>- rise of the Ming dynasty 1368</li> <li>-nature and extent of political infighting, corruption, rebellion</li> <li>-withdrawal from China</li> </ul>	<p>Revise previous developments during the reign of Khubilai to identify what had been initiated by the Mongols as opposed to existing Chinese culture. Separate elements of influence (e.g. Persian, East Asian, Buddhist, Confucian, Korean, Tibetan). How far was there a fusion of Mongol tastes and practices with Chinese ones under the later Yuan? Were the Mongols facilitators and enablers of cultural development rather than creators in this period or had it become merged? OCR Delivery Guide – use Activity Sheet 2.1 to note details about the process of decline after discussing prioritisation of factors. Adapt Resource Sheet 5 substituting irrelevant cards with Yuan emperors, the Ming, natural disasters). Repeat the activity for different dates or events to establish importance. Focus on strategy, military tactics, leaders, nature of opposition and the course of events.</p>	<p>M.Rossabi The Mongols and Global History (2011) – extract from Zhou Daguan (p.155-58)</p> <p>M.Rossabi The Mongols, A Very Short Introduction (2012) – chap.4 &amp; 6</p> <p>J. J. Saunders The History of the Mongol Conquests (2001) – chap.8</p> <p>J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.10</p>	





Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<b>Mongol Rule in the 14th century: The Ilkhanate</b>  <b>Knowledge and Awareness:</b> -features of government -strengths and weakness of policies -chronology of khans -features of trade, culture and exchange -key individuals and their influence -the Mongol court, lifestyle, customs and values -foreign presence and influence -Mongol traditions and assimilated practices -features of art, architecture, religious practice, literature, science  <b>Analysis:</b> -extent and pace of continuity and change -reasons for priorities and interests -significance of events and developments -impact of interaction with foreigners -comparative development across the region	<b>How far was there continuity or change in Mongol government?</b> -legacy of late C13th -succession, methods and personal rule of the Ilkhans (Ghazan, Oljietu, Abu Said) -relationship with China and the khanates -nature/extent of war, diplomacy, foreign policy -reasons for and extent of political and military strengths/weaknesses - nature of the Mongol court and the role of Muslim, Jewish, Arab and Chinese clerics -reasons for decline by 1335	Balance sheet – draw up a chronological list of Ilkhans making notes on their style of government, institutions, key officials and military policies. How similar or different were they across the period? Why might that be? Revise the behaviour and actions of previous Ilkhanans to analyse the extent of continuity and change. Were the problems the 14th century Ilkhans faced more or less serious than those faced in the 13th century? Match these considerations to methods of rule and the impact of warfare on populations. Use primary sources where possible such as that of Adh Dhababi. J.Somgyi (trans.) Adh Dhababi's record of the destruction of Damascus 1299-1301 <a href="http://deremilitari.org/2014/02/the-destruction-of-damascus-by-the-mongols-in-1299-1301/">http://deremilitari.org/2014/02/the-destruction-of-damascus-by-the-mongols-in-1299-1301/</a>	R. Amitai-Preiss Mongols and Mamluks. The Mamluk-Ilkhanid War, 1260-1281 (1995)  N. Di Cosmo (ed.), Warfare in Inner Asian History (2002)  W.Fitzhugh, M.Rossabi & W.Honeychurch (ed.) Genghis Khan and the Mongol Empire (Smithsonian 2013) – part 3  P.Jackson The Mongols and the West (2005) – chap. 7  A.K.S. Lambton Continuity and Change in Medieval Persia: Aspects of Administrative, Economic and Social History 11th to 14th century (1988)  J. Kolbas The Mongols in Iran. Chingiz Khan to Uljaytu 1220-1309 (2006)  L.Komaroff (ed.) Beyond the Legacy of Genghis Khan (2006)  J.Man The Mongol Empire (2014) – part 4	<b>Progression:</b> Revision of key events, features and individuals which shaped the character of the region by the late 13th century. Understanding of the causes and nature of key events in the region.  <b>Consolidation:</b> Factual tests/memory games relating to the Ilkhanate such as: -labelling a map/features -matching definitions with words  Compare the role of 'personality' and 'circumstance' in helping individual khans to achieve power or success.  To what extent was Ghazan the most successful Ilkhan?
	<b>What was the nature of economic and social policies?</b> -aims, methods, success -continuity and change -agriculture, peasants -trade, commerce, the Silk Road, Caucasus -methods of exchange (goods, language, currency, skills) -impact of government policies on society	Jigsaw activity – divide the class into groups to research a different aspect of Ilkhanate policy (e.g. economy, society). Make notes on general Mongol aims or existing methods as well as aims/methods which are specific to individual khans. (Set against a timeline if needed.) Add key features and developments alongside both 'general' and 'individual' aims/methods. Discuss the results in terms of overall and comparative success (achieving aims, reputation or historical interpretations). Did Islamic or Persian attitudes, practices and policies impact on economy and society?	R.Marshall Storm From the East (1993) – chap. 9 (and BBC Documentary – episode)  D. Morgan The Mongols (2nd ed. 2007) – chap. 6  J.Raby & T.Fitzherbert (ed.), The Court of the Ilkhans 1290-1340 (Oxford Studies in Islamic Art XII, 1996)  M.Rossabi The Mongols and Global History (2011) – extract from Rabban Sauma (p.158-64)  M.Rossabi The Mongols, A Very Short Introduction (2012) – chap.4 & 6	In what way did the Ilkhans interact with foreign leaders and Mongol khans?  Why was Azerbaijan a source of contention between the Ilkhanate and the Golden Horde?  How far did Islam influence both government and culture in the Ilkhanate?
	<b>How/why did religion and culture develop?</b> -adoption of Islam -art, architecture, literature, customs -influences (Persia, China, nomadic, Arabic) -patronage and image -Mongol cultural legacy	Revise previous developments during the reign of Khubilai to identify continuity and change. Separate elements of influence from Persia from the general influence of Islam, the Middle East or European/Christian contact. Did China still influence art, literature, diet and science in the region to the same level? <a href="http://www.metmuseum.org/toah/hd/ilkh/hd_ilkh.htm">http://www.metmuseum.org/toah/hd/ilkh/hd_ilkh.htm</a>	J. J. Saunders The History of the Mongol Conquests (2001) – chap.8  B. Spuler The Mongols in History (1971) or The Muslim World part II: The Mongol Period (1960)  J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.10	Question (a) style response (A Level) Compare the importance of two key aspects, features or specific khans to the development of the Ilkhanate (e.g. trade and agriculture, Ghazan and Oljietu)  <b>Interpretations</b> Discuss the following proposition and decide which historians' comments appear to match this view "The only reason for the decline of the Ilkhanate was the laziness of Abu Said."



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<b>Mongol Rule in the 14th century : The Golden Horde</b>  <b>Knowledge and Awareness:</b> - features of government -strengths and weakness of policies -chronology of khans -features of trade, culture and exchange -key individuals and their influence -the Mongol court, lifestyle, customs and values -foreign presence and influence -Mongol traditions and assimilated practices -features of art, architecture, religious practice, literature, science  <b>Analysis:</b> - extent and pace of continuity and change -reasons for priorities and interests -significance of events and developments -impact of interaction with foreigners -comparative development across the region such as Russia, Siberia and the Caucasus	<b>How far was there continuity or change in Mongol government?</b> -legacy of late C13th -succession, methods and personal rule (Tokhta, Uzbek, Tokhtamysh) -reasons for and extent of political and military strengths/weaknesses -local administration	Balance sheet – list aims, priorities, methods and success/failure of individual khans in the period. How do they compare and why? OCR Delivery guide (Resource Sheet 5) - prioritisation of factors. Adapt/substitute cards so they are relevant for diamond-ranking and assess reasons for the rise to power, the success or the weakness of individual khans or overall Mongol rule of the 14th century Golden Horde. Extend with an essay or practise writing paragraphs defending one view.	D. Christian A History of Russia, Central Asia and Mongolia I (1998), Part V  W.Fitzhugh, M.Rossabi & W.Honeychurch (ed.) Genghis Khan and the Mongol Empire (Smithsonian 2013) – part 3  P.Jackson The Mongols and the West (2005) – chap. 8  C. Halperin Russia and the Golden Horde (1985)  C.Halperin The Tatar Yoke (1986)	<b>Progression:</b> Revision of key events, features and individuals which shaped the character of the region by the late 13th century. Ability to identify the causes and location of key events in the region.  <b>Consolidation:</b> Compare the role of 'personality' and 'circumstance' in helping individual khans to achieve power or success.  How successful was Uzbek?  Why did relations change between Tokhtamysh and Tamerlane?  How far was Kulikovo Polye a turning-point?  To what extent did the adoption of Islam influence cultural developments in the Golden Horde?  How far was the Golden Horde a centre for trade and communication?  Question (a) style response (A Level) Compare the importance of two key features, influences or specific khans to the development of the Golden Horde (e.g. Tokhta, Uzbek, Italian trade, Persia).  <b>Interpretations:</b> Compare the views of Halperin and Ostrowski.  Research Russian, Mongolian or western views of events at Kulikovo Polye –do they identify it as a crucial event for 'commemoration'? Why do they differ?
	<b>What was the nature of economic and social policies?</b> -aims, methods, success -continuity and change -agriculture, peasants -trade, commerce, Black Sea, Siberia, Central Asia -methods of exchange (goods, language, skills) -impact of government policies on society	Refer back to previous legacy of economic and social policies in the Golden Horde. Before reading and note-taking, make a list of all groups in society which need consideration as well as individual khans' aims – are these people likely to be 'managers' of trade or agriculture or 'workers'? Which ones are hard to categorise? Ensure students grasp the bigger picture in terms of economic development, the style of Mongol control in the region and measuring the success of methods. How was this khanate different?	J.Man The Mongol Empire (2014) – part 4  R.Marshall Storm From the East (1993) – chap. 9 (and BBC Documentary – episode )  D. Morgan The Mongols (2nd ed. 2007) – chap.6  D.Ostrowski Muscovy and the Mongols: cross-cultural influences on the Steppe frontier 1304-1589 (1998)	
	<b>How/why did religion and culture develop?</b> -role of Islam and Orthodox Church -art, architecture, literature, customs -influences (Persia, China, Steppes, Europe) -patronage and image	Revise previous developments during the reign of Khubilai or earlier to identify continuity and change. Separate elements of influence from Persia, Central Asia, Europe or China as well as faiths such as Islam, Christianity and Shamanism. How far did they each influence art, literature, diet, science, customs and everyday life in the region? Were there differences across the region?	M.Rossabi The Mongols, A Very Short Introduction (2012) – chap.5-7  J. J. Saunders The History of the Mongol Conquests (2001) – chap.9  S.Turnbull Genghis Khan and the Mongol Conquests (2003)	
	<b>How secure was Mongol rule in the Golden Horde?</b> - diplomacy, alliances -rebellion, rivalry, war -reasons for the rise of principalities (Muscovy) -significance of Kulikovo Polye -war with Tamerlane	Using Powerpoint, images, maps and secondary material, draw up a detailed timeline – against each stage, note causes, immediate effect and long-term impact. Return to discussion of the traditional Russian perspective of the 'Tatar yoke' and consider 'national' views of Mongol khanate rule and 'occupation' – how does this compare with the events which occurred in the 14th century and available primary sources?	J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.10  D. DeWeese Islamization and Native Religion in the Golden Horde (1994)	



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p><b>Mongol Rule in the 14th century: The Chagatai Khanate and Rise of Tamerlane</b></p> <p><b>Knowledge and Awareness:</b>            - features of government            - strengths and weakness of policies            - chronology of khans            - features of trade, culture and exchange            - key individuals and their influence            - the Mongol court, lifestyle, customs and values            - foreign presence and influence            - Mongol traditions and assimilated practices            - features of art, architecture, religious practice, literature, science</p> <p><b>Analysis:</b>            - extent and pace of continuity and change            - reasons for priorities and interests            - significance of events and developments            - impact of interaction with foreigners            - comparative development across the region</p>	<p><b>How far was there continuity or change in Mongol government?</b>            - legacy of late C13th            - succession, methods and personal rule (e.g. Keбек, Tughluq Timur, Tamerlane)            - reasons for and extent of political and military strengths/weaknesses            - local administration and Turkic nobility            - relations with other khanates (e.g. Ilkhanate)            - reasons for the rise of Tamerlane and extent of 'statesmanship'            - nature of decline (1405)</p>	<p>Compare comments/representations of two extracts, news reports or film clips about the 14th century Mongols – identify opinions and facts. How much of it focuses on Tamerlane and why? Consider Mongol aims and the concept of 'leadership' and whether it was evident in the Chagatai khanate by 1295.            Use the comparative statistics at Hyperhistory to consider what they suggest about Tamerlane. <a href="http://www.hyperhistory.com/online_n2/people_n2/ppersons5_n2/conq.html">http://www.hyperhistory.com/online_n2/people_n2/ppersons5_n2/conq.html</a>.            Balance sheet – list aims, priorities, methods and success/failure of individual khans in the period. How do they compare and why?            OCR Delivery guide (Resource Sheet 5) - prioritisation of factors. Adapt/substitute cards so they are relevant and assess reasons for the rise to power or the success of individual khans.</p>	<p>H. Hookham Tamburlaine the Conqueror (1962)            P.Jackson The Mongols and the West (2005) – chap. 9            B.F. Manz The Rise and Rule of Tamerlane (1989)            J.Marozzi Tamerlane (2004)            T. May The Mongol Conquests in World History (2012)            D. Morgan The Mongols (2nd ed. 2007) – chap.8            M.Rossabi The Mongols, A Very Short Introduction (2012) – chap.7            J. J. Saunders The History of the Mongol Conquests (2001) – chap.9            J. Weatherford Genghis Khan and the Making of the Modern World (2004) – chap.10            M. Dickens <a href="http://www.oxuscom.com/timursam.htm">http://www.oxuscom.com/timursam.htm</a>            Metropolitan Museum of Art Art of the Timurid Period <a href="http://www.metmuseum.org/toah/hd/timu/hd_timu.htm">http://www.metmuseum.org/toah/hd/timu/hd_timu.htm</a>            Silk Road Seattle (D.Waugh, University of Washington)            Map of the Mongol empire <a href="http://depts.washington.edu/silkroad/exhibit/mongols/images/map.jpg">http://depts.washington.edu/silkroad/exhibit/mongols/images/map.jpg</a>            Intro to the Timurids <a href="http://depts.washington.edu/silkroad/exhibit/timurids/timurids.html">http://depts.washington.edu/silkroad/exhibit/timurids/timurids.html</a>            Bibi Khanum Mosque <a href="http://depts.washington.edu/silkroad/cities/uz/samarkand/bibi.html">http://depts.washington.edu/silkroad/cities/uz/samarkand/bibi.html</a>            Shah-i Zinde <a href="http://depts.washington.edu/silkroad/cities/uz/samarkand/shahix.html">http://depts.washington.edu/silkroad/cities/uz/samarkand/shahix.html</a>            Clavijo's Embassy to Tamerlane <a href="http://depts.washington.edu/silkroad/texts/clavijo/cltxt1.html">http://depts.washington.edu/silkroad/texts/clavijo/cltxt1.html</a></p>	<p><b>Progression:</b>            Factual recall of the type of governance and administration in Central Asia.            Extension in depth and breadth for whole period with a chronological overview of the 14th century and study of specific khans.</p> <p>Awareness of similarity and differences between lifestyles across the Mongol empire, the nature of trade and cultural interaction by</p> <p><b>Consolidation:</b>            Compare the role of 'personality' and 'circumstance' in helping individual khans to achieve power or success.</p> <p>How successful was Tughlug Timur?</p> <p>How different was life in the Chagatai khanate compared to Mongol rule elsewhere in the early 14th century?</p> <p>In what way did the Chagatai khanate benefit from the influence of cultures from both east and west?</p> <p>How important was Samarkand?</p> <p>Question (a) style response (A Level)            Compare the importance of different features of Mongol life or two significant Chagataid khans.</p>
	<p><b>What was the nature of economic and social policies in Central Asia?</b>            - aims, methods, success            - continuity and change            - agriculture, peasants            - trade, commerce, Russia and Caucasus            - methods of exchange (goods, language, skills)            - impact of government policies on society            - role of Tamerlane</p>	<p>Jigsaw activity – divide the class into groups to research a different aspect of khanate policy (e.g. economy, society). Make notes on general Mongol aims or existing methods as well as aims/methods which are specific to individual khans. (Set against a timeline if needed.) Add key features and developments alongside both 'general' and 'individual' aims/methods. Discuss the results in terms of overall and comparative success (achieving aims, reputation or historical interpretations).            Did Mongol and Turkic attitudes, practices and policies impact on society in different ways?</p>	<p>Metropolitan Museum of Art Art of the Timurid Period <a href="http://www.metmuseum.org/toah/hd/timu/hd_timu.htm">http://www.metmuseum.org/toah/hd/timu/hd_timu.htm</a>            Silk Road Seattle (D.Waugh, University of Washington)            Map of the Mongol empire <a href="http://depts.washington.edu/silkroad/exhibit/mongols/images/map.jpg">http://depts.washington.edu/silkroad/exhibit/mongols/images/map.jpg</a>            Intro to the Timurids <a href="http://depts.washington.edu/silkroad/exhibit/timurids/timurids.html">http://depts.washington.edu/silkroad/exhibit/timurids/timurids.html</a>            Bibi Khanum Mosque <a href="http://depts.washington.edu/silkroad/cities/uz/samarkand/bibi.html">http://depts.washington.edu/silkroad/cities/uz/samarkand/bibi.html</a>            Shah-i Zinde <a href="http://depts.washington.edu/silkroad/cities/uz/samarkand/shahix.html">http://depts.washington.edu/silkroad/cities/uz/samarkand/shahix.html</a>            Clavijo's Embassy to Tamerlane <a href="http://depts.washington.edu/silkroad/texts/clavijo/cltxt1.html">http://depts.washington.edu/silkroad/texts/clavijo/cltxt1.html</a></p>	<p>How important was Samarkand?</p> <p>Question (a) style response (A Level)            Compare the importance of different features of Mongol life or two significant Chagataid khans.</p>
	<p><b>How/why did religion and culture develop?</b>            - role of Islam            - art, architecture, literature, customs            - influences (Persia, India, China, Steppes, Europe)            - patronage and image            - continuity and change under Tamerlane            - role of Samarkand</p>	<p>Look at the map of the Mongol empire to consider which religions/ cultures had been most influential in 13th century Central Asia. Analyse why/how. Draw up a chart which categorises these areas of influence (e.g. Persia, India, China) against features such as art, architecture, language, literature, customs, religion. List styles/examples which existed already by 1294 or developed during the 14th century linking them to their original influence. What do the results suggest?</p>	<p>Look at the map of the Mongol empire to consider which religions/ cultures had been most influential in 13th century Central Asia. Analyse why/how. Draw up a chart which categorises these areas of influence (e.g. Persia, India, China) against features such as art, architecture, language, literature, customs, religion. List styles/examples which existed already by 1294 or developed during the 14th century linking them to their original influence. What do the results suggest?</p>	<p>How important was Samarkand?</p> <p>Question (a) style response (A Level)            Compare the importance of different features of Mongol life or two significant Chagataid khans.</p>



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<b>The 'Scourge of Tamerlane'</b>  <b>Knowledge and Awareness:</b> - Tamerlane's aims and methods - warfare and military features - chronology and location of events - key battles, sieges and personalities - effect on inhabitants  <b>Analysis:</b> - reasons for aims and ambitions in Central Asia and beyond - reasons for and significance of victories or limitations - extent of influence and impact on Asian, Middle Eastern and European mentalities - significance of his rule and actions	<b>What were Tamerlane's military aims, motives and methods?</b> -support and rivalry with Tokhtamysh -establishing legitimacy -maintaining Mongol traditions/reputation -nature of his armies -brutality and force -role of Islam -diplomacy, negotiation and tactics with Mongol, Middle Eastern and European powers -role of Turkic nobility	Using a variety of reading material, students make notes detailing Tamerlane's attitude and actions. Divide notes according to categories of aims such as: Mongol legacy, existing Chagataid and Turkic aims, personal ambition, rivalry, reaction to resistance. Explain each aim under the heading before identifying events and methods which illustrate where these categorised aims were addressed or achieved. Set these against a timeline and discuss whether one type of aim became more dominant at specific points in time. Add details of alliances and diplomatic relations. Analysis – was Tamerlane a 'typical' Mongol ruler or was he more Turkic? How innovative was he?	H. Hookham Tamburlaine the Conqueror (1962)  P.Jackson The Mongols and the West (2005) – chap. 9  B.F. Manz The Rise and Rule of Tamerlane (1989)  J.Marozzi Tamerlane (2004)  T. May The Mongol Conquests in World History (2012)  D. Morgan The Mongols (2nd ed. 2007) – chap.8  M.Rossabi The Mongols, A Very Short Introduction (2012) – chap.7	<b>Progression:</b> Deepen understanding of Tamerlane's rise to power in terms of his aims and methods. Ability to explain the cause of his success and the impact of his actions within the Chagati khanate and conquered territory.  <b>Consolidation:</b> Why was Tamerlane successful in his military campaigns?  Which events are regarded as turning-points in Timurid expansion or rule?  To what extent did division among the Mongols khans influence Tamerlane's ambitions?  How devastating were the Mongol campaigns under Tamerlane?  Did Tamerlane's Islamic faith affect his style of leadership and military aims?  Question (a) style response (A Level) Compare the importance of two key battles, campaigns or advances such as Sarai, Moscow or Delhi. Alternatively compare the relative success of different aspects or features of Tamerlane's rule.  <b>Interpretations:</b> Various historical viewpoints can be highlighted here as extension activities, such as the issue of whether Tamerlane is justified in being called the 'sword of Islam'.
	<b>Why and how successful was Tamerlane in extending his empire?</b> -geographic spread -comparative extent of regional control -methods of rule and consolidation -campaigns against the Ottomans and Mamluks -events in the Golden Horde (sack of Sarai, reaching Moscow) -campaigns in India	OCR Delivery Guide – adapt Activity Sheet 1.2, 2.1 and 2.2. to note details about the process of conquest. Use Resource Sheet 5 for prioritisation of factors – substitute the 'Genghis' card for 'Tamerlane'. Repeat the activity for different dates or events to establish importance. Focus on key battles or sieges and consider preparations, strategy, military tactics, leaders, nature of opposition and the course of events. Compare them in terms of success, difficulty, significance and impact. Revise/confirm initial opinions by casting their vote at <a href="http://100leaders.org/timur">http://100leaders.org/timur</a> .	J. J. Saunders The History of the Mongol Conquests (2001) – chap.9  J. Weatherford Genghis Khan and the Making of the Modern World (2004) – part	
	<b>How significant was the impact of Tamerlane's conquests?</b> -reputation as the 'Sword of Islam' -extent of brutality, death, plunder and destruction of cities, trade and agriculture -psychological impact on conquered peoples and western Europe -cultural exchange	Focus on initial reactions during the course of Tamerlane's conquests first before considering long-term reactions, effects and adjustment to Timurid rule or extension. Use a variety of reading material supplemented with primary source extracts. Compare impact and reactions of local populations in former or existing Mongol khanates as well as external territories – consider similarity, difference, local priorities. Interpretations activity – compare the reputation of Tamerlane with that of Genghis. How are they similar/ different?		



Content Area and Learning Objectives	Key Issues	Potential Teaching Ideas and Activities	Suggested Resources	Outcome and Assessment Opportunities
<p><b>Nature of Mongol Rule and Decline in the 14th century</b></p> <p><b>Knowledge and Awareness:</b></p> <ul style="list-style-type: none"> <li>-chronology</li> <li>-locations</li> <li>-scope of rule or conquests</li> <li>-individual khans</li> <li>-turning-points</li> <li>-terminology</li> <li>-typical views and hypotheses</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>-ethnicity and identity</li> <li>-comparative contributions</li> <li>-pace and extent of change</li> <li>-personal or collective motives, aims and ambitions</li> <li>-reasons for success</li> <li>-significance of methods</li> <li>-turning-points</li> <li>-impact of Mongol rule and military campaigns</li> <li>-historical significance</li> </ul>	<p><b>How similar and different was Mongol rule in the khanates?</b></p> <ul style="list-style-type: none"> <li>-regional characteristics</li> <li>-maintenance of Mongol traditions, culture, aims</li> <li>-religious toleration</li> <li>-economic policies, agriculture and trade</li> <li>-cultural development</li> <li>-military priorities</li> <li>-administration</li> <li>-relations with other khanates/Mongols</li> <li>-role of individual khans</li> <li>-comparative success</li> <li>-assimilation and integration</li> </ul>	<p>Test chronological and geographic understanding of the transition from 13th to 14th century Mongol rule by using the prompt cards (Delivery Guide Resource 2). Follow the earlier model of setting a hypothesis and jigsaw activity prior to debate. Use an interpretations quote if appropriate. Two student groups focus on one side of the argument only, revising over key features of each khanate. Hot seat members of the group who are defending the hypothesis. Opponents can fire questions and challenge them. Repeat the same for the opposing argument. Take a class vote to determine where judgement has fallen. Extend to essay practice reminding students to justify 'big points' with 'little points' and supporting examples. Adapt to compare the role of individual khans.</p>	<p>T. Allsen Culture and Conquest in Mongol Eurasia (2001)</p> <p>R. Amitai &amp; M. Biran (eds) Mongols, Turks and Others (2005)</p> <p>D. DeWeese Islamization and Native Religion in the Golden Horde (1994)</p> <p>P.Jackson The Mongols and the West (2005)</p> <p>D. Morgan The Mongols (2nd ed. 2007)</p> <p>T. May The Mongol Conquests in World History (2012)</p> <p>M.Rossabi The Mongols, A Very Short Introduction (2012)</p> <p>J.P. Roux Genghis Khan and the Mongol Empire (2003) – chap. 5</p> <p>J. Weatherford Genghis Khan and the Making of the Modern World (2004)</p>	<p><b>Progression:</b></p> <p>Revision and developed understanding of the role of individual khans within their regional as well as the wider Mongol context. Ability to assess the importance of key events, features and personalities in the context of most key issues and debates relating to the 14th century.</p> <p><b>Consolidation:</b></p> <p>Essays or 'sections' of essays could be based on various key issues either adopting 'full' essays or A Level question (a) style comparisons.</p> <p>What was the main reason for an individual khan's rise to power?</p> <p>How far was Mongol government distinctive across the empire?</p> <p>Why did all the khanates decline with the exception of the Golden Horde and the Mongol rule on the Steppes?</p> <p>What were the main influences on Mongol government, economy and society during the 14th century?</p> <p>Is it fair to say the Mongols were unsuccessful in the 14th century because their empire declined?</p>
	<p><b>How important was the role of Islam?</b></p> <ul style="list-style-type: none"> <li>-character of Mongol leadership, politics, war</li> <li>-extent of unity/division</li> <li>-impact on culture</li> <li>-other influences (Yuan China, Persia, nomadic, European, Buddhist)</li> </ul>	<p>Brainstorm all the possible ways in which Islam could affect Mongol rule, whether emanating from within Mongol territory or beyond (e.g. motives, pressures, influences, tactics and methods). Make notes according to different aspects (e.g. politics, culture, trade). Repeat for other influences to analyse which one is dominant at different points in time (against a timeline). What is the result?</p>	<p>J.P. Roux Genghis Khan and the Mongol Empire (2003) – chap. 5</p>	
	<p><b>How successful were the Mongols in the C14th?</b></p> <ul style="list-style-type: none"> <li>-economic, social, religious and cultural achievements</li> <li>-Mongol strength, stability and unity</li> <li>-nature of opposition and challenges to power</li> <li>-limitations/weaknesses</li> <li>-pace of development</li> <li>-political and military control or reputation</li> <li>-reasons for decline</li> <li>-effect of natural disasters, war, plague</li> </ul>	<p>Make a table detailing different features of life for each khanate, with a section for 'general Mongol aims' and 'regional aims'. Also, identify prominent khans. Make notes under each section ready for class debate. Students defend a particular khanate in terms of its individual success as well as its overall contribution to Mongol success.</p> <p>Analyse whether moments of failure reflected weakness or not, when balanced against either general Mongol or regional aims or the ambitions of individual khans. Further reading and debate – consider the wider impact of natural disasters (e.g. Black Death) on the ability of the Mongols to maintain power or withdraw.</p>	<p>J. Weatherford Genghis Khan and the Making of the Modern World (2004)</p>	





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