# Unit Y205: Exploration, Encounters and Empire 1445–1570

Note: Based on 2x 50 minute lessons per week

Terms based on 6 term year.

| **Key Topic** | **Term** | **Week Number** | **Indicative Content** | **Extended Content** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| **Exploration** | 1 | 1 | Reasons why this was an age of exploration | * Economic, political, religious, cultural and intellectual conditions by the early 15th century: * late medieval ‘world views’ * Arab, Christian and Asian perspectives and maps * European political situation, states and maritime empires * the Italian Renaissance. * Scientific, technological and geographical knowledge by 1445: * the ‘known’ world, maps, travel routes * transport, modes of travel and navigational skills * existing trade and communication between Europe, Asia and Africa * previous explorers, stories, beliefs and myths. * The difference between motives, causes, ‘push and pull’ and enabling factors. * Explorers, merchants and patrons. * Chronological overview: extent of discovery, involvement and the pace of development. | * *The Age of Discovery*, Dan O’Sullivan, Longman * *The Age of Discovery*, D. Arnold, Routledge * *The Portuguese Empire, 1415-1808*, A.J.R. Russell-Wood, John Hopkins University Press * *Spain, Rise and Decline 1474-1643*, Jill Kilsby, Hodder * *Spain in the Reigns of Ferdinand and Isabella*, Geoffrey Woodward, Hodder * *Charles V: Ruler, Dynast and Defender of the Faith*, Stewart MacDonald , Hodder |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Key Topic** | **Term** | **Week Number** | **Indicative Content** | **Extended Content** | **Resources** |
|  | 1 | 2 | Renaissance learning, values and technological change | * Values and changes made during the Renaissance (brief overview of Renaissance ideals and nature): * Humanism, revival of classical texts and philosophy * heliocentric theory and views of the world, humanity and man’s relationship to God * mathematical principles and engineering * interest in nature * theories of perfection, talent, virtue and the capacity of ‘man’. * Improvement in geographical knowledge: * Translation of Ptolemy’s Geography * Cartographers such as Waldseemuller, Martellus and Behaim * Impact of printing * Astrologers such as Zacuto. * Technological factors contributing to the voyages of discovery:   + academic curiosity of Prince Henry the Navigator   + marine technology and ship design (caravel, carrack, nao, lateen sails)   + improvements in navigational skills and understanding of the use of stars / sun   + development of navigational instruments and methods of measurement (astrolabe, latitude, compass rose, dead reckoning)   + maps and charts (T-O, portolan, globes). |  |
| 1 | 3 | Trade and  Ottoman expansion. | * Increased trade between nations and need for new trading partners and lower costs: * European resentment over the cost of spices and need to preserve meat * search for new markets and goods (Atlantic, Baltic) * hostility towards and competition between Venetian and Genoese merchants. * Consequences of Ottoman expansion including: * conflict with European powers, such as Venice, leading to loss of trade monopoly and trading posts around the Black Sea and eastern Mediterranean * Fall of Constantinople (1453) leading to need to find new trade routes * war, conflict and strategic Ottoman alliances. |
| 1 | 4 | Religion | * Role of religion in shaping personal, state and international motives. * Evangelism and the desire to spread Christianity: * personal motives and impact (Isabella of Castile) * role of the papacy * religious and spiritual beliefs * growing threat of Islamic states (Ottoman empire). * Search for the legendary Prester John. * Reputation of the Spanish ‘Catholic Monarchs’. * The effects of Spanish crusading and the Reconquista mentality. |
| 1 | 4-5 | Geography of and internal developments in Portugal and Spain | * Geographic advantages such as ease of access to the Atlantic and trade winds. * Internal policies and diplomatic agreements regarding trading posts in West Africa or the Atlantic (Ceuta, Canaries, Madeira, Azores, Cape Verde). * Conditions and developments in Portugal including: * political situation, the Avis dynasty and House of Braganza * papal decree of Nicholas V * death of Henry the Navigator and monopoly of trade given to Gomes * economic situation * demographic factors * role of Lisbon * policies of John II and Manuel I. * Conditions and developments in Spain including: * impact of the marriage of Ferdinand and Isabella * economic situation * effect of the Reconquista and Fall of Granada * piety of Isabella * relations with the papacy * the role of Charles I and effect of his imperial aims and responsibilities on Spanish policy * development of Seville * role of Philip II. |
|  | 6 | Motives for patronage | * Relative importance of the motives of patrons:   + desire for gold and riches   + search for new markets and lucrative goods   + economic conditions, labour shortages and a source of slaves   + increase of personal power and prestige   + evangelism and the spread of Christianity   + land hunger and the need for new settlements   + the race for the Indies   + personal and state rivalry and competition. * Similarities and differences in motives between types of patronage such as: * royal, individual and mercantile * commission, finance and sponsorship * direct or indirect. * Reasons for the nature, terms and the scope of contracts. * Importance of individuals in allowing overseas expansion and negotiating international agreements. * Comparative importance of patronage over time in terms of: * initial exploration and further discovery * seaborne voyages and expeditions into the interior. |
| 1-2 | 7-8 | Motives and contributions of individual explorers: Diaz, da Gama, Vespucci, Columbus, Magellan, Balboa, Cabral, Cortes, Pizarro. | * Scholarly inspiration. * Curiosity in the world. * Desire for personal fame. * Competition. * Riches and plunder. * Individual skill. * Comparative role and achievements of key individual explorers: * extent to which they deserve their reputation * ‘new’ discoveries versus extension of knowledge * how far their discovery relied on the work of others * relations with their crew, merchants and patrons * impact on cartography. * Similarities and differences with the role and contributions of other explorers in the Americas, Indian Ocean, Asia, Africa and northern Europe: * non-Hispanic explorers and travellers * voyages and expeditions (land and sea) * extension of general knowledge of geographic boundaries and features |
|  | 9 | Routes and difficulties faced | * Routes used and reasons for these routes: * east or westbound voyages * search for the Indies * trading posts and port calls * length and difficulty * availability of supplies * knowledge and maps * local inhabitants and merchants * coastlines, open seas, overland routes and interiors. * Extent of difficulties faced by explorers and their crew at various stages of their journey. |
| **Encounters and conquest** | 1 | 10 | The Treaty of Tordesillas (1494) | * Reasons for the arrangement and signing of the Treaty. * Role of individuals such as Pope Alexander VI. * Significance of the Treaty: * nature, terms and enforcement * strengths and limitations to Portuguese and Spanish empire-building * short- and long-term effects on other European powers * similarities and differences with previous treaties such as Alcacovas (1479) * effect of developing geographical knowledge (issue of the Moluccas and Treaty of Saragossa 1529) * Comparative importance with other international treaties, papal decrees and alliances in terms of the development of trade, colonies and imperial expansion. | * *The Age of Discovery*, Dan O’Sullivan, Longman * *The Age of Discovery*, D. Arnold, Routledge * *The Portuguese Empire, 1415-1808*, A.J.R. Russell-Wood, John Hopkins University Press * *Spain, Rise and Decline 1474-1643*, Jill Kilsby, Hodder * *Spain in the Reigns of Ferdinand and Isabella*, Geoffrey Woodward, Hodder * *Charles V: Ruler, Dynast and Defender of the Faith*, Stewart MacDonald , Hodder |
| 2 | 11-12 | Encounters by Portugal: Atlantic islands, the Americas, Africa, Asia  Encounters by Spain: the Caribbean, the Americas | * Nature and impact of the encounters between Europeans and local populations, including difficulties faced and successes / failures: * effect of prior knowledge and contact * action and reaction at first or subsequent encounter * modes of exchange and communication * trading posts and the development of small colonies. * Similarities and differences in behaviour and attitude affecting encounters in the Americas, Africa, Asia and the Indian Ocean: * local customs and traditions * nationalities of crew, captain and explorer * curiosity or desire for European goods * racism * religious beliefs * ignorance or knowledge * local presence of Arab, Chinese or European merchants. * Difference between previous and new encounters in Africa and the Atlantic islands such as Cape Verde, Sierra Leone and Kongo. * Initial encounters in the Americas such as Brazil, Mexico, West Indies, Peru. * Expeditions to Asia and India. |
| 2 | 13-15 | Portuguese conquests: Albuquerque, Brazil  Spanish conquests: the Caribbean, Mexico (Moctezuma II), Panama and Peru (Atahualpa) | * Nature of indigenous populations such as the Aztec and Inca. * Significance of key conquests and claims to territory such as: * Columbus, the ‘Indies’ and Hispaniola * Cortes, the fall of Tenochtitlan and Conquest of Mexico (1518–1541) * Pizarro, the fall of Cuzco and Conquest of Peru (1524–1541). * Nature and impact of the initial conquests including difficulties faced, reasons for successes / failures and enabling factors: * role of the conquistadores * the Spanish *Requirimiento* * exploitation of the political weakness of native groups, tribes and leaders * military superiority, tactics, gunpowder, cannon and horses * luck * effect of disease (smallpox) * ignorance (terrain, wildlife, customs) * religious beliefs. |
| 3 | 15 | Gains and losses for individual explorers and their patrons. | * Comparative gains and losses made by Diaz, da Gama, Vespucci, Columbus, Magellan, Balboa, Cabral, Cortes, Pizarro and their patrons. |
| **Settlement and consequences** | 3 | 16-17 | Portuguese forts, staging and trading posts: Africa, India and the Far East.  The settlement of Brazil. | * Development of forts and commercial consequences (Elmina). * Establishment of trade in Goa and Malacca. * Trade missions in China and Japan and settlement in Macau. * Settlement in Mozambique, Angola and Guinea. * Imperial claims and early settlements on the northeast Atlantic coast of the Americas. * Cabral and the development of Portuguese Brazil - initial settlement as 15 captaincies, failure of the captaincies and results. * Role of the governor-generals such as de Sousa and Mem da Sa. * Jesuit missions. * Introduction and development of systems established in the Atlantic islands such as Madeira. * Development of the Brazilian sugar cane cycle. * Military and religious conflict with the French. * Intermarriage and relations with native tribes. * Development of *entradas* and *bandeiras.* | * *The Age of Discovery*, Dan O’Sullivan, Longman * *The Age of Discovery*, D. Arnold, Routledge * *The Portuguese Empire, 1415-1808*, A.J.R. Russell-Wood, John Hopkins University Press * *Spain, Rise and Decline 1474-1643*, Jill Kilsby, Hodder * *Spain in the Reigns of Ferdinand and Isabella*, Geoffrey Woodward, Hodder * *Charles V: Ruler, Dynast and Defender of the Faith*, Stewart MacDonald , Hodder |
| 3 | 18-19 | Spanish settlement of the Caribbean, Mexico, Panama and Peru. | * Development of early settlements in the Americas such as Hispaniola. * Establishment of ‘New Spain’ and role of the Council of the Indies. * Similarities and differences between earlier and later colonisation. * Spanish methods of rule, territorial extension and consolidation: *encomienda*, regional differences, consistency. * Role of the *conquistadores.* * Geographic extent of the development of settlements, cities and trading centres. * Jesuit missions. * Exploitation of natural resources: manpower/slavery, development of mining (Zacatecas, Potosi). * Religious fanaticism, inquisition and the ‘Black Legend’ during the reign of Philip II. |
| 4 | 20 | Central and local administrative systems of Spain and Portugal. | * Nature of the administration in the colonies of Spain and Portugal: * extent of influence of European monarchs and ‘home countries’ * role of imperial government institutions such as the Council of the Indies * colonial government and local administration * systems of cultivation, acquiring land and managing plantations * relations with and the role of the Church and religious orders (Jesuits) * law, order, control and punishment * taxation and finance. * Similarities and differences between Spanish and Portuguese systems: * in the New World * between New World colonisation and settlements or colonies in Asia, India and Africa. * Extent to which administrative systems were successful/justifiable. |
| 4 | 21 | Consequences (military, economic, social, religious) for indigenous peoples of Portuguese and Spanish conquest and settlements. | * Exploitation of labour, slavery and associated issues. * Loss of land, livelihood and freedom. * Spread of Christianity. * Conflict, punishment and extent of brutality of the *conquistadores*. * Spread of disease (smallpox), death and extinction of tribes. * Influx of African slaves and development of mixed races. * Contemporary views of events and attitudes in the New World (de las Casas, Montaigne). * Influence and effect of missionaries (medicine, charity, education, spiritual guidance, protection). * Exposure to European methods of warfare, gunpowder and horses. |
| **Impact of overseas empire on Europe** | 4 | 22 | Political, religious, social, economic and financial consequences for Portugal, Spain and Europe. | * Economic impact of Hispanic empires on Europe (markets, trade links, goods, inflation). * Changing political issues and priorities. * Issues with work and employment. * Spread of Christianity and conflict with other religions. * Exotic goods, aestheticism and the development of culinary tastes. * Curiosity, ignorance and developing knowledge of the world. * Desire for representations of the New World, colonialism and indigenous populations in art and literature. * Growth of political and economic power and the consequences of these. * Military conflict, religious difference and imperial competition. | * *The Age of Discovery*, Dan O’Sullivan, Longman * *The Age of Discovery*, D. Arnold, Routledge * *The Portuguese Empire, 1415-1808*, A.J.R. Russell-Wood, John Hopkins University Press * *Spain, Rise and Decline 1474-1643*, Jill Kilsby, Hodder * *Spain in the Reigns of Ferdinand and Isabella*, Geoffrey Woodward, Hodder * *Charles V: Ruler, Dynast and Defender of the Faith*, Stewart MacDonald , Hodder |
| 4 | 23 | European balance of power. | * European imperial rivalries during the period and their consequences: * Portuguese and Spanish conflict/tension * growing dominance of Spain and the ‘Golden Age’ * diplomacy, reputation and influence of Philip II * English privateers and Elizabethan patronage * French interests. |
| 4 | 24 | Bullion. | * Seizure of gold, methods of recovery and extent of benefits. * Impact of the influx of silver on the Spanish economy and European inflation. |
| 4 | 24 | The slave trade. | * Nature of development of the slave trade throughout the period. * Methods used and individual roles in the trade. * Short- and long-term financial, political and social impact of the trade during the period. |
| 4 | 25 | The balance sheet of personal and national benefits and losses. | * Weighing up the financial and political gains and losses as well as the social and personal ones relating to: * monarchs, governments and states * merchants, patrons, explorers, colonials * prestige, reputation, wealth, stability and power * issues of morality in context. |

We’d like to know your view on the resources we produce. By clicking on [‘Like’](mailto:resources.feedback@ocr.org.uk?subject=I%20liked%20the%20A%20and%20AS%20Level%20History%20A%20Scheme%20of%20Work%20-%20Y205) or [‘Dislike’](mailto:resources.feedback@ocr.org.uk?subject=I%20disliked%20the%20A%20and%20AS%20Level%20History%20A%20Scheme%20of%20Work%20-%20Y205) you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click ‘Send’. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Looking for a resource? There is now a quick and easy search tool to help find free resources for your qualification:   
[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

**OCR Resources**: *the small print*OCR’s resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.   
© OCR 2017 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: n/a

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)