



Scheme of Learning	Subject Content:
<p><b>Learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• At the end of the unit we want students to be able to understand that European civilisation did not exist in isolation in the middle ages. Students should be able to explain what is meant by civilisation and apply this to those which they study. We hope students will be able to compare these world civilisations to that which they have studied in Europe.</li> <li>• Students will be able to explain the key features of several medieval civilisations around the world, namely the Aztec, Inca, Mughal and Ming Dynasty. It would be expected that students can articulate how these civilisations were governed, the system of law that existed, the importance of religion and how ordinary people lived and worked.</li> <li>• Students should be able to make a comparison with medieval Europe, determining how far it might be justified to say that the civilisations around the world were 'uncivilised' compared to European standards. It is expected that students apply some chronological understanding when making this comparison, particularly considering whether they exist concurrently with the European time periods we have studied.</li> </ul> <p><b>Skill Set:</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge and understanding:</b> to have a greater understanding of ancient civilisations including a greater global awareness and appreciation</li> <li>• <b>Compare and Contrast:</b> To be able to compare the chosen civilisations with England at this time.</li> <li>• <b>Change and Continuity:</b> to be aware of how civilisations evolved at this time</li> <li>• <b>Significance:</b> to assess how significant the civilisations were in areas such as: architecture, trade, science, society, government etc</li> <li>• <b>Judgements:</b> to form judgements on how advanced the civilisations were.</li> </ul>
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>• What were the key features of the Aztec Empire?</li> <li>• How did the Aztec Empire compare to medieval England?</li> <li>• What were the key features of the Inca Empire?</li> <li>• How did the Inca Empire compare to medieval England?</li> <li>• What were the key features of the Mughal Empire?</li> <li>• What were the key features of the Ming Dynasty?</li> <li>• How advanced was the Ming dynasty?</li> </ul>



	<p>By the end of the unit, we want students to be able to make a judgement on how far advanced European civilisations were in comparison to those that existed around the world. This is an important unit to help dispel myths of European superiority and the white civilising argument often made in defence of empire.</p> <p>We will also see what happens when European civilisations come into contact with the Aztec and Inca civilisations in South America. This will allow students to consider how future clashes between European settlers and indigenous populations were not historical aberrations but just the culmination of a continuing trend.</p>
<p><b>Knowledge</b>  What key concepts are covered?  What key skills are developed?  What key terminology is learned ?</p>	<p>In this unit we are considering what it means to be ‘civilised’. Students will need to begin from a place whereby they can make an evaluation of what it means to be civilised and whether therefore European claims of ‘civilising missions’ during the forging of empire in the 17<sup>th</sup>-19<sup>th</sup> centuries holds weight.</p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Divine right</b> - the belief that the ruler has been given the power and right to rule by God</li> <li>• <b>Human Sacrifice</b> – the act of killing another human being to please the Gods</li> <li>• <b>Social Class</b> – A division of society, with people grouped by money, power, race or birth</li> <li>• <b>Descendent</b> – Coming from, usually meaning a child of somebody</li> <li>• <b>Public administrators</b> – a person responsible for running something</li> <li>• <b>Centralised government</b> – where all decisions are made by one government rather than by officials in smaller areas</li> <li>• <b>Merchants</b> – a person involved in buying or selling goods</li> <li>• <b>Industrialists</b> – a person involved in producing goods on a large scale</li> <li>• <b>Provincial</b> – a region outside of the capital city</li> </ul>
<p><b>Ongoing Assessment</b></p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Throughout the series of lessons teachers have a list of multiple choice and longer answer questions which are intended to draw out the key misconceptions associated with the unit. The final core assessment of the year is a source-based assessment. Students will be asked to look at an array of sources, making inferences from them and questioning their usefulness to an enquiry.</li> </ul>



	<p><b>Misconceptions/Considerations:</b></p> <ul style="list-style-type: none"> <li>Defining what it means to be advanced and civilised. We want student to understand that Europe was not necessarily more civilised than other civilisations that existed at the same time. In each civilisation we will encounter forms of government that look similar to the hereditary monarchies that existed in Europe. We will see systems of law and trade to enhance the economies as well as the practice of religion and of great pieces of architecture, all similar to that which existed in Europe.</li> <li>A key point to make is that the civilisations that we are investigating are not in existence concurrently. When we investigate the Aztec and Inca empires for example, they are taking place in the late middle age period, after the period in which we have finished our exploration of the medieval Europe. This makes it much harder to make straight forward comparisons between them and students need to bear this in mind.</li> </ul>
Assessment	<p><b>How will we know that students can answer the key question?</b></p> <ul style="list-style-type: none"> <li>Based on the judgement tasks at the end of each section and a final essay inviting them to assess how significant the civilisations were in areas such as: architecture, trade, science, society, government etc and to form judgements on how advanced the civilisations were.</li> <li>“Do it Now” testing/recap exercises at the start of each lesson.</li> <li>Knowledge checking during the lesson (use of whiteboards.)</li> </ul>
Clear sequencing of content	<ul style="list-style-type: none"> <li>The unit comes after the students have studied Medieval England. Within the Medieval England unit themes of Kingship, government, society, power, religion, trade etc are covered. These themes are revisited with the Ancient Civilisation unit and encourage students to challenge preconceived ideas about Europe being more civilised than the rest of the world. These themes are later built upon when the students study Tudor England.</li> <li>This will be particularly important when we begin our study of empire and of the Transatlantic Slave trade in Year 8. Students will need to understand that the transatlantic slave trade was often condoned on the basis that the white Europeans were civilising a barbarous people. In this unit we will see that this is not the case.</li> </ul>
Links to Careers	<ul style="list-style-type: none"> <li>The unit provides students with analytical skills which will be useful for all careers. Moreover, it enables them to synthesise large volumes of evidence and form opinions and judgements. This is useful for an array of careers, such as: law, journalism, marketing etc</li> </ul>
Diversity and Inclusion	<ul style="list-style-type: none"> <li>The aim of introducing World Civilisations into the curriculum is to counteract the traditional narrative that Europe is on a ‘civilising mission,’ when it arrives in the New World in the 16<sup>th</sup> century.</li> </ul>

## NHSG Year 7 Overview - Ancient Medieval Civilisations



	<ul style="list-style-type: none"><li>The unit touches upon cultures from across the globe. This is a good opportunity to discuss South American and Asian history which do not appear again in our schemes of work. When we later discuss India and Africa in Y8 they are seen as the oppressed, colonised race and it is a important moment to see these civilisations prior to colonisation here.</li></ul>
Support	<ul style="list-style-type: none"><li>Booklets contain knowledge organisers, key vocabulary etc. All resources are uploaded to the SharePoint.</li></ul>
Challenge	<ul style="list-style-type: none"><li>The unit will include links to the Rest is History series on the Spanish conquest of Central and Southern America.</li></ul>