Year: 7	Subject: History	Unit title: The Crusades	Term: Spring

Knowledge (Learn that):

- Scholars know that Europeans went on crusade after Pope Urban II promised forgiveness of sins and presented the journey as a way to defend Christians and protect Jerusalem, although motives also included opportunity and glory.
- Scholars know that the Byzantine appeal for help and Western encounters with Constantinople reinforced motives of faith and defence while also encouraging ideas of adventure, wealth, honour and opportunity.
- Scholars know that faith, vows, hopes of salvation and concerns about honour helped First Crusaders continue towards Jerusalem despite hunger, disease, military danger and disappointment.
- Scholars know that the creation of the Crusader States changed crusading from a single expedition into a continuing commitment to defend territory, protect pilgrims and pursue land, power and status.
- Scholars know that the falls of Edessa and Jerusalem created new crusades because Europeans interpreted these losses as threats to Christian lands, pilgrimage, faith and honour.
- Scholars know that the Third Crusade showed that faith and defence remained important, but royal reputation, honour and strategic control of coastal territory increasingly shaped crusading decisions.
- Scholars understand that Europeans went on crusade for interconnected motives of faith, defence, and glory and status, and that the balance between these motives changed according to the circumstances of different crusades.

Core Vocabulary:

Crusade, Pilgrim, Indulgence, Penance, Take the Cross, Holy Sepulchre, Byzantine Empire, Constantinople, Seljuk Turks, Oath, Siege, Relic, Salvation, Crusader States, Feudal, Knights Templar, Knights Hospitaller, Hattin, Saladin, Truce

Vocabulary to Encounter:

Clermont, Asia Minor, Hagia Sophia, Nicaea, Antioch, Holy Lance, Godfrey of Bouillon, Kingdom of Jerusalem, County of Edessa, County of Tripoli, Krak des Chevaliers, Zengi, Second Crusade, True Cross, Acre, Arsuf, Richard I

Vocabulary to retrieve:

Pope, Christianity, Jerusalem, Byzantium, Castle, Feudal system, Homage, Trade, Merchant, Baghdad, Hajj, Pilgrimage, Conquest

Teaching Sequence:

Lesson 1: Why did Europeans go on Crusade?
Lesson 2: Two Worlds Meet
Lesson 3: The First Crusade
Lesson 4: The Crusader States
Lesson 5: The Fall of Jerusalem and the Call for New Crusades
Lesson 6: The Third Crusade
Lesson 7: Planning Lesson
Lesson 8: Essay Writing Lesson
(There will also be a knowledge test and whole class feedback lesson related to this content)

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **causation and historical argument.**

Scholars will be encouraged to:

- Identify faith, defence, and glory and status as broad categories of crusading motivation.
- Understand that individuals could hold several motives at the same time and that these motives were not mutually exclusive.
- Distinguish between the reasons Europeans initially took the cross and the reasons later generations launched or continued crusades.
- Explain how changing circumstances, including the Byzantine appeal, hardship on campaign, the creation of Crusader States and the loss of territory, reshaped motivation.
- Recognise that stated religious motives could be intrinsically intertwined with concerns about honour, duty, opportunity, reputation and political power.
- Use precise evidence from different crusades to explain how motives operated in particular contexts.
- Compare the relative importance of motives while avoiding monocausal explanations.
- Construct an argument about why Europeans went on crusade and how the balance between motives changed over time.

This enquiry develops scholars' understanding of human motivation as a form of causal explanation. It asks scholars to move beyond simple claims about either faith or greed and instead explain how belief, defence, honour, status and circumstance combined to motivate crusaders across different periods.

Writing curriculum:

Throughout this unit, scholars use writing to practise causal explanation and historical argument about human motivation.

- Scholars use disciplinary language such as motive, cause, consequence, relative importance and changing circumstances alongside precise substantive vocabulary.
- Vocabulary and prior knowledge are continually revisited through retrieval practice, categorisation, ranking and extended responses.
- Scholars regularly use structures such as "because, but, so" to connect explanation, qualification and consequence.
- Writing progresses from explaining individual motives to showing how motives blended and changed during the First, Second and Third Crusades.
- Lesson-level tasks require scholars to make judgements about the strongest cause while acknowledging alternative or intertwined motives.
- The final essay is organised around faith, defence, and glory and status. Scholars select evidence from across the enquiry rather than treating each crusade as a separate narrative.
- The final judgement requires scholars to compare motives and explain why their relative importance varied according to time, group and circumstance.

Links to other units:

Why this and why now?

The Crusades enquiry follows the Rise of Islam and brings together the Christian and Islamic worlds previously studied separately. It is deliberately positioned at this point in Year 7 to:

- Apply secure substantive context: Scholars retrieve knowledge of the Byzantine Empire, Baghdad, trade, pilgrimage, Islam and the expansion of Muslim rule.
- Deepen causal reasoning: The preceding enquiry explained the spread of Islam through interconnected factors. This unit applies causation to human motivation and asks why people made the decision to crusade.
- Connect European and wider world history: The enquiry follows Europeans through Byzantium into the eastern Mediterranean and situates crusading within relationships between Latin Christians, Eastern Christians and Muslims.
- Complicate simple narratives: Scholars encounter mixed motives, cooperation, rivalry, adaptation, strategic compromise and change over time.

How does this speak to what came before?

Earlier Year 7 enquiries provide both substantive and disciplinary foundations for this unit. This booklet:

- Retrieves Roman knowledge of the Eastern Roman or Byzantine Empire and Constantinople.
- Builds on the Norman enquiry through castles, feudal government, landholding, warfare, pilgrimage and the relationship between religion and political authority.
- Uses knowledge of the rise and spread of Islam, including Arabic culture, trade networks, pilgrimage and Muslim political expansion, to explain the world encountered by crusaders.
- Returns to causation but focuses on motives that could overlap, evolve and respond to events.

How does this prepare scholars for what comes next?

This unit lays the groundwork for later enquiries across KS3:

- In Year 7, it strengthens understanding of medieval monarchy, papal authority, pilgrimage, warfare and connections across the Mediterranean world.
- In Year 8, debates about religious authority, belief, political power and individual action provide foundations for the Reformation.
- In Year 9, the treatment of motive, conquest, cultural contact and contested narratives supports enquiries into empire, migration and conflict.

Links to the national curriculum:

This unit supports the key stage 3 study of the development of Church, state and society in Medieval Britain 1066–1509 and contributes to understanding significant societies and connections in wider world history. It examines papal authority, crusading, relations with Byzantium and the Islamic world, and the establishment and defence of the Crusader States.

Linking to the KS3 National Curriculum

- Scholars study Pope Urban II's call for the First Crusade, the religious and political context of Jerusalem and Byzantium, and the motives of European crusaders.
- Scholars trace the First Crusade, the establishment of the Crusader States, the loss of Edessa and Jerusalem, and the Third Crusade.
- The unit connects European medieval history to the Byzantine Empire and Islamic world across the eastern Mediterranean.
- The enquiry develops causal explanation by requiring scholars to make claims about motive using evidence from different contexts.

Moving Beyond the KS3 National Curriculum

1. Causation and Human Motivation

- The unit distinguishes broad structural circumstances from the motives that influenced individuals and groups.
- Scholars examine how faith, defence, honour, status and opportunity could reinforce one another.

2. Change in Motive over Time

- The enquiry spans the First, Second and Third Crusades so scholars can see how defending territories, responding to losses and protecting reputation altered crusading motives.
- Scholars avoid treating crusading as a single event with one fixed explanation.

3. Connected Medieval Worlds

- The unit places Latin Christian Europe, Byzantium and the Islamic world within a shared history of conflict, trade, pilgrimage, diplomacy and cultural encounter.
- It builds a wider and more geographically connected picture of the Middle Ages.

4. Disciplinary Literacy and Argument

- Ranking, categorisation, cause-and-consequence activities and "because, but, so" structures prepare scholars for sustained causal explanation.
- The final essay requires scholars to organise evidence thematically around faith, defence, and glory and status, and to reach a qualified judgement.