Year: 7	Subject: History	Unit title: Medieval Mali	Term: Summer
Knowledge (Learn that): • Scholars know that Mansa Musa used his connection to the Keita dynasty, his court and visible symbols of wealth and authority to establish his legitimacy and project power within Mali. • Scholars know that Mansa Musa used the vast scale of his Hajj caravan, his gold, generosity and religious devotion to make Mali's wealth visible and spread his reputation across the Islamic world. • Scholars know that Mansa Musa used patronage, mosques, scholars and cities such as Timbuktu to turn Mali's wealth and his reputation into lasting expressions of power, faith and learning. • Scholars understand that Mansa Musa projected power through authority and display at Niani, movement and reputation during the Hajj, and patronage and lasting institutions at Timbuktu, with each method reaching different audiences across distance and time.		**Core Vocabulary:** Mali, Mansa, Dynasty, Empire, Goldfields, Caravan, Hajj, Cairo, Entourage, Spectacle, Generosity, Reputation, Timbuktu, Gao, Patronage, Scholar, Manuscript, Authority, Legitimacy, Project power **Vocabulary to Encounter:** Niani, Sundiata Keita, Keita dynasty, Sahara Desert, Mecca, Gold dust, Mosque, Islamic world, Trade routes, Tribute, Court, Ebony, Elephant tusks **Vocabulary to Retrieve:** Empire, Trade, Gold, Salt, Caravan, Succession, Legitimacy, Authority, Hajj, Mecca, Islam, Scholar, Baghdad, House of Wisdom	**Teaching Sequence:** Lesson 1: Mansa Musa Lesson 2: The Hajj Lesson 3: Mansa Musa returns Lesson 4: Planning Lesson Lesson 5: 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:

- Distinguish possessing power and wealth from projecting them so that they were seen, understood and believed by others.
- Explain how particular actions and symbols shaped the impressions of different audiences within Mali and beyond it.
- Connect Mansa Musa's actions to their effects on legitimacy, authority and reputation.
- Recognise that the scale, visibility and movement of wealth could communicate political power across great distances.
- Compare immediate spectacle during the Hajj with the more gradual and lasting effects of patronage in Timbuktu.
- Explain how power could be projected through position, tradition, organisation, religious devotion, generosity, cities and learning.
- Use precise evidence from Niani, Cairo and Timbuktu to construct thematic explanations rather than a chronological narrative.
- Reach a reasoned judgement about which method most effectively projected Mansa Musa's power.

This enquiry develops scholars' understanding that rulers could strengthen power by shaping how others perceived them. It asks scholars to explain how visible actions created political effects and why different methods reached different audiences across distance and time.

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Writing curriculum:

Throughout this unit, scholars use writing to move from description to explanation and historical argument.

- Scholars use substantive and disciplinary vocabulary such as authority, legitimacy, reputation, spectacle, patronage and project power accurately.
- Vocabulary and prior knowledge are continually revisited through retrieval practice, evidence tables and extended responses.
- Scholars use structures such as "because, but, so" to connect actions, impressions and consequences.
- Each substantive lesson asks scholars to explain how evidence from a particular location communicated Mansa Musa's power.
- Writing progresses from identifying visible symbols to explaining how audiences interpreted them and how reputation travelled.
- The final essay is organised around Niani, Cairo and Timbuktu, requiring scholars to explain authority and display, movement and reputation, and patronage and lasting institutions.
- The final judgement compares the effectiveness of these methods rather than simply describing Mansa Musa's achievements.

Links to other units:

Why this and why now?

The Medieval Mali enquiry follows Medieval Monarchy in the Summer term and broadens the study of rulership beyond England. It is deliberately positioned here to:

- Apply established ideas about legitimacy and authority in a different political and geographical context.
- Extend the study of medieval power from maintaining control to the ways rulers deliberately communicated power to different audiences.
- Return to the connected Islamic world through trade, pilgrimage, scholarship and movement across the Sahara.
- Challenge narrow geographical narratives by placing a wealthy and influential West African empire within the medieval world.

How does this speak to what came before?

- The Rise of Islam enquiry introduced the Hajj, Mecca, Arabic scholarship, trade networks and the connected Islamic world.
- The Crusades enquiry showed how pilgrimage, reputation, display and contact linked distant medieval societies.
- The Medieval Monarchy enquiry established legitimacy, authority and the need for rulers to secure recognition and support.
- Earlier enquiries into Rome and the Normans provide comparative knowledge of empire, trade, succession and the projection of political authority.

How does this prepare scholars for what comes next?

- Later Year 7 study can build on the relationship between wealth, trade, belief, cities and political power.
- In Year 8, patronage, scholarship, manuscripts and the movement of knowledge provide foundations for study of the Renaissance.
- In Year 9, Mali provides a reference point for studying African history, empire, global exchange and how power is represented and remembered.

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Links to the national curriculum:

This unit supports the key stage 3 requirement to study at least one significant society or issue in world history and contributes to a coherent understanding of the wider medieval world. It examines the Mali Empire, Mansa Musa, trans-Saharan trade, the Hajj, Timbuktu and connections across the Islamic world.

Linking to the KS3 National Curriculum

- Scholars study the wealth and political organisation of the Mali Empire and Mansa Musa's rise to power.
- Scholars examine the trans-Saharan movement of gold, salt, merchants, pilgrims and ideas.
- The Hajj connects West Africa to Cairo, Mecca and the wider Islamic world.
- Timbuktu and Mansa Musa's patronage demonstrate the importance of cities, religion and scholarship in medieval Africa.

Moving Beyond the KS3 National Curriculum

1. Power, Representation and Audience

- The unit asks not only what power Mansa Musa possessed, but how he made that power visible and meaningful to different audiences.
- Scholars analyse court ceremony, spectacle, generosity, patronage and reputation as political tools.

2. Connected Medieval Worlds

- Mali is presented within networks linking West Africa, North Africa, the Middle East and the wider Islamic world.
- Trade, pilgrimage and scholarship reveal movement across regions rather than isolated civilisations.

3. African History and Historical Geography

- The enquiry gives sustained attention to a powerful West African empire and the importance of Niani, Cairo and Timbuktu.
- Scholars consider how geography, resources and routes shaped political and cultural influence.

4. Disciplinary Literacy and Argument

- Evidence tables and repeated "how" questions require scholars to move from description to causal explanation.
- The final essay compares methods of projecting power and reaches a reasoned judgement about effectiveness.