

MEDIEVAL SPAIN

MEDIEVAL SPAIN

| CONTENTS | EVALUATION CRITERIA | |
|------------------------|---|--|
| | Pupils will be able to: | |
| The Visigoths | Explain the origin of the Visigoths and their arrival to the Iberian Peninsula. | |
| | Describe examples of Visigothic culture. | |
| Al-Ándalus | Name the important stages of Al-Ándalus. | |
| | Understand the importance of the Moorish legacy in Spain. | |
| | Distinguish between the Muslim, Jewish and Christian religious groups. | |
| The Christian kingdoms | Recognise the stages of the <i>Reconquista</i> . | |
| | Recognise the social structure and politics of the Christian kingdoms. | |
| | Identify the basic structure of feudalism. | |

– OPENING PAGES

Pictures of the Alhambra, a Visigothic jewel and Toledo

– REFLECT

Introduction to the Middle Ages

– WORK TOGETHER

A tour through multicultural Toledo

– CONTENT PAGES

The start of the Middle Ages

Life in Al-Ándalus

The Christian kingdoms

Life in the Christian kingdoms

– OUR WORLD

Multicultural society

– STUDY SKILLS

Giving presentations

– REVIEW

– UNIT SUMMARY

In this unit pupils will learn about:

- the Visigoths and their culture
- the stages of Al-Ándalus
- the *Reconquista* and the repopulation of the Christian kingdoms
- the feudal system and the structure of power
- Moorish and Christian cities
- architectural styles in the Middle Ages

– LANGUAGE FOCUS

- Parts of Moorish and Christian cities
- Architectural styles
- The feudal system

– KEY STRUCTURES

- Present simple and past simple tenses
- Prepositions of place
- Before / after
- Comparisons: There are more / less ... than ...
- Superlatives: the biggest, the smallest
- Would

| Pupils are able to: | KEY COMPETENCES | | | | | | |
|--|-----------------|-----|-----|-----|-----|-----|-----|
| | LIN | MST | DIG | LTL | SOC | AUT | CUL |
| Outline the arrival of the Visigoths in the 5th century and place other important events in chronological order. | ● | ● | | | | | |
| Identify the Visigoths' religion and main cultural features. | ● | | | ● | ● | | ● |
| Recognise Al-Ándalus as Muslim-governed Spain and identify key battles and stages. | ● | ● | | | | | |
| Describe the artistic, cultural and economic legacy of Al-Ándalus. | ● | | | | ● | | ● |
| Recognise the Toledo School of Translators as a meeting place for intellectuals of the three groups. | ● | | | | ● | | ● |
| Identify key stages and the growth of the Christian territories during the <i>Reconquista</i> . | ● | | | | | | |
| Describe the importance of the pilgrimage to Santiago (<i>Camino de Santiago</i>). | ● | | | | ● | ● | |
| Explain the feudal structure and relate it to the ownership of property. | | | | ● | | | ● |

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Competence in the use of new technologies

LTL Competence in learning to learn

SOC Competence in social awareness and citizenship

AUT Competence in autonomous learning and personal initiative

CUL Competence in artistic and cultural awareness

DIGITAL RESOURCES

PUPIL'S IWB

LEARNING KIT

- Interactive content activities, Interactive language activities, Flashcards, Presentations, Multimedia

TEACHER'S KIT

- Teacher's Book, Test generator, Methodology, Wordlist, Worksheets, Multimedia, 360° evaluations

FAMILY CORNER

- Presentations, Wordlist, Family guide

UNIT TRACK LIST

Page 10 ● 1.02

Page 11 ● 1.03 ● 1.04 ● 1.05 ● 1.06

Page 12 ● 1.07 ● 1.08

Page 13 ● 1.09

Page 14 ● 1.10 ● 1.11

Page 15 ● 1.12 ● 1.13 ● 1.14

Page 16 ● 1.15 ● 1.16

Page 17 ● 1.17

Page 18 ● 1.18

Page 19 ● 1.19

6 MEDIEVAL SPAIN

SUMMARY

The aim of the unit opener is to introduce the topic of medieval Spain and the main civilisations that lived on the Iberian Peninsula at that time. These pages are designed to stimulate pupils' interest in the subject and to activate their previous knowledge of Spanish history. Use the photos to activate vocabulary about religions, monuments and civilisations at that time.

LANGUAGE

- Simple past: The Modern Age came after the Middle Ages.
- I think ...
- Modal verb: We can find ...
- Describing images: In this photo, I can see a narrow old street ...

MATERIALS

Flashcards: castle, Gothic style, Romanesque style.

GETTING STARTED

- Refer pupils to the question at the top of the page. Ask them what they can remember about the Visigoths. Tell them the jewellery and the street in Toledo show legacies from the Visigothic period.
- Write the words *Medieval Spain* on the board and underneath add three columns: *Dates*, *Buildings* and *Civilisations*. Use the flashcards to elicit some examples from the class. Then tell pupils to work in pairs to brainstorm as many words as they can for each column of the table. Add relevant ideas to the board and leave gaps or incorrect ideas for later clarification.

STEP BY STEP

PAGES 6–7

Put pupils into groups of three and assign each pupil one of the photos on pages 6–7. Ask them to write a short description of their photo. Some possible ideas to include: name and age of object/s in the photos, description using colours and any extra information. When pupils have finished, they tell the other group members about their photo. Finally, refer pupils to the question at the top of page 7.

1 MEDIEVAL SPAIN



Activity 1

Point to the Cathedral of Toledo or the Alhambra and ask pupils what the buildings are (*cathedral / church and palace / fort*). Tell them that these buildings are very old. Ask them if they recognise the building in the large photo.

Activity 2


Draw a timeline on the board. Write *The Middle Ages* in the middle. Ask pupils to say when the Middle Ages started and ended and fill these dates in on the board. Ask pupils to name the historical periods before and after this. Encourage them to look at the Useful language box to give their answers.

Activity 3

Ask pupils to think about the Roman Empire. Ask them: *What structures did they build?* (*Bridges, roads, aqueducts.*) *What language did they speak?* (*Latin.*) *What religion did they follow?* (*Christianity.*)

Activity 4

Ask pupils *Who lives in Spain today?* It may be necessary to suggest that they think about social groups as well as people from other countries and religions. Then tell them to answer activity 4 independently in their notebooks.



Which photos show legacies from the Visigothic period?

LET'S BEGIN

- 1 Do you recognise the building in the large photo? Does the architectural style look the same or different to buildings in your town?
- 2 🗺️ Which of these periods came before the Middle Ages? Which one came after?
the Modern Age • Ancient History
- 3 What are some of the legacies of the Roman Empire that we can find in Spain today?
- 4 Which groups of people do you think lived in the Iberian Peninsula during the Middle Ages?

✔ What do you know? Let's find out!

Useful language

I think ... came (before / after) the Middle Ages.

7

TARGETED QUESTIONS

- ⊙ Do you prefer learning about Ancient History or the Middle Ages? Pupils say which they prefer.
- ⊙⊙ What is the most important building or place in your town? Pupils decide on the most important building and say why.
- ⊙⊙⊙ Can you name three buildings in Spain from the Middle Ages? Ask pupils to identify the physical features of some of these buildings.
- ⊙⊙⊙⊙ Which of the things in the photos would you like to see or visit? Why? Pupils choose one of the places or the piece of jewellery and explain why. Accept a variety of ideas and help pupils to express them in English when necessary.

WRAP IT UP

Divide the class into four teams. With books closed, the teams make a list of the things they can remember from the images on pages 6 and 7 (what it looks like, what it is, etc.).

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation for the pupils to complete.

SOLUTIONS

- 1 Model answer: Yes, it is the Alhambra in Granada. The architectural style looks different.
- 2 Ancient History came before the Middle Ages. The Modern Age came after the Middle Ages.
- 3 Aqueduct of Segovia, Christianity, Romance languages, etc.
- 4 Visigoths, Moors, Christians and Jews.

8 REFLECT

SUMMARY

This page introduces historical periods and allows pupils to comprehend when the Middle Ages occurred. Pupils are prompted to think about the world throughout history by considering inventions that changed the world and to reflect on their own town's history.

LANGUAGE

- Past simple: The Visigoths ruled ... People used ...
- Present simple: The centre of my town has got ... It looks like ...
- Connectors: before, after
- Superlative: ... is the oldest monument.
- Vocabulary: Hispania, Ancient History, Middle Ages, The Moors, Visigothic rule, Moorish rule, Christian rule

Reflect

1 Look at the timeline and match the sentences in your notebook.



- The Visigoths ruled in the Iberian Peninsula ...
- The Visigoths and the Moors ruled ...
- The Romans ruled in the Iberian Peninsula ...
- The Middle Ages in Spain lasted for ...
- ... in Ancient History.
- ... in the Iberian Peninsula in the Middle Ages.
- ... around 1,000 years.
- ... after the fall of the Western Roman Empire.

2 Say what each photo is. Order the photos from oldest to newest.



3 What is the centre of your town like?

- Are the streets narrow or wide?
- Does the centre of your town look the same as it does in the suburbs? How are they different?
- Think of two famous monuments in your town. How old do you think each one is? Search online to check your answers.
- Where do people in your town go to buy fruit and vegetables?

4 Think about these inventions. What do you think people used before them?

paper • modern tools • the numerical system

Useful language

Before ..., I think people used ...
I think people used (stone) instead of ...

GETTING STARTED

Write on the board: *Ancient History* and *Middle Ages*. Ask the pupils what they know about these historical time periods, and when they began and ended.

STEP BY STEP

PAGE 8

Activity 1

- Elicit from the pupils what each year on the timeline refers to (218 BC: the start of Roman rule on the Iberian Peninsula; AD 476: the Visigoths arrive in Hispania AD 711: the start of Moorish rule; 1492: the start of Christian rule).
- Ask the pupils to copy the timeline before they match the sentence halves.

Activity 2

Ask the pupils if they recognise any of the places in the photos. Ask: *Which periods in history do you think these photos represent? (The Middle Ages, the Palaeolithic period and Ancient History.)*

Activity 3

Encourage the pupils to guess when their town was established. Invite them to check online for the answers and share their information if they live in different places.

Activity 4

Invite pupils to say what their favourite invention is and why. Ask pupils individually if they think their favourite invention was more or less important than one of the inventions listed.

WRAP IT UP

Invite pupils to think about their local area. Ask: *What types of monuments can you find in your town?*

SOLUTIONS

1 a. 4; b. 2; c. 1; d. 3

2 b (Altamira cave); c (aqueduct, Segovia); a (mosque, Córdoba)

3 Pupils' own answers.

4 Pupils' own answers.

WORK TOGETHER 9

Work together

A tour through multicultural Toledo

Think first

You are going to plan a tour of Toledo, a city where Christian, Moorish and Jewish cultures coexisted.

In groups, think about these jobs: tour guide, researcher, finance officer and graphic designer. What type of work do you think these people do?



Materials: printed map of Toledo, notebook, computer and internet access, pen, pencil, drawing paper.

Step by step

- 1 On a map of Toledo, find the most important monuments.
- 2 Each group member chooses a monument for the tour. Include at least one monument for each culture: Christian, Moorish and Jewish.
- 3 Find out more about your monument:
 - What type of monument is it? (It could be a religious building, museum, statue, etc.)
 - In what year was it built?
 - Is it Christian, Moorish or Jewish?
 - Can you visit the monument at any time, or does it have specific opening hours?
 - Do you need a ticket to see the monument? How much does a ticket cost?
 - How long does a normal visit take?
- 4 As a group, plan your tour:
 - Think about the best order in which to see the monuments, and plan the best route around the city.
 - Mark the route the tour guide is going to follow on a photocopy of the map.
 - How much will your tour cost? Remember the entry price of each monument is included in your ticket price.
 - What will be your minimum and maximum number of visitors for each tour? Why?
- 5 Prepare a brochure or video presentation to advertise your tour to visitors of Toledo. Make sure to describe what monuments people will see on the tour, and what they will learn about.

Wrap it up

Compare your answers to the *Think first* question with your experiences during this project. Did you learn anything new?

Evaluate your cooperative learning

9

SUMMARY

Pupils will use the *Teammates consult* technique to help them develop their thinking and reasoning skills. As a group, pupils will discuss their ideas, each forming and explaining their own conclusions, while keeping their pencils in the middle of their desks. Once they have finished the discussion, they take their pencils and start working on the question or task. Finally, they share their work.

LANGUAGE

- Questions : What ...? Which ...? When ...? How ...? How much ...? How long ...?
- Connectors: first, after, then, next, finally
- Imperatives: search, type, answer, mark, find, think about
- Jobs vocabulary: tour guide, researcher, finance officer and graphic designer

MATERIALS

Printed map of Toledo, notebook, computer and internet access, pen, pencil, drawing paper.

GETTING STARTED

Ask the pupils if they have ever been on a city tour. Elicit ideas of historic monuments or buildings that you can visit on a tour (*church, mosque, synagogue, museum, statue, fort, neighbourhoods / quarters*).

STEP BY STEP

PAGE 9

Check each group has the required materials. Give them time to discuss the different jobs, but do not provide answers yet.

- **Step 1.** Tell pupils to type *Toledo maps* into the search engine. They find out which monuments they can visit and choose the most interesting ones.
- **Step 2.** Each pupil should choose a different monument, making sure the three different religions are covered.
- **Step 3.** Tell the class they should use reliable sources, such as official websites, tourist offices or town websites when searching online.
- **Step 4.** Pupils use all their information to make decisions about the tour. Ask them to think about the best route around the city. They draw the route

on the map of Toledo. They also consider the costs (tickets, wages, advertising, etc.) and what the price of their tour will be. Tell them that the tour cost refers to how much they will charge per ticket.

- **Step 5.** First, pupils prepare the information for the advert: photos, map, price, how long the tour takes, days and time of tours. Ask them to consider the target age group (children, adolescents or adults). and to think about the layout of the page.

Groups present their tours to the class, trying to 'sell' them to their classmates.

WRAP IT UP

Ask the pupils if they now have a better understanding of the jobs (*tour guide: to know the history and monuments and to give tours; researcher: to find information; finance officer: to work out the costs of tours and products, wages, etc.; advertisement designer: to design attractive adverts*).

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

10 THE START OF THE MIDDLE AGES

SUMMARY

This double-page spread introduces Visigothic society and the later arrival of the Moors to the Iberian Peninsula. Pupils will learn about the coexistence of the religious groups in Al-Ándalus society.

LANGUAGE

- Time expressions: now, back then, in (AD 507)
- There was / were
- Vocabulary: emirate, caliphate, taifa

MATERIALS

Flashcards: mosque.

- 1.02 The Visigoths
- 1.03 Al-Ándalus
- 1.04 Different stages of Al-Ándalus
- 1.05 Society
- 1.06 Activity 4

GETTING STARTED

- Write the word *Visigoths* on the board. Ask: *Do you know who the Visigoths were?* Elicit ideas but do not give the correct answer as this is in the text on page 10.
- Direct pupils' attention to the question at the top of page 10. Tell them the answer is in the first paragraph of the text (*Hispania*). Ask them what the word sounds like (*España*).

STEP BY STEP

PAGES 10–11

- Tell pupils to work in small groups to identify similarities and differences between the map on the page and a modern map of the Iberian Peninsula. (Similarities: *Toledo and País Vasco are still there. Differences: Portugal didn't exist, Hispania extended into what is France today, País Vasco was bigger and the Suevi region occupied what is now Galicia and part of Asturias.*)
- Tell the pupils they are going to read a text about the Visigoths and their loyalty to the Catholic Church.

The start of the Middle Ages

What name did the Romans give to Spain during their rule on the Iberian Peninsula?

The Visigoths

After the fall of the Western Roman Empire in AD 476, a Germanic tribe called the Visigoths came to live in Hispania. This marked the start of the Middle Ages in Europe.

The Visigoths defeated other Germanic tribes like the **Vandals**, **Alans** and **Suevi** to win territories in Hispania. They conquered most of the Iberian Peninsula by the end of the 5th century and made **Toledo** their capital.

The Visigothic kingdom existed from AD 507 to AD 711. At first, the Visigoths were nomads and illiterate. Later, they:

- learnt to speak **Latin**
- learnt to **read**
- adopted **Catholicism** and **Roman law**



Map of Visigothic Hispania c. AD 507

True or false

Read the text and decide if the statements below are true or false. Then correct the false ones in your notebook.

The Visigoths were already Christians, but in AD 589, King Recaredo I converted his kingdom to Catholicism at the Third Council in Toledo. Toledo was the capital city of the Visigoths. The Visigoths were excellent metal workers. They made the Treasure of Guarrazar – a collection of more than 200 crowns and gold crosses. They gave the Treasure of Guarrazar to the Catholic Church to show their loyalty in the 7th century.



Treasure of Guarrazar

- Rome was the capital city of the Visigothic kingdom.
- The Visigoths converted to Catholicism in the 6th century.
- The Visigoths were not Christians before converting to Catholicism.
- The Visigoths gave a gift to the Catholic Church.
- The Treasure of Guarrazar had more than 200 metal pieces.

- Which event marked the end of Ancient History in Western Europe?
- Which other Germanic tribes did the Visigoths fight to conquer territories in the Iberian Peninsula?
- Why did the Visigoths give the Treasure of Guarrazar to the Catholic Church?

10

- Ask pupils to look at the timeline on page 11 and find *Battle of Guadalete*. Explain that the Moors took control of the Iberian Peninsula after they won the Battle of Guadalete.

- False (Toledo was the capital city of the Visigothic kingdom.)
- True
- False (They were Christians.)
- True
- True

Activity 1

Elicit the ways in which the Visigoths changed during their time on the Iberian Peninsula (*they learnt to speak Latin and to read, they adopted Catholicism and Roman Law, they were no longer nomads*).

Activity 2

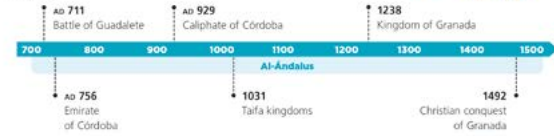
Explain that the Germanic tribes were groups of people that came from northern Europe.

Activity 3

Remind the pupils that the Visigoths became Catholics and the Catholic Church was very important to them.

Al-Ándalus

The Moors invaded the Iberian Peninsula and defeated the Visigoths at the **Battle of Guadalete** in AD 711. They called their territory Al-Ándalus. They conquered most of the Iberian Peninsula and the Balearic Islands in a few years.

**Different stages of Al-Ándalus**

- **AD 711:** the start of Al-Ándalus in the Iberian Peninsula. It was part of the Caliph of Damascus (modern day Syria).
- **AD 756:** Abd al-Rahman I established the Emirate of Córdoba and became its Emir.
- **AD 929:** Al-Ándalus became independent. Abd al-Rahman III established the Caliphate of Córdoba. He was the first Caliph of Al-Ándalus.
- **AD 1031:** the Caliphate of Córdoba fell. The kingdom became many small independent Muslim states known as *taifas*.



Abd al-Rahman III, Caliph of Córdoba

Society

The Muslim, Christian and Jewish communities coexisted peacefully in Al-Ándalus. Families mixed and the religious groups had different roles in society. In the 12th century, a group of Muslim, Christian and Jewish scholars created the **Toledo School of Translators**. They translated important scientific and philosophical works into Spanish. This means more people in society could understand these works.

Useful language

It was important, because it meant that ...
I do think / I don't think it is still important today, because ...

4 Listen and write the year in your notebook.

5 Define the following terms in your notebook:

Al-Ándalus • coexist • taifa

6 Why was translating scientific and philosophical works into different languages important? Do you think it is still important today to translate books and other texts into other languages??

11

Activity 4

- Write *emir*, *emirate*, *caliph* and *caliphate* on the board. Ask: *What part of speech are these words? (nouns) and Which nouns are for a person and which ones are for a place? (Person: emir and caliph; place: emirate and caliphate.)*

Activity 5

Encourage pupils to explain how each term is related to Spain in the Middle Ages.

Activity 6

- Ask pupils: *Did the Moors and the Christians speak the same language? (No, the Moors spoke Arabic and the Christians spoke Spanish.)*
- Write *Toledo School of Translators* on the board and ask pupils who created it and why.

WRAP IT UP

Ask pupils to write down three questions and to quiz their partner on the lesson topic.

SOLUTIONS

- 1 The fall of the Western Roman Empire.
- 2 The Vandals, Alans and Suevi.
- 3 To show their loyalty to the Catholic Church.
- 4 1 AD 929; 2 AD 1031; 3 AD 756
- 5 Al-Ándalus: the territory occupied by the Moors on the Iberian Peninsula.
Coexist: to live peacefully with another in the same place or close to each other.
Taifa: a small independent state in Al-Ándalus.
- 6 Model answer: It was important because it meant that important information was shared between different societies, so that everyone could learn from these texts. Yes, I think it is still important today to translate texts, so that everyone can have access to new discoveries, and so that we can all learn from each other.

12 LIFE IN AL-ÁNDALUS

SUMMARY

This page focuses on life in Al-Ándalus. It explains what life was like in its cities and describes the legacy that Moorish culture left on the Iberian Peninsula.

LANGUAGE

- Past simple: The Moors prayed, Jewish people lived
- Prepositions of place: inside, in, around
- Vocabulary: *alcazaba*, *alcázar*, domes, *medina*, mosaics, mosque, *zoco*, *juderías*, arches, courtyards

MATERIALS

Flashcards: Islamic style, mosque.

Extra materials: printed photos from the internet showing famous Spanish examples of an *alcazaba*, *alcázar*, city walls, *medina*, mosque, *zoco*.

1.07 Life in Al-Ándalus

1.08 Al-Ándalus' legacy

1.09 Activity 2

GETTING STARTED

- Choose photos of famous Spanish monuments or parts of cities of Moorish influence, for example, the Real Alcázar de Sevilla or the city walls in Granada. Place the photos on the board, and write the names of the cities in random order. Ask pupils to match the photos to the cities.
- Ask pupils to look at the three illustrations on page 12 showing life in Al-Ándalus. Ask them what they think the three scenes show (*the walled fort – alcázar, the market – zoco and the mosque*).
- Direct pupils to the question at the top of page 12. Remind them that there are three religious groups (*Jews, Christians and Muslims*).

STEP BY STEP

PAGES 12–13

- Ask the pupils to look at the illustration on page 13 and tell them you are going to take them on a tour through the city to introduce the vocabulary. Have them follow along with their fingers. Instead of saying the six words, say the associated number (*one*), and the pupils say the word (*alcázar*). Correct pronunciation.

Life in Al-Ándalus

Which religious groups lived in Al-Ándalus?

Most people in Al-Ándalus lived in walled towns.

- The town centre had the **medina** where the craftspeople lived, and the **zoco**, the market place. The citizens of Al-Ándalus were famous for their crafts and trade so there were a lot of merchants (people selling things) in the towns.
- The Moors prayed in the **mosque**.
- Inside the town walls, there was a fort called an **alcázar**, a fortified palace called an **alcázar** and the **local baths**.
- Jewish people lived in separate areas called **juderías**.
- Farmers grew food like cereals, grapes and olives in the **fields** outside the town walls.

Al-Ándalus' legacy

We can still find many examples of Islamic-style **architecture** in Spain today. Features of this style include horseshoe arches, mosaics, domes and open courtyards.

The citizens of Al-Ándalus were good mathematicians. They used maths in their art: their buildings had **mosaics** with **geometrical patterns**. They introduced Arabic numbers and the number zero.

Averroes was an important Islamic **scholar**. He was born in Córdoba in 1126. His family were judges and public servants. He wrote about medicine, philosophy, astronomy and physics.

Agriculture was important in Al-Ándalus. Citizens developed new methods of irrigation and introduced new crops, such as rice, olives, oranges and aubergines.

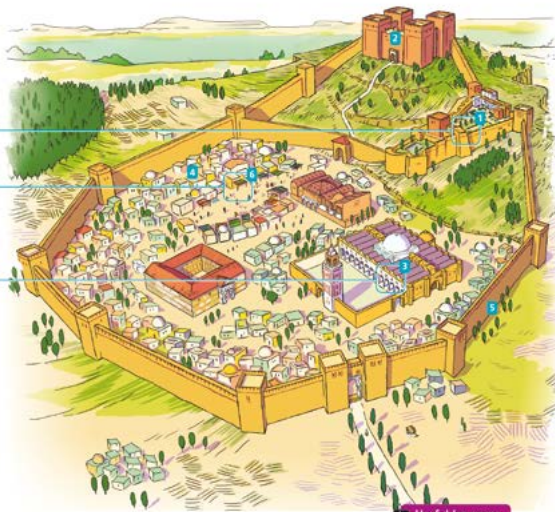
- Tell the pupils to look at the four photos on page 12 and say how they relate to the Moors (*Islamic-style architecture, geometrical patterns in their tiles, an important Islamic scholar, they brought olive trees to Hispania*).
- Carry out a quick survey to find out which legacy the pupils think has had the biggest influence on Spain today.

Activity 1

- Ask pupils to look at the picture on page 13 again. Ask them: *What were the advantages of building the alcázar on top of a hill and surrounded by walls? (To provide better defence, enemies could be seen, and it provided the city more protection if attacked.)*
- Pupils do the task in pairs. Then they share their ideas with the class, using the structure in the Useful language box as a guide.

Activity 2

Pupils look at the illustration and the parts of the city. Ask them to identify which parts (1–6) are still a part of modern Spanish cities today. (*Market, religious buildings and homes*.) Ask: *Which part of Spain today is most similar to what Al-Ándalus may have been like? (Andalucía).*



- 1 alcázar 3 mosque 5 city walls
2 alcázar 4 medina 6 zoco

Useful language

People went to the ... to (bathe).

1 Where did people go to ...

- ... plant vegetables?
- ... buy vegetables?
- ... bathe?

2 Listen and say the place.

- 3 Many Spanish words are of Arabic origin. How many examples can you find? Write them in your notebook.

13

Activity 3

- Tell the pupils that the Spanish language was greatly influenced by the presence of the Moors in Hispania. Many Spanish words have an Arabic origin, for example, many words beginning with *al* (*the* in Arabic) or *Guada* (*river* or *valley*) and words ending in the suffix *í* (*come from*).
- Divide the class into two groups. Ask them to list as many cities, towns, rivers, etc. in Spain with a name of Arabic origin as they can (Examples include: *Alcalá de Henares*, *Andalucía*, *Benicassim*, *Guadalajara*, *Guadalquivir*, *Madrid*, *Medina Sidonia*, *San Fernando de Henares*.) The winner is the group with the most correct place names.
- Pupils do the task in pairs. Write their ideas on the board. Encourage pupils not to use place names at this stage. Invite them to check their answers in the RAE online dictionary.

WRAP IT UP

Play a game of 'Bee' with the vocabulary from this lesson. Draw one line per letter on the board, e.g. _ _ _ _ . Pupils guess the letters. If the letter is correct fill it in. If it is incorrect draw one part of the body of a bee (*head, body, two wings, two antennae*). The person who guesses the word correctly, writes the next word on the board.

SOLUTIONS

- 1 a. fields; b. zoco; c. local baths
2 1 alcázar; 2 fields; 3 mosque; 4 zoco; 5 judería
3 Aceite, ajedrez, alcalde, algodón, almohada, azafrán, calabaza, dado, hasta, jabalí, limón, naranja, taza, zanahoria, etc.

14 THE CHRISTIAN KINGDOMS

SUMMARY

Pupils learn about the *Reconquista* of the Iberian Peninsula: the important battles, key figures and growth of the Christian territories from the 8th to the 15th century.

LANGUAGE

- Superlatives: smallest, biggest
- Comparatives: bigger, stronger
- Vocabulary: battle, repopulation, unify, kingdom, army

- 1.10 The Christian kingdoms
- 1.11 The different stages of the *Reconquista* (I)
- 1.12 The different stages of the *Reconquista* (II)
- 1.13 Repopulation
- 1.14 Activity 2

The Christian kingdoms

The Christians fought against the Moors to reclaim control of the Iberian Peninsula. This period was known as the *Reconquista*.



There was one remaining Christian territory when the Moors invaded the Iberian Peninsula. Where was it?

The different stages of the Reconquista



8th-10th centuries

The Christians lived in the north of the Iberian Peninsula. They formed small kingdoms. These kingdoms were independent from Al-Andalus.

In AD 722, Don Pelayo was the ruler of the Kingdom of Asturias. He fought and won against the Moorish army at the Battle of Covadonga. This victory marked the beginning of the *Reconquista*.



11th-12th centuries

Al-Andalus was divided into taifas. The Moors living in the taifas were always fighting each other. This helped the Christians expand into the south.

Alfonso VI, King of Castile and León, conquered Toledo in 1085. The Christian Kingdoms united and they became bigger and stronger. Later, Alfonso IX promoted the first Cortes of León in 1188. This was the first time in Europe that representatives of the city took part in parliamentary discussions. Before, only the clergy and the nobles were involved in making political decisions.

14

GETTING STARTED

- Ask pupils what they think the *Reconquista* was. (*The time when Christian kingdoms fought to regain control of the Peninsula.*)
 - Refer pupils to the question at the top of page 14. Tell pupils the territory was in the north-west of Spain (*Asturias*).
 - Invite pupils to stand up when you say a true sentence about the maps and to sit down when you say a false sentence.
- 1 The Moors couldn't conquer all of the Iberian Peninsula. (*true*)
 - 2 Al-Ándalus was at its biggest in the 11th century. (*false*)
 - 3 The *Reconquista* of the Muslim territories began in the Kingdom of Córdoba. (*false*)
 - 4 The Christian territory is smallest in the first map. (*true*)
 - 5 The Kingdoms of León, Navarra and Aragón can be seen in the first map. (*false*)

STEP BY STEP

PAGES 14–15

- Tell pupils that the continent of Europe was made up of lots of small states in the Middle Ages. Ask them what the main ways of unifying territories in the Middle Ages were (*marriage, alliances and battles*) and, in their opinion, which was the best option and why.
- Focus the pupils' attention on the dates in the timeline. Tell them the time period represented is the same as the timeline on page 11. Ask them to name important events on this timeline.
- In pairs, the pupils play 'Date tennis'. Pupil 1 says a date from the timeline on page 11 and pupil 2 names the event. If pupil 2 answers correctly, they get one point and they say a date from the timeline on page 14. If the answer is incorrect, pupil 1 gets one point and names another date. When all of the dates have been used, the person with the most points wins.

Repopulation

The Christians needed to repopulate their new territories to make sure there were enough people to defend the kingdoms against any further attacks.

There were four stages to the repopulation:

- the Duero Valley
- areas between the Ebro and the Tajo
- the Guadiana and Turia Valleys
- Andalucía and Murcia



A statue of Don Pelayo in Covadonga, Asturias

**13th-14th centuries**

In 1212, the Kingdoms of Aragón, Navarra, Castilla and Portugal fought together and defeated the Moors at the **Battle of Las Navas de Tolosa**. This battle was key in the *Reconquista*. Soon after, **King Fernando III** conquered Sevilla and Córdoba. **Alfonso X**, Fernando III's son, conquered Jerez, Cádiz and Murcia. **King Jaime I of Aragón** conquered Valencia and the Balearic islands.

**15th century**

In 1469, **King Fernando II of Aragón** and **Queen Isabel I of Castilla** married. This united their crowns, to create the Kingdom of Spain.

In 1492, they conquered the Kingdom of Granada. It was the last territory of Al-Ándalus. This marked the end of the *Reconquista*.

Useful language

It was necessary because ...
The Christians needed to ...

1 Why did the Christians need to repopulate their kingdoms?

2 Listen and say which map the speaker is describing.

15

Activity 1

Write the names of the rulers mentioned in the four texts on the board in random order. Ask the pupils to match them to their relevant century and explain what their main achievement was in terms of the *Reconquista*. Elicit ideas from the pupils (*Don Pelayo: 8th century, King of Asturias, Battle of Covadonga AD 722, start of the Reconquista; Alfonso VI: 11th century, King of León and Castilla, conquered Toledo; Fernando III: 13th century, King of Castilla, conquered Sevilla and Córdoba; Alfonso X: King of Castilla, son of Fernando III, conquered the rest of Andalucía; Jaime I: 13th century, King of Aragón, conquered Valencia and the Balearic Islands; Fernando II and Isabel I: King of Aragón and Queen of Castilla, married in 1469, united kingdoms creating one powerful Christian kingdom, conquered Kingdom of Granada in 1492*).

Activity 2

Ask pupils to look at the first map on page 14. They find the names of areas that exist in Spain today.

WRAP IT UP

Play 'Guess what I'm thinking of'. Choose a place, region or event from page 14 or 15. Encourage pupils to guess what you are thinking about. Pupils ask you questions, for example: *Is it a place?* (Yes, it is.) *Is it a city?* (No, it isn't.) *Is it a kingdom?* (Yes, it is.) *Is it the Kingdom of Navarra?* (Yes, it is.)

SOLUTIONS

1 Model answer: Repopulation was important for the *Reconquista* because it meant that the Christians had supporters who were loyal to them and clearly identified as being Christian. They needed enough people to defend their kingdoms and did not want to let the land fall back into the enemy's hands.

2 1 map 4; 2 map 3; 3 map 1; 4 map 2

16 LIFE IN THE CHRISTIAN KINGDOMS

SUMMARY

Pupils will learn about life in the Christian kingdoms in political, economic and social terms by understanding how the feudal structure functioned and what city life was like. The double-page spread also includes the popular architectural styles in Spain in the Middle Ages.

LANGUAGE

- Prepositions of place: next to, behind, within
- Conditional: I'd go ...
- Comparatives: bigger, more important
- Vocabulary: castle, cathedral, fortified gateway, feudal society, monarchy, nobles, knights, clergy, peasants, serfs, Romanesque, Gothic, Mudéjar

MATERIALS

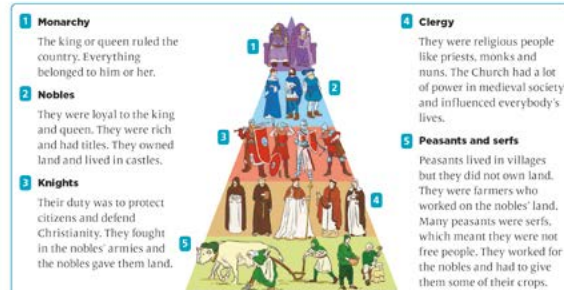
Flashcards: castle, Gothic style, Mudéjar style, Romanesque style.

Life in the Christian kingdoms

What are some of the features of Islamic architecture?

Society and the economy

Feudalism was the social structure in the Middle Ages. The social system had different levels and roles for different people.



Architectural styles

Islamic architecture wasn't the only artistic style evident in medieval Spain. The region's mixture of cultures during the Middle Ages resulted in various architectural styles.



Romanesque architecture was popular in Christian territories in the 11th and 12th centuries. This style of architecture had small windows, round arches, thick walls and low structures.



Mudéjar architecture was a mixture of Islamic and Christian (Romanesque or Gothic) styles. It had elaborate tilework and brickwork. It developed after the 11th century.



Gothic architecture was popular from the 12th to the 16th centuries. It featured big stained-glass windows, pointed arches, thin walls, rose windows and tall structures.

16

GETTING STARTED

- Draw a crown, a sword, a castle, a cross or a garden fork on the board. Instruct the pupils to look at the pyramid of the five different levels of feudal society in the Middle Ages. Ask: *Which group do you think owns the (garden fork)? (It's the peasants and serfs' garden fork.)*
- Refer pupils to the question at the top of the page. Remind the pupils that examples of Islamic architecture can still be found in Spain today, and it often features mosaics, horseshoe arches, domes and open courtyards.

STEP BY STEP

PAGES 16–17

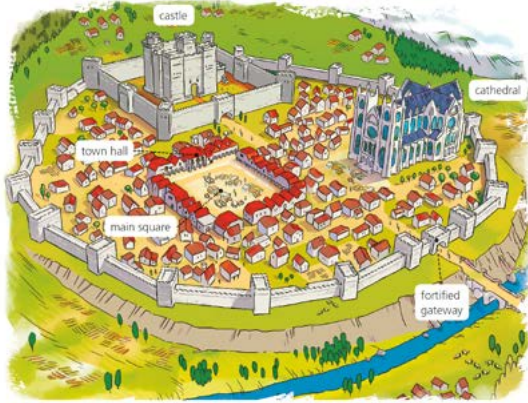
- Ask: *Who is at the (top) of the pyramid? (The king and queen are at the top.)* Ask pupils to explain which level had the hardest life in medieval society and why (*the peasants and serfs; they had to work very hard, they didn't have much money, serfs were not free people*).
- Once the pupils have read the text that accompanies the pyramid, ask them simple comprehension questions to check their understanding: *Who was the most important person? (The king.) Were knights more important than nobles? (No.) Who were monks? (Religious men.)*
- Organise the class into groups of three. Assign a number 1, 2 or 3 to each pupil. 1s read about the Romanesque style, 2s read about the Mudéjar style and 3s read about the Gothic style. Ask the pupils to find the most important facts in their text and share their information with the rest of the group.
- Tell the pupils to look at the illustration of the city on page 17. Ask the pupils to find similarities between this city and a typical city in Al-Ándalus (they can turn back to page 13 for ideas). (*Both had a place for nobles / leaders to live, they had a place for markets, a religious building and city walls.*)
- After reading the text on towns, elicit the meaning of *trade* (*to buy and sell goods*). Ask the pupils why it was important to build towns near trade routes (*to make it quicker, safer and cheaper to send and receive goods*).

Towns

In the 12th century, people started to trade more with other regions. Towns got bigger and became more important. They were built near roads and rivers to make trading easier.

Useful language

I'd go to the ... to
(buy some shoes).



1 In your notebook, classify the people below into a feudal pyramid. Then give your partner two other members of medieval society to add to their pyramid.

monk • farmer • lord
queen • serf • knight

2 Listen and write the name of the architectural style.

3 In the Christian kingdoms, where would you go to ...

- ... buy some shoes?
- ... go to mass?
- ... leave the city?

4 Search online for real examples of the different medieval architectural styles in Spain. How many can you find?

17

1.15 Society and the economy

1.16 Architectural styles

1.17 Towns

1.18 Activity 2

Activity 1

Ask the pupils to draw their own 5-tier pyramid and draw in the people listed.

Activity 2

Ask the pupils to look at the three photos on page 16. Say a characteristic of an architectural style and the pupils say which style it belongs to.

Activity 3

Ask the pupils to identify the function of the cathedral (*religious*), main square (*commercial*), town walls (*protection*) and castle (*protection and residence*).

Activity 4

- Write the following on the board and ask the pupils to find the odd word out.

Romanesque: small windows / thick walls / tall structures

Mudéjar: tilework, / after 16th century / Islamic

Gothic: rose windows / rounded arches / stained-glass windows

- Before pupils begin searching online, ask pupils what monuments in Spain they think might be of a Gothic style. The rest of the class should decide if they agree whether it's gothic style or not.

WRAP IT UP

Use the flashcards to elicit different architectural features and identify styles.

SOLUTIONS

1 (From top to bottom) queen, lord, knight, monk, farmer, serf; Pupils' own answers.

2 Gothic

3 a. the main square; b. the cathedral; c. fortified gateway

4 Model answers:

Islamic: The Mosque in Córdoba, Alhambra in Granada, Alcázar in Sevilla, Arab baths in Ronda

Romanesque: Zamora Cathedral, Santa María de Lebeña Church in Cantabria, Basilica of San Vicente in Ávila

Gothic: Cathedral of León, Burgos Cathedral, Santa María Cathedral in Mallorca

Mudéjar: The Monastery of Guadalupe, San Martín Tower in Teruel, synagogue of El Tránsito in Toledo

18 OUR WORLD

SUMMARY

On this page pupils will learn about the coexistence of different cultures in Al-Ándalus. They will also learn about two important pilgrimages which people took during the Middle Ages, and that people still take today.

LANGUAGE

- Comparing the past to the present: In Al-Ándalus, people ... Today, people ...
- Comparisons: There are more / less ... than ...
- Vocabulary: multicultural, pilgrimage, pilgrims, tradition, *Muladí*, *Mozarab*, *Hajj*, *jizyah*

★ Our world

Multicultural society

Societies consist of many different people living their lives in different ways. This is very true today, and from studying history we know it was true in the past, too.

1 Work in pairs. Pupil A reads text A below. Pupil B reads text B on page 116. Together, decide if the sentences below refer to text A, B or both.

Unit 1, text A

Al-Ándalus had different religious groups. Most people were Muslim but other religious groups practised their religion and traditions, too. Some people came from mixed Christian and Muslim families.


- **Muslims** followed Islam and were the ruling group in society at the time. One of their traditions was the Hajj.
- **Muladí** were Christians who converted to Islam and adopted the Moorish customs and Islamic traditions.
- **Mozarab** were Christians who kept their religion but adopted Moorish customs.
- There were a small number of **Jews** in Al-Ándalus, but they played an important role in politics, commerce and art. They kept their own customs and lived in areas called *judeas*.

Al-Ándalus protected some religious groups like Christians and Jews. This meant they could practise their traditions but had to pay a tax called *jizyah*.


- This Christian pilgrimage began in the 9th century.
- Different religious groups have different traditions.
- Some people adopted new traditions.
- Both Christians and Muslims can make special pilgrimages.
- The pilgrims followed ancient trade routes.

2 Imagine you have a conversation with someone who lived in Al-Ándalus. Tell them about the similarities and differences of life today. Think about:

- the style of the buildings
- the variety of foods you can eat
- the different religions



The Great Mosque-Cathedral of Córdoba



Judea in Córdoba

Useful language

In Al-Ándalus, people (grew their own food).
Today, people (buy food in a supermarket).

18

GETTING STARTED

- Write the word *multicultural* on the board. Ask the pupils if they know what it means (*many cultures*). Elicit which three religious groups lived in the Iberian Peninsula in the Middle Ages.
- Ask the pupils which of those religions are present in Spanish society today (*all of them*).

STEP BY STEP

PAGES 18 AND 108

Ask: *What architectural features do you see in the first picture? (Arches and geometric patterns). What religions are the buildings in the photos related to? (Islam and Judaism.)*

Activity 1

- First, ask the pupils to read sentences a–e. Tell them to find any key words which are repeated in the sentences (*pilgrimage, tradition*).
- Pupils work in pairs and read one text each. They work together to match the sentences to the texts.

Activity 2

Direct pupils to the Useful language box for guidance. Brainstorm what life might be like in Al-Ándalus. Invite

pupils to the board to create a mind map with different categories: *religion, city and culture*.

WRAP IT UP

Ask pupils how Muslims in Al-Ándalus showed their respect for people with different beliefs. Encourage the class to speculate on why the Moors were so tolerant.

SOLUTIONS

- 1** a. text B; b. text A and B; c. text A; d. text B; e. text B
- 2** Model answers: cities today are much bigger, they have a mixture of religious buildings, many have town squares, not many cities have walls, castles or forts, public baths aren't common in modern cities, there are markets, shops and shopping centres, buildings are taller and can be made of glass and steel, there is a network of roads, people of all religions often live together

STUDY SKILLS 19

Study skills
Giving presentations

Giving a presentation is a good way to practise your speaking and language skills, while also communicating information to your teacher and classmates. There are many ways to make sure your presentation is clear and interesting.

1) Connect with your teacher and classmates.

- Look at your teacher and classmates, not at the floor.
- Use **music** or a **slide presentation** to keep people's attention.
- Use a **story** or **humour** to make it more exciting.

2) Keep your presentation short and clear.

- Do not use more than ten slides.
- Include some **illustrations** and **photos** on the slides, not only text.
- Use a **font** that people can easily read.
- **Write down your main ideas** and have them in front of you. This will help you remember what to say. Do not read them out. Use them as a guide.
- **Move around** when you speak and use **hand gestures**. Do not sit and stand still.

3) Stay calm!

- Take a deep breath before you begin.
- Speak **slowly, loudly and clearly**.
- Do not panic if you make a mistake or get something wrong. Don't worry and continue with your presentation.



1 Do a presentation about the Middle Ages. When you work on a presentation in groups, it's important to be organised and to coordinate with the other members of the group. Follow these instructions to plan your presentation:

- In small groups, choose a general topic from the unit: The Visigothic kingdom, Al-Andalus or the Christian kingdoms.
- Decide on specific areas within your general topic: religion, society, territories and important rulers.
- Decide what you will use to present the information: stories, posters, slides, etc.
- Everyone in the group should have their own task. Make a calendar with the due dates for the following: collecting information, making posters, making slides, writing notes, practising what you want to say.

19

SUMMARY

This page provides pupils with guidelines on preparing for and giving presentations. They will prepare their own group presentations focusing on one of the topics covered in the unit.

LANGUAGE

- Connectors: first, next, lastly, to sum up
- Adverbs: slowly, loudly, clearly
- Vocabulary: slide, graphics, font, hand gestures

MATERIALS

Whiteboard, computer and internet access.

GETTING STARTED

Pre-teach vocabulary that pupils will need for this lesson: *slide, graphics, font, hand gestures*.

STEP BY STEP

PAGE 19

- Ask pupils what they think is important when preparing for and giving presentations. Then read the text and check if their ideas are mentioned.
- Tell the pupils they are going to give a presentation. Explain that to give a good presentation they will need to prepare and practise it.

Activity 1

- With pupils in their groups, tell them it is a good idea to name a secretary to write down decisions.
- Tell the pupils when the presentation will be held and when they can work on their presentations in class. At the end of the planning stage, everyone should know their roles and the schedule.
- Explain to pupils that a good presentation will contain the following: a greeting, an introduction, the main ideas and a closing line and invitation for questions.

- Encourage pupils to make a calendar with the different tasks. This will help them organise themselves.
- Brainstorm useful language for the presentations, such as:

Hello, we're ... and today we'll be talking about ...

Our presentation is about ...

First, let's talk about ...

Next, ...

Let's move on to ...

My / Our next point today is ...

Finally, ...

To sum up / In conclusion, ...

Now, it's time for questions and answers.

WRAP IT UP

After the groups have given their presentations, each pupil should write down one fact that they learnt from each one.

SOLUTIONS

- 1** Pupils' own answers.

20 REVIEW

SUMMARY

Pupils complete a timeline to recall the chronological events of the Middle Ages. They review the unit content by completing a variety of further activities and taking an End-of-unit test.

LANGUAGE

- Past simple: The conquest of Granada occurred in 1492.
- Describing a medieval town: There is / There are
- Comparisons: Life in other parts of Spain is ... compared with ..., It is similar to / different from ...

1.19 Activity 8

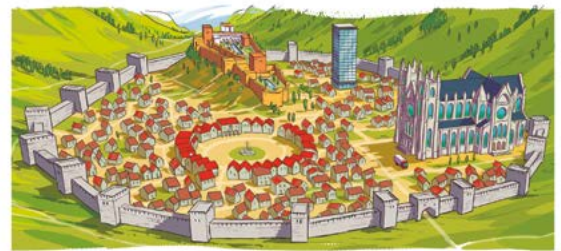
REVIEW

1 Copy and complete a timeline of these events in your notebook.

- King Recaredo I's conversion to Catholicism
- arrival of the Moors
- Emirate of Córdoba
- fall of the Western Roman Empire
- Christian conquest of Granada
- Caliphate of Córdoba
- Battle of Las Navas de Tolosa
- taifa kingdoms

| | | | | | | | |
|--------------------|-----|-----|-----|-----------------------------------|------|------|------|
| 476 | 589 | 711 | 756 | 929 | 1031 | 1212 | 1492 |
| VISIGOTHIC KINGDOM | | | | AL-ÁNDALUS AND CHRISTIAN KINGDOMS | | | |

2 Look at the picture and find the mistakes. Make a list of the mistakes in your notebook.



3 Imagine you live in a town in the Middle Ages in Spain. It can be a Visigothic town, a town in Al-Ándalus or a town in a Christian kingdom. Write sentences in your notebook.

- What can you see in your town? Does it have a wall around it?
- What does the architecture look like?
- What religious groups are there? Is there a mosque or a cathedral?

4 Think about the town where you live. Discuss the following questions.

- Where is your town?
- What important buildings does it have?
- How is your town similar or different from other Spanish towns?

Useful language

My town has ...
The streets are (very narrow).
There's a (town hall) and a (hospital).
It is (similar / different) to other towns because there (is / isn't) a ...

20

GETTING STARTED

Tell the pupils to choose five words they have learnt in this unit. In pairs, ask them to dictate their words to their partner. Finally, they correct their work together.

STEP BY STEP

PAGES 20–21

Activity 1

Ask pupils to look at the events in the word pool. Have them identify the first and last events. Then they should copy and complete the timeline in their notebooks.

- AD 476 fall of the Western Roman Empire
- AD 589 King Recaredo I's conversion to Catholicism
- AD 711 the arrival of the Moors
- AD 756 Emirate of Córdoba
- AD 929 Caliphate of Córdoba
- 1031 taifa kingdoms
- 1212 Battle of Las Navas de Tolosa
- 1492 the conquest of Granada

Activity 2

Ask the pupils what the picture represents (*a medieval town in a Christian kingdom*).

- 1 The castle is Moorish – it should be Christian.
- 2 The main square is a circle – not a square.
- 3 There is no market in the square – there is a fountain.
- 4 There is a bus in front of the cathedral. This did not exist in medieval times.
- 5 The skyscraper doesn't belong to that time period.
- 6 The town hall is missing from the square.

Activity 3

Pupils' own answers.

Activity 4

Remind pupils to use the structures in the Useful language box.

Pupils' own answers.

Activity 5

- a. The nobles lived in Christian kingdoms.
- b. Jewish people lived in *juderías*.
- c. The Visigoths gave metal crafts to the Catholic Church.
- d. The local baths were where the Moors went to bathe.
- e. They coexisted in Al-Ándalus.

5 Correct the sentences in your notebook.

- In Al-Andalus, the nobles lived in castles.
- Jewish people lived in the fields that surrounded the cities of Al-Andalus.
- The Moors gave metal crafts to the Catholic Church.
- The medina was where the Moors went to bathe.
- Muslims, Christians and Jews coexisted in the cities of the Christian kingdoms.

6 In your notebook, complete the sentences with the correct word.

- The Visigoths / Moors and the Christians were fighting on each side of the Reconquista.
- The first Cortes of León / Battle of Covadonga was in 1188.
- King Alfonso X / King Fernando III conquered Sevilla and Córdoba.
- King Fernando II of Aragón / Abd al-Rahman I married Queen Isabel I of Castilla.
- The Catholic Monarchs conquered the Kingdom of Granada in 1469 / 1492.

7 Read the sentences and identify the religious group or civilisation they refer to.

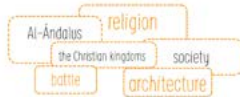
- They were a minority in Al-Andalus but contributed to politics, commerce and art.
- They went to the mosque to pray.
- They became Romanised and adopted Roman law.
- The peasants and serfs were at the lowest level of this group's social system.
- When their empire fell, it marked the end of Ancient History.

8 Which two aspects of Al-Andalus are mentioned in the audio?

- architecture
- maths and geometric patterns
- coexistence
- language

9 Make three columns in your notebook with three headings: Islamic, Gothic, and Romanesque. Then classify the characteristics below.

- mosaics • rose windows
- tall structures • thick walls
- small windows • horseshoe arches

10 Look at the photos and identify the style.**11** Talk about life during the Middle Ages in the Iberian Peninsula. Use the word cloud below to help you.

What do you know now?
Check your progress!

21

Activity 6

a. Moors; b. first Cortés of León; c. King Fernando III;
d. King Fernando II of Aragón; e. 1492

Activity 7

- a. Jews
- b. Moors
- c. Visigoths
- d. Christians
- e. Romans

Activity 8

Coexistence and language

Activity 9

- Islamic: mosaics, horseshoe arches
- Gothic: rose windows, tall structures
- Romanesque: thick walls, small windows

Activity 10

Ask the pupils to describe the features of the buildings in the photos. (*The building in photo B is a tall structure. It has pointed arches.*)

a. Mudéjar; b. Gothic; c. Romanesque; d. Islamic

Activity 11

Brainstorm positive things about the Middle Ages on the board. Ask the pupils to think of how these positive aspects may have influenced life in Spain today.

360° EVALUATION

Download, print and distribute the End-of-unit test. Compare the End-of-unit test with the test the pupils did at the beginning of the unit. Ask pupils to then complete the Self-evaluation again to see what they have learnt.