This lesson can be used as a single one hour lesson or used as a series of lessons from the World History resource. It covers cross curricular objectives as well as historical points at Key Stage Two/CfE second level but it could also be used as a skill based lesson for Key Stage 3.

Objectives

1. To introduce the idea that the history of one thing such as spices can contribute to other historic changes such as exploration.
2. Development of information processing: enquiry, reasoning, creative evaluation, thinking and analytical skills.
3. To look at thematic links across historical periods.

National Curriculum/Curriculum for Excellence links

<table>
<thead>
<tr>
<th>Subject</th>
<th>Links</th>
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<tbody>
<tr>
<td>English</td>
<td>discussion, making decisions and questioning, oral speaking skills, working within a group and using others’ ideas to develop opinions, questioning evidence and the ability to use a variety of language to describe. To adapt speech and language depending upon the audience and listening to discussion and/or presentations and identifying key points. To develop the ability to use dramatic techniques to explore issues and to use character, action and narrative to convey story and themes. To use a variety of written compositions.</td>
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<tr>
<td>History</td>
<td>chronological understanding, historical interpretation, historical enquiry and World History.</td>
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<tr>
<td>Geography</td>
<td>asking geographical questions such as asking about landscape, map drawing skills, knowledge and understanding of patterns and processes.</td>
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<td>Citizenship</td>
<td>to begin to understand the importance of preservation of community history to all cultures.</td>
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<td>ICT</td>
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Resources

- Worksheets:
  - Source analysis worksheet
  - Biographies worksheet
  - Pirate treasure worksheet
  - Globe/map of the world
- Compasses and grid paper
- World History website
- A History of the World website
- Interactive White Board (IWB)
Teaching and learning activities

Introduction

1. Place a selection of spices in jars in front of the class including black pepper corns, cumin, mustard, cinnamon, paprika, dried or fresh chillies. Ask the class to guess what they are.
2. When the spices have been identified, ask the class to guess where they come from by naming and pointing to the country on the globe/map. You could say hot or cold depending on how close they are.
3. Explain or get the class in pairs to discuss why spices are important in food. These ideas should include the importance of the use of spices in the preservation of food and how they make food unique to certain areas.
4. Explain how spices came to the UK via trade with Europe who traded with Arab, Indian and Chinese traders who brought spices from India overland. The teacher could show these routes on the globe or map of the world on the IWB.

One

1. Put the picture of the Empress Pepper Pot from the Hoxne Hoard up on the IWB.
2. Divide the class into groups of 3-4 pupils and ask them to complete the source analysis worksheet using the information from the website (this could be completed in an IT room or via the IWB). Ask pupils to feedback the information that they have learned.
3. Discuss the idea that pepper was expensive and only affordable to the wealthy. Introduce the idea that a change had to happen for the price of pepper to decline, so that it could move from something only the rich could afford to it being widely available throughout the world today.

Two

1. Explain that the European powers of Portugal and Spain, and to a lesser extent Britain, were competing to find a direct route to Asia by sea. These European countries wanted to control and export larger quantities of spices which at the time were controlled by the city Constantinople (part of the Turkish Empire). The traders in Constantinople could charge very high prices because they had complete control of the spice trade. The desire for spices therefore became, in part, a reason for countries competing to discover new lands and riches. This time is often called the age of exploration.
2. Ask pupils to read the biographies of the explorers and complete the mix and match questions on the worksheet.
Teaching and learning activities

Three

1. Link to the Pieces of eight image on the IWB. Ask pupils to fill in the source analysis worksheet using only the image of the coins. Discuss as a class.
2. Ask the class to read the information on the Pieces of eight topic webpage (this could be completed in groups in an IT room or via the IWB). Discuss why the coins were so important and how they led to the foundation of the dollar and the use of money for international trade. Explain about pirates and why they wanted to seize ships – particularly Spanish ships – that would leave South America loaded with wealth. Point out that Spain needed this wealth to pay for future exploration, the spice trade and building development in Spain.
3. Split the class into four groups and hand out the Pirate treasure worksheet. Each group will need grid paper and a compass.
4. Once the class have drawn the maps, ask each group to swap their maps and see if the place the treasure has been buried would be possible for the pirates to get to and assess how safe it would be from discovery.
5. Finally to ask the class in pairs to imagine they had found the treasure and to discuss what local industry they would invest the money in order to develop the local area and possibly cause historic change.

Four

1. Split the class into groups and ask them to think about a famous local food (or from an area they have studied in Geography). Using the internet, ask the groups to research how that food may have influenced trade or led to other geographical changes in the area. This might include looking at local foods linked to tourism such as Devon cream teas, development of the Cadbury factory and the creation of a town to go with it or how regions such as Kent produced hops, apples or cobnuts.
2. Each group should present their key findings using presentation software to the rest of the class.
3. Divide the class into pairs to search the A History of the World (AHOTW) website to see if a local equivalent of the pepper pot has been uploaded to the website.
4. If there is an example pupils could download the image and use it as a basis to produce an individual a leaflet (using their IT skills) for tourists on the history of local food.
5. If there is not an example (or as a further activity) consider organising a trip to a local museum to find a relevant object and possibly work with that museum to upload the object into the AHOTW database. For more information refer to the ‘AHOTW School factsheet’ and ‘How to upload an object’ guide.
Plenary

Ask each student to name one point about how food led to changes in history and geographical development.

Extension or homework

1. Pupils could use the internet to research more about the explorers on the worksheet and use this information to write a newspaper article on whose discoveries they think were most important for the modern world.

2. Using the AHOTW website pupils could search for objects associated with the explorers in the worksheet – either an object they brought home with them, or something from that place and time. Imagining they are a contemporary of that explorer, they could use the information to write a newspaper article or diary entry about this strange new object and how it could impact their lives.

3. Pupils could research a local food that is now known nationally or even internationally. This could be from the area they live in or in the area their family originates from and produce a map to show how trade has enabled it to spread across the world.