

Year 5 Golden Age of Islam

Enquiry question: Why was the early Islamic civilisation so significant?

National Curriculum Objectives		Core Knowledge & Key Questions			Local links	
<p>To make comparisons between different times in the past, describing the main historical changes of these times.</p> <p>To ask a variety of questions about the time period I am studying and realise that there is often more than one answer to these questions.</p> <p>To choose reliable sources to collect evidence about the past, including documents, paintings/art, photographs, artefacts, music, historic buildings, visits to museums and historical sites.</p> <p>To explain that people (both now and in the past) have their own point of view and that this can affect interpretation of the past.</p> <p>To use dates, timelines and chronological terms accurately and use these to show my understanding of a period time and the changes within it.</p>		<p>When was the early Islamic civilisation founded and when did it fall?</p> <p>How did the early Islamic civilisation expand at such a high rate?</p> <p>Why was early Baghdad such an innovative city?</p> <p>What was life like in Baghdad?</p> <p>How did daily life in the Islamic city of Baghdad compare to daily life in Cordoba at the time?</p> <p>How did the early Islamic civilisation end and what was its legacy to the world?</p>			-Woking Mosque?	
					Key Figures	Linked Texts
					<p>-Al Zahrawi (refined the science of surgery)</p> <p>-Muhammad ibn Zakariya Razi (medicine contributions)</p> <p>-Al-Khwarizmi (Father of Algebra)</p>	
Prior Learning		Future Learning				
<p>Yr 4: History – builds on the map and exploration skills explored in ‘Exciting Expeditions’ in year 4.</p> <p>Yr 4: Geography – builds on explorations of Eastern Europe and the Mediterranean in year 4 topics</p>		<p>Yr 6: Geography – Map reading and understanding lines of longitude and latitude.</p> <p>Yr 6: Geography – leads to world geography of the Americas.</p>				
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity	
When was the early Islamic civilisation founded and when did it fall?	How did daily life in the Islamic city of Baghdad compare to daily life in Cordoba at the time?	How did the early Islamic civilisation expand at such a high rate?	How did the early Islamic civilisation end and what was its legacy to the world?	Why was early Baghdad such an innovative city?	Why was the early Islamic civilisation so significant?	

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<p>570AD – Birth of Islam/Muhammed</p> <p>622AD – Medina is founded by Muhammed</p> <p>624AD – Battle of Badr</p> <p>632AD – The prophet Muhammed dies. Islam splits into Sunni and Shia.</p> <p>637AD – Islam spreads to Persia, Palestine, Syria, Lebanon, Iraq and Egypt.</p> <p>725AD – Baghdad is built.</p> <p>762AD – Construction of Baghdad begins.</p> <p>800AD – Birth of Al-Khwarizmi</p> <p>830AD – House of Wisdom is built</p> <p>854AD – Birth of Muhammad ibn Zakariya Razi</p> <p>936AD - Birth of Al Zahrawi</p> <p>1258AD – Mongals from Asia begin their attacks.</p>	<p>Baghdad</p> <p>Arabic</p> <p>Islam</p> <p>Prophet</p> <p>Muhammad</p> <p>Religion</p> <p>Civilisation</p> <p>Mosque</p> <p>Muslim</p> <p>Trade</p> <p>Invasion</p> <p>Mesopotamia</p> <p>Literary</p> <p>Innovation</p> <p>Culture</p> <p>Architecture</p>	<ul style="list-style-type: none"> I make comparisons between different times in the past, describing the main historical changes of these times. I can ask a variety of questions about the time period I am studying and realise that there is often more than one answer to these questions. I can choose reliable sources to collect evidence about the past, including documents, paintings/art, photographs, artefacts, music, historic buildings, visits to museums and historical sites. I can describe some of the main changes in a period in history using words such as social, religious, political, technological and cultural (<i>e.g. political changes in 18th century Britain, or the social changes at times in revolutionary periods</i>) I can choose reliable sources of factual evidence to reconstruct aspects of life and people’s actions in the time studied (<i>e.g. events and actions in the Jacobite rebellions</i>) I can explain that people (both now and in the past) have their own point of view and that this can affect interpretation of the past. I can compare accounts of events from different sources, both fact and fiction. I can use dates, timelines and chronological terms accurately and use these to show my understanding of a period time and the changes within it.