

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> <ul style="list-style-type: none"> They deduce from source clues the importance of Arab Muslims' contribution to the world of mathematics and science, books, geography, astronomy, medicine etc. The construction of Baghdad began in 762 AD when Caliph Al-Mansur laid the first brick. Baghdad is a city that was built near the Tigris River, in Mesopotamia, a long time ago. The ancient city of Baghdad was a round city. In the centre of the city there was a Mosque and a palace They know Baghdad was a major city of learning and printing. Over 100 booksellers and was 10 x size of London at the time. <p>How did the early Islamic civilisation expand at such a high rate?</p> <ul style="list-style-type: none"> By middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, larger area than that of the Roman Empire, covering almost a third of the world's population There are several reasons why it spread so quickly e.g. weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weapons and can classify under different types of reasons e.g. military. The spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied. They should be aware that this did not happen by force. <p>What was life like in Baghdad?</p> <ul style="list-style-type: none"> Our knowledge of Baghdad comes from written reports of visitors etc. Evidence of Baghdad is very flimsy as much was later destroyed. Hardly anything survives from the great age of glory as the city was destroyed by the marauding Mongols. Workers came from every city in the empire to build the city and that the network of canals supplied water to farms and allowed food and other goods to be brought into the city by boat. The ancient city of Baghdad was a round city. In the centre of the city there was a Mosque and a palace. <p>How did daily life in the Islamic city of Baghdad compare to daily life in Cordoba at the time?</p> <ul style="list-style-type: none"> Children compare the city of Baghdad in its prime to Cordoba, a similar city which traded with the rest of the Islamic Empire Cordoba had half a million inhabitants, living in 113,000 houses, (when London had just 10,000); 700 mosques and 300 public baths spread throughout the city and its twenty-one suburbs; streets which were paved and even lit; had many bookshops and more than seventy libraries <p>How did the early Islamic civilisation end and what was its legacy to the world?</p> <ul style="list-style-type: none"> Pupils show good understanding of the importance of Islamic contribution to science, literature, medicine, art, architecture and mathematics. Pupils learn what is meant by historical significance and can apply it to a particular aspect of Islamic life. They can speak persuasively when arguing their point, supporting with evidence not mere assertion 			<p>-Woking Mosque</p>	
		<p>Key Figures</p> <p>-Al Zahrawi (refined the science of surgery) -Muhammad ibn Zakariya Razi (medicine contributions) -Al-Khwarizmi (Father of Algebra)</p>	<p>Linked Texts</p>			
<p>Prior Learning</p> <p>Yr 4: History – builds on the understanding of the civilisation of Benin in Africa, which was partly contemporaneous</p> <p>Yr 4: Geography – builds on explorations of Eastern Europe and the Mediterranean in year 4 topics</p>		<p>Future Learning</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.