

History Medium Term Spring 1 Year 5

Unit Early Islamic civilization, including a study of Baghdad c. AD 900

Substantive concept: Technology

Disciplinary concept: Historical significance

Enquiry Question: How significant was the ancient city of Baghdad?

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>Year 1&2- The Great Fire of London- advancements in fire fighting equipment and the building of houses</p> <p>Year 3- Ancient Britain- changes: hunter gatherer in the Stone Age and advancements in technology</p> <p>Year 4- many of the early civilisations existed at the same period of time, some lasted 1000s of years while others declined much more quickly, where some of the earliest civilisations were based, make comparisons between the civilisations studied in year 4 and the Early Islamic civilisation, opportunities to compare inventions across civilisations, make connections to rivers as key to civilisations success- River Nile (Ancient Egypt), River Indus (Indus Valley Civilisation), Yellow River (Shang Dynasty), Tigris River (Baghdad)</p>	<ul style="list-style-type: none"> Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, BC, AD, CE, BCE etc. Produce own accounts that make some connections and describe some contrasts Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. 	<p>Civilisations, ancient, declined, settlement, technology, BC, AD, BCE, CE</p>	<p>The Golden Horsemen of Baghdad by Saviour Pirotta The History detective investigates:Early Islamic Civilisation By Claudia Martin</p>	
Year 5 Essential knowledge end point (substantive)	Year 5 Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>NC: A non-European society that provides contrasts with British history: Early Islamic civilization, including a study of Baghdad c. AD 900</p> <p>How Islam Started and developed The natural feature that was key to Baghdad's success The significance of Baghdad as a centre of learning and scholarship The House of Wisdom Events that happened in Baghdad What brought an end to the Early Islamic Civilisation in Baghdad? The significance of Baghdad</p>	<ul style="list-style-type: none"> Address and devise historically valid questions about significance Ask and answer questions about the past through observing, handling and using a range of sources Use a wide range of sources as a basis for research to answer questions and to test hypotheses Evaluate sources and make inferences Recognise that some events, people and changes are judged more historically significant than others Sequence events and periods using appropriate terms Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms 	<p>At our school we have a large proportion of children from an Islamic background. This will give them the opportunity to explore the origins of Islam and its significance.</p>	<p>Golden Age, Baghdad, influence, Caliph, Caliphate, River Tigris,</p>	<p>Generating questions Short paragraph on what an artefact reveals about the people of Baghdad Top trump cards Making notes Answering the enquiry question</p>

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Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Activities
Lesson 1- To address and devise historically valid questions about the significance of Baghdad (artefact session)	Essential knowledge end point (substantive): Water clocks That the people of Baghdad were educated and advanced technologically Disciplinary Knowledge: (Working, Talking, Writing like a Historian): <ul style="list-style-type: none">• Address and devise historically valid questions about significance• Ask and answer questions about the past through observing, handling and using a range of sources	Conduct an enquiry using the picture of the water clock invention in resources. Use book talk prompts to develop discussion, artefact mats and words such as: hypothesis, maybe, probably, certain, not sure, possibly etc to help children make hypotheses from what they infer. (Some examples of how the lesson might look in resources including strategies for adaptive teaching). Ask children to write what they see around the picture in books and then develop on this by using the book talk prompts and adult questioning. Show children the animation (in resources) and look at other water clocks (in resources) ask them to see what connections they can make with prior learning and add these to their ideas. Children could finish with a short paragraph explaining what they have found out and what this tells them about the people of Baghdad (example of child's work in resources). Support: scribe, use talking prompts, pictures and words (wigit)
Lesson 2- The Rise of Islam and the city of Baghdad	Essential knowledge end point (substantive): How Islam Started and developed The size of the Early Islamic Empire The Location of the 'round city' of Baghdad The natural feature that was key to Baghdad's success Disciplinary Knowledge: (Working, Talking, Writing like a Historian): <ul style="list-style-type: none">• Use a wide range of sources as a basis for research to answer questions and to test hypotheses• Evaluate sources and make inferences	Begin by showing chn a world map and asking where they think Islam began. Which modern countries do we think might have been part of the Islamic Empire? You could use a short 5 question quiz (true/false or multiple choice) to activate prior knowledge from RE lessons (use the first page of the resource for this lesson for content). A brief narrative of how Islam began: https://www.youtube.com/watch?v=PDxKxnVZtqo Display a map of the Early Islamic Empire at its largest. Discuss the key and what the map shows (gradually the empire expanded) Conduct an enquiry to find out more about the 'round city'. In small groups give children a source pack with a diagram of the round city (including the river and canals), https://youtu.be/jqsEY9ZabKM Divide into small groups. Provide a pack of various sources (maps, artist impressions, short texts, trade route diagrams, quotes from historians). Tasks: <ul style="list-style-type: none">Locate Baghdad on a map and describe its position.Identify the natural feature that made Baghdad successful (River Tigris).Infer why its design (round city) was important for defence and trade.Evaluate which source is most reliable and why. Encourage chn to form hypotheses (e.g., "Baghdad grew because..."). These could be on post it notes in the floor book? Other videos which could be shown: https://www.bbc.co.uk/teach/class-clips-video/articles/zjfxpg8 Groups can share what they have inferred/found out with the rest of the class. Teacher can give a summary of key points: Islam's origins and growth, size and influence of the empire and Baghdad's location and the advantage of being next to a river.

Lesson 3- The significance of Baghdad as a centre of learning and scholarship

Essential knowledge end point (substantive):
The significance of Baghdad as a centre of learning and scholarship
The House of Wisdom
Disciplinary Knowledge: (Working, Talking, Writing like a Historian):

- Recognise that some events, people and changes are judged more historically significant than others

Start by showing a world map and locate Baghdad. *“What do you think makes a city important?”* (e.g., trade, culture, learning). Briefly recap Baghdad as a major city in the Islamic Golden Age (activate prior learning).

Explain these things to the children using visual aids (e.g. an image or diagram of the House of Wisdom and scholars working)(there is some info in resources): Baghdad in the 8th–13th centuries: thriving trade, culture, and scholarship. The House of Wisdom: a library and translation centre where scholars preserved Greek, Persian, and Indian texts, and advanced science, maths, and medicine.

Split into small groups.

Give each group a short description of:

- A scholar (e.g., Al-Khwarizmi, Ibn Sina).
- A discovery or translated work.

You could maybe make top trump style cards with the discoveries and scholars to help with both understanding and to have a fun way to rank them? You might want to have cards with inventions on too? Or the children could do this as their task and rank them on the cards?

Ask them to discuss:

- Why was this person/event significant?
- What impact has it had on today?

Whole-class discussion:

- Which contributions were most significant and why?
- Link back to the learning objective: Baghdad as a centre of learning.
- Create a significance pyramid as a class and display on WW for future reference. Display in floor book too?

Lesson 4- A timeline of Baghdad c.AD 900 (chronology)

Essential knowledge end point (substantive):
Events that happened in Baghdad
What brought an end to the Early Islamic Civilisation in Baghdad?
Disciplinary Knowledge: (Working, Talking, Writing like a Historian):

- Sequence events and periods using appropriate terms

Show a timeline with gaps (e.g., 700 AD – 1300 AD) could be made of paper across the room?

- Baghdad founded in 762 AD.
- Became a centre of learning (House of Wisdom).
- Key achievements in science, medicine, maths. Scholars.
- Mongol invasion in 1258 AD destroyed the city and ended the civilisation (enquiry image in resources)

Practical Timeline Activity

Children to work in groups. Create or get the children to create event cards with dates and short descriptions of key events, inventions etc. Give each group a large timeline strip or A3 paper. Children to arrange the key events, scholars and inventions onto their group timelines adding labels such as key dates, 8th century, 9th century etc (address potential misconceptions- the 8th century was anything between 700

		<p>AD and 800 AD this would then become the 9th century). Deeper learning: <i>Which event was most significant and why?</i> <i>Support: use of pictures and simplified timeline events to be sequenced.</i></p>
<p>Lesson 5- How significant was the ancient city of Baghdad? (Communicate findings)</p>	<p>Essential knowledge end point (substantive): The significance of Baghdad Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</p> <ul style="list-style-type: none"> • Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms 	<p>Display key images of Baghdad and ask: 'What makes a city historically significant?' make sure you use images and information already discussed. Recap information from the working wall and show the basic WAGOLL on the key knowledge (in resources). Ask children to create their own 'Key Knowledge about Baghdad paragraph'. Then discuss: Why was Baghdad important? What events shaped its history? Pupils prepare by making some notes on 'How significant was Baghdad?' Task- Answer the question: 'How significant was the ancient city of Baghdad?' Ask children to use information from the WW, their books etc.to answer this question. You may want to give them as success criteria e.g. - Include at least 3 key events with correct dates. - Explain why these events make Baghdad significant. - Use historical terms (e.g., century, AD, significance) Support- sentence starters (resources)</p>