

Year 5 – The Golden Age of Baghdad

Medium Term Plan – What was life like during the Golden Age of Baghdad?

Rationale:

This unit of work will teach the class about the early Islamic civilisation. They will learn in detail about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power. In addition to this they will find out about the House of Wisdom and some of the influential people who worked and studied there. They will study in detail about how early Islamic doctors made significant contributions to the development of medicine and surgery and how their work still influences the medical profession today. The children will also have the opportunity to learn about other significant discoveries and inventions made by Muslim scholars in the early Islamic civilisation and to explore how items were made and where and how they were traded with the rest of the world. One lesson will focus on the birth of Islam and the first four caliphs who ruled following the death of the prophet Muhammad and children will have the opportunity to act in role to debate the legitimacy of the Sunni and Shia Muslims.

National Curriculum Requirements:

Pupils should be taught about:

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300.

Prior Knowledge:

- About life in Anglo Saxon England around 900 AD
- The achievements of empires and civilisations such as the Roman Empire, British Empire and Ancient Greece

Planning

Knowledge and Skills

Lesson 1 – Where is Baghdad?

Children to locate the city of Baghdad and place the period of history on a timeline.

Lesson 2 – Why was the city of Baghdad round?

Describe the reasons for creating a round city and the benefits it provided.

Lesson 3 – What was the house of Wisdom?

investigate why the House of Wisdom was an important part of Islamic culture.

Lesson 4 – How was Baghdad ruled?

Look at the different Caliphates and the Caliphs who ruled.

Lesson 5 – Which of the early Islamic achievements has most effect on our lives today?

Look at the importance of the Islamic contribution to science, literature, medicine, art, architecture and maths.

Lesson 6 – How did people trade goods during the Islamic era?

Children to find out about the importance of the Silk Road.

Chronology:

I can describe events using words such as AD/BC/CE/BCE and those related to the period I am studying – Tudors, Ancient Greeks, Baghdad

I can use a timeline with different historical periods to sequence historical events or key historical people

I can make comparisons between different times in the past.

Knowledge and Understanding of the Past

I can study different aspects of different people – the differences between men and women.

I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.

I can identify changes and links within and across the time periods studied.

I can examine causes and results of great events and the impact on people.

Interpretation of History:

I can evaluate evidence to choose the most reliable forms.

I understand that some evidence from the past is propaganda, opinion or misinformation and that this affects the interpretations of history.

I can compare accounts of different events and offer some reasons why.

Historical Enquiry:

I can identify primary and secondary sources and use these to collect information and build a picture of the past.

I can choose reliable sources of evidence to answer questions.

I can use the library and internet for research with increasing confidence.

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		Organisation and Communication I can choose the most appropriate way to present my information, for an intended audience and purpose. I can present structured and organised findings about the past: writing, maths (data), ICT, drama, drawing. I can use dates and terms accurately.
Vocabulary linked to unit of work: fertile, civilisation, code laws, Caliph Al-Mansur, Tigris River, trade route, fertile, City of Peace, location, Mosque, Palace, government, accommodation, guards, avenue, medicine, philosophy, law, translation, House of Wisdom, scholar, Mongols, Asia, Abbasid, Caliphate, depopulate, uninhabitable, irrigation,	Resources: https://www.youtube.com/watch?v=nctkFvuPVKU&t=44s CGP powerpoints: How do we know about Early Islamic Civilisation The Rise of Baghdad House of Wisdom Twinkl – Early Islamic Civilisation timeline	
	Texts to support: Early Islamic Civilisation – Izzi Howell Early Islamic Civilisation – Catherine Chambers Early Islamic Civilisation – Claudia Martin	
By the end of this unit: Children should be able to identify the Middle East on a map and particularly Baghdad. They will know that the House of Wisdom was a place of learning similar to a modern university or library. Children will be able to place significant dates on a timeline and know that the Golden Age of Islam was around 900AD. They will know that the House of Wisdom was Place to learn about medicine, maths and philosophy and was used by people from across the Middle East. They will know how the city of Baghdad was ruled by a Caliphate and that each ruler, beginning with Mohammed, was known as a Caliph.		