

Subject: History
 Year group: 5
 Term: Spring
 Unit name: Early Islamic Civilisation – What impact did early Islamic civilisation have on the modern world?

Retrieval Vocabulary	New Vocabulary
advance, age, agriculture, artefact, attack, century, destroyed, flourish, historian, improvement, influence, inhabitants, journey, modern, past, population, ruler, sacking, sophistication, technology, travel, tribe, worship	antiquity, imminent, impact, massacre, submission, translation, caliphate

National Curriculum:
 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.



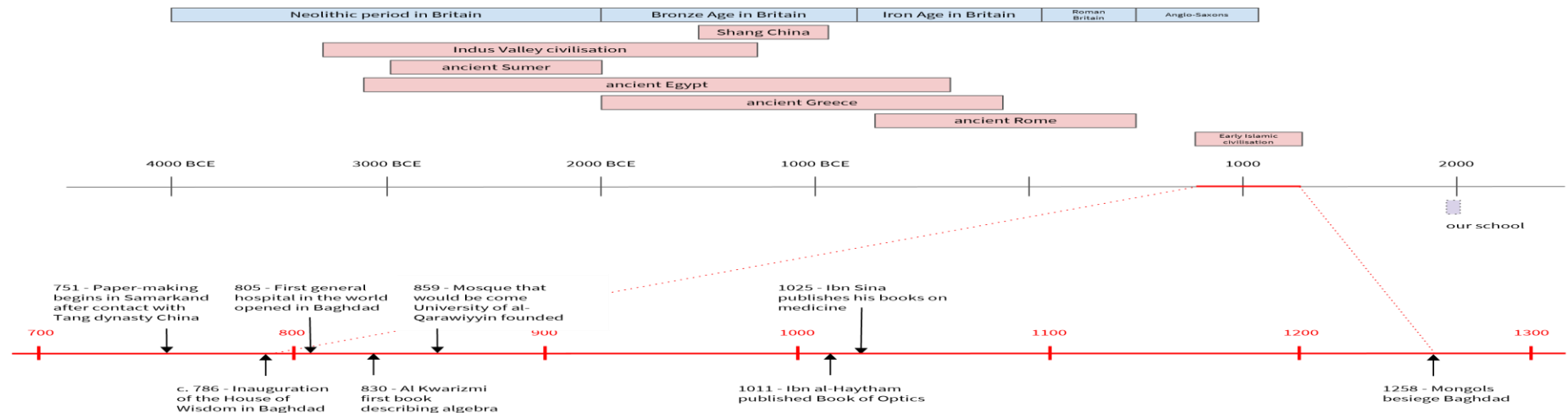
Subject Driver:
 Diversity – to gain a deeper understanding of the impact Islamic civilisation has had on us. To allow children an opportunity to be proud of their heritage. To build a greater understanding of different cultures. To help children to develop positive attitudes to those of different religions and support learning of British Values.

Key Concepts:
community & culture (architecture, art, civilisation, inspiration, religion, settlement, trade)
conflict & disaster (conquest, military)
exploration & invention (discovery, progress)
hierarchy & power - (empire, government, law)
evidence & interpretation (source)

Key Individuals:
 Muhammad, Euclid, al-Mansur, al-Kwarizmi, Ibn al-Haytham (sometimes called Alhazen), Ibn Sin (sometimes called Avicenna), Fatima al-Fihri, Muhammad ibn Musa al-Khwarizmi, Ibn Rushd (sometimes called Averroes), Zaynab Al Shahda, Ibn-Battuta, Genghis Khan

Specific knowledge:
 What is Islam and how did it begin?
 How far ahead of parts of Europe was Baghdad at this point in history?
 What were the greatest achievements and who were some of the greatest thinkers of early Islamic civilisation?
 What brought the 'Golden Age of Early Islamic Civilisation' to an end and what is the legacy of this period?

The planning document contains the knowledge for each of these questions. At the end of each session the children should be able to answer that sessions key question drawing on the knowledge from the planning.



Prior Learning:

- What a source is and how this can be used by historians.
- How time is commonly split into BCE/CE (note use also of AD/BC)
- An understanding of Early civilisations, including an overview of previous learning at the start of the topic.

Skills:

- Understand chronology – a timeline shows a period of time. Time is linear and we can show when things happened. A timeline can be used to show blocks of time or individual events.
- How time periods overlap and do not happen in isolation. How we can therefore compare and contrast time periods.
- How people can be brought together by religious views.
- Use maps to show the spread of ideas.

Local Links:

- Telford Mosque
- Shropshire Islamic Foundation

Possible enrichment:

- [Imagining the House of Wisdom — Google Arts & Culture](#)
- [The British Museum: Islamic Gallery](#)
- [Early Islamic Civilisations School Trips & Workshops \(planmyschooltrip.co.uk\)](#)
- [4schools : Key Stage 2 History Workshops - Durham University](#)
- [Online Learning Primary | History of Science Museum \(ox.ac.uk\)](#)
- [School Workshops – Islamic Diversity Centre](#)