

Year Group: 5	Term: Summer	Topic: Baghdad (c.750 - c.1260)
Historical strands		
Civilisation and Technology; Monarchy; Legacy		
NC Links		
Ancient civilisations		
Other Curriculum Links		
English - 1001 Arabian Nights; Geography - context; Art - Islamic Art; D&T - design a city		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of a town planner / mathematician / librarian Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
In this unit, pupils will study ancient Islam during the 'Golden Age' of its Abbasid Dynasty (c.750 - c.1258), focusing on the city of Baghdad and its society, architecture, art and culture. Children will explore the chronological and geographical context, as well as some of the significant events and people. Pupils will also look at the demise of the Abbasid Dynasty at the hands of the mighty Mongol Empire.		
Possible Visits/Visitors		
Historical Concepts		
Continuity and Change - in and between time periods N/A Cause and Consequence N/A Similarity and Difference - within a period / situation (diversity) <ul style="list-style-type: none"> Understanding of different experiences of people in Baghdad depending on age, sex, nationality and class Significance - of events / people <ul style="list-style-type: none"> Important people and technological and cultural legacy 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> Mind-map: what is history? Why study history? How do we know about history? To locate key areas of ancient Islam on a map. To know and understand the structure of Baghdad (c.760-c.1258) To know about the technological / cultural legacy of ancient Islam. Describe key events in ancient Islam - place between 5-10 events on a timeline To discuss and evaluate a range of historical sources - to understand how we know about ancient Islam. 		

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Essential skills to be covered and possible activities

Historical Knowledge and understanding

- Mind map: What is history? Why is it important to study history? How do we find out about ancient Islamic history?
- Discuss, explore and describe the main features of ancient Islamic society - e.g. Baghdad from c.760; architecture; structure of society; important people / institutions.
- Discuss, explore and describe the main features of ancient Islamic culture - e.g. art, House of Wisdom, 1001 Arabian Nights.
- Discuss, explore and describe the everyday life of a range of people from ancient Islam.
- Discuss, explore and describe some of the important figures from ancient Islam.
- Discuss, explore and describe the cultural and technological legacy of ancient Islam.
- Discuss the demise of the Abbasid Dynasty by Mongol empire

Chronological understanding

- Explore chronology by using sheets of toilet paper to represent time
- Place between 5 and 10 events on a timeline

Historical vocabulary

- Explicitly teach relevant historical vocabulary. Use knowledge organizer
- Use appropriate historical vocabulary and terms in discussion and writing

Interpretations of history

- Identify a range of historical sources, e.g. oral accounts, paintings, images, objects, narratives
- Consider how accurate and reliable different sources are: think about who created the source and why (distinguish between fact and fiction)
- Evaluate different sources in terms of what they can and cannot tell us about the past (i.e. their usefulness)
- Suggest why there might be different versions of events (e.g. contemporary accounts and textbook accounts)
- Use the library and the internet to research with increasing confidence

Historical enquiry

- Begin to recognise primary and secondary sources
- Use evidence (a source or sources) to build up a picture of an aspect of ancient Islamic society / culture
- Select the relevant information to write historical accounts

Organisation and communication

- Writing a description of an aspect of ancient Islamic society in terms of its significance, using evidence to support your work and using appropriate dates and terms
- Drama / role-play, e.g. hot-seating a range of people from ancient Islam to develop an understanding of the significance of people and events
- Reports / recounts / diaries relating to ancient Islamic life
- Create displays about ancient Islam
- Using iPads / computers to create PowerPoints / Word presentations

Suggested Strategies for Recording Learning

- Practical activities - drama / role-play / describe the different people within ancient Islamic society (recorded on iPads and linked to QI codes)
- Group work to discuss enquiry questions / debate the plans for the city of Baghdad or the impact of ancient Islam on modern life (recorded on iPads and linked to QI codes)
- Annotating maps to show the important places in ancient Islam
- Sequencing events on a timeline
- Writing narratives / comics / reports / recounts / diaries / persuasive pieces supported by historical sources, using appropriate dates and terms
- Create class displays about ancient Islam
- Sorting sources into fact and fiction (myths and reality)
- Comparing sources and offering reasons for different versions of events
- Writing diaries or creating narratives of life in ancient Islam
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from guided activities, quizzes, observations, discussions, questioning and work.			
	5.1	5.2	5.3
Historical knowledge and understanding	<p>With support, locate some of the main places in ancient Islam on a map.</p> <p>With support, describe some features of ancient Islamic life, society and culture, including the important people and legacies.</p> <p>With support, describe the demise of the Abbasid Dynasty at the hands of the Mongols.</p>	<p>Locate some of the main places in ancient Islam on a map.</p> <p>Describe some features of ancient Islamic life, society and culture, including the important people and legacies.</p> <p>Describe in some detail the demise of the Abbasid Dynasty at the hands of the Mongols.</p>	<p>Locate the main places in ancient Islam on a map.</p> <p>Describe the main features of ancient Islamic life, society and culture, including the important people and legacies. Explain why they are significant.</p> <p>Describe in detail the demise of the Abbasid Dynasty at the hands of the Mongols.</p>
Chronological understanding	With support, pupils place up to five events on a timeline and use dates appropriately.	Pupils place at least five events on a timeline and use dates appropriately.	Pupils place up to 10 events on a timeline and use dates appropriately.
Historical vocabulary	With support, use some appropriate historical terms.	Use some appropriate historical terms.	Confidently use a range of appropriate historical terms.
Interpretations of history	With support, recognise and evaluate the usefulness of some sources.	Identify and evaluate the usefulness of a range of sources.	Identify and evaluate the usefulness and reliability of a range of sources.
Historical enquiry	<p>With support, use evidence to build a picture of the past, selecting relevant information.</p> <p>With support, begin to use the library internet for some of your research.</p>	<p>Use evidence to build a picture of the past, selecting relevant sections of information.</p> <p>Use the library and internet for some of your research with more confidence.</p>	<p>Use a range of evidence to build a picture of the past, selecting relevant sections of information.</p> <p>Use library and internet for independent research.</p>
Organisation and communication	With support, communicate knowledge and understanding through discussion, drama /role-play, writing and ICT.	Communicate knowledge and understanding through discussion, drama / role-play, writing and ICT.	Confidently communicate knowledge and understanding through discussion, drama/role-play, writing and ICT