

## History Year 5 Autumn Term 2

Prior Learning: Understanding of Ancient Egyptian Civilisation, understanding of Chronology of Anglo-Saxons and Vikings.

**Theme:** Empire, Invention and Technology, Religion

We will contrast the non-European Early Islamic Civilisation with the civilisations of Europe around CE610 onwards.



Significance and Chronology 1. What was important to the people of the Early Islamic Civilisation?

TWAL: to ask and answer questions about the past

To consider the significance of people and events

To form our own opinions about the significance of historical events

We are going to have a visit from a drama workshop which will help us to revisit our learning from before half term. We will explore the significant events which led to the beginning of the Islamic Empire as well as the significant events which occurred throughout the expansion and end of the empire.

Significance & Interpreting Evidence 2. Why did people go to Baghdad in CE900?

TWAL: to make links between sources of evidence to support my understanding

To evaluate the credibility of the evidence

To use evidence to begin to suggest the significance of Baghdad in this period

We will use a range of sources to help us gain a further understanding of life during this period. We will think about how reliable these sources are. We will learn that education was really important during this period, scholars from all over the world were invited to study in the House of Wisdom. We will also learn that traders travelled through Baghdad along the Silk Road. Because of this, Baghdad was a very wealthy city

Significance & Interpreting Evidence 3. How were the children educated?

TWAL: to make links between sources of evidence to support my understanding

To consider the perspective of the creator of the source

To use evidence to suggest the significance of education during this period

We will look at a range of pictorial sources and use them to draw conclusions about what education meant for children. We will also learn that boys were sent to school whilst girls stayed at home. We will look at how this is reflected in the pictorial sources and suggest differences in how education was valued for girls and boys.

**Words we will know!**

Empire - a group of countries usually ruled by one person

Qur'an – Islamic holy text



Similarity and Difference 4. What else was happening in the world?

TWAL: Ask and answer questions about similarities and differences across different periods

That Muslims believe that there is only one god

That other civilisations from a similar time period believed in more than one god (polytheism)

We will learn that the belief in only one god is crucial in Islam – this is called tawhid. We will reflect on other historical periods we have studied and what we can remember about their belief systems. We will identify similarities between the names of gods and what they were known for. We will contrast this to tawhid.

Similarity and Difference 5. What else was happening in the world?

TWAL: to compare life in Baghdad in the Early Islamic Civilisation with life in Europe at the time

Ask and answer questions about similarities and differences across different periods

We will reflect on what we have learned about the Early Islamic Civilisation - that education and invention and technology were very important. We will discover that Britain was in stark contrast to this – the Romans had left and many of the advancements that had occurred during their occupation had disappeared. This period is known as the 'dark ages'. We will use this information to make comparisons about which is the most advanced society.