




TGMendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



Year Group: 5	Term: Summer #1 2022	Teacher: Jordyn Keelan	Subject lead: Dionne Sanati	Overview: Early Islamic civilizations: compare and contrast to British history with a focussed study on Baghdad	Key end points: Chronological narrative: make links between periods of history Constructing concurrent timelines Extracting and interpreting sources of evidence Interpreting evidence to draw conclusions Exploring significance Pursuing a line of enquiry that makes comparisons or contrasts changes between periods in history Presenting findings in a written format
Links to other learning: RE - Islam Geography - Map work Maths - scaling and sequencing	Prior Learning: Chn have previously studied early civilizations: achievements of some of the early civilizations, an an in depth study of Ancient Egypt and the Ancient Greek civilizations and their achievements.	Future Learning:	High Quality Texts: Early Islamic Civilization (The History Detective Investigates) Paperback - 23 July 2015 by Claudia Martin (Author)	Risk Assessment:	Teacher CPD: Readthrough Early Islamic Civilisations article and listen to podcast on HA website to support subject knowledge prior to teaching. https://www.history.org.uk/primary/resource/8215/early-islamic-civilisation https://www.history.org.uk/podcasts/categories/440/podcast/12/the-rise-of-an-islamic-civilisation Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1

<u>Learning Intention</u>	<u>Real Life Links</u>	<u>Lesson Outline</u> (Key Questions in colour)	<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1 I can use timelines to make links between periods of history I can construct timelines to sequence events	Maths - scaling and sequencing	<p>Recap Words of the week: concurrent, scaled, intervals Concurrent - Two or more events happening or existing at the same time. Duration - A time during which something occurs Scale - representing the distance in time Intervals - number of years between dates on a timeline</p> <p>This term in History, we will be learning about the early Islamic civilisation with a focus on the city of Baghdad. Today we are going to make new scaled timelines for some periods in history that are missing from our working wall. We will then analyse them to make links between these periods in history. We will also be constructing our own scaled timelines in our books to sequence some of the key events in the early Islamic civilisation. Our enquiry question for today is...When and where did the early Islamic civilisation begin?</p> <p>Hook: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8 Play video but only to 0.30secs. Chn to note any key vocabulary word/phrase they heard in the clip (see list opposite).</p>	<p>Google maps on IWB</p>  <p>Map of area where Ancient Sumer civilisation developed</p> <p>Teacher to prepare scaled timeline from Ancient Sumer (4500BC - 2000BC) ready to display on WW during discussions.</p>	<p>concurrent, scaled, intervals</p> <p>Key vocab from clip: Islamic Golden Age Middle East - Iraq</p> <p>Civilisation concurrent/ concurrence century predates scaled duration intervals sequenced</p>	

Recap - Remind chn of their previous study of the Ancient Sumer civilisation in Year 4. Add a scaled version the Ancient Sumer section of the timeline on the WW.
 What was the Ancient Sumer civilisations before and after? Was it concurrent with any other time?
 Explain that the Ancient Sumer is linked to our study of early Islamic civilisations.

Now show map opposite of Mesopotamia where the Ancient Sumer civilisation existed (chn will have seen this map in Year 4 when they studied Ancient Sumer). Also show world map on Google Maps to demonstrate where Iraq and Baghdad are.

What modern day countries do you recognise on the map? Can you find the city of Baghdad that was mentioned the video? What modern day country is Baghdad in?

Explain to the chn that the early Islamic civilisations at Baghdad actually developed in the same area that the Ancient Sumer civilisation existed but thousands of years later!

Explain that before we can make any chronological comparisons we need to extend the scale on our WW timeline because the early Islamic period was 570AD - 1258AD and we need to add some other timeline periods onto our WW. Teacher to extend the scale.

Task 1: Chn to work in groups to construct scaled timelines for other periods - Roman Empire, Roman Britain, Anglo-Saxon Britain, Viking Britain and Early Islamic civilisation using border paper and measure increments of a century (50cm = 1 century should be achievable using tables). Chn to bring together timelines on WW. Take photo of completed timeline of WW for chn's books.

Discussions using questions below.
 Does the duration of any of the civilisations surprise you?
 Are any of them concurrent with each other?
 Which years are included in our timeline for the early Islamic civilisation?
 Can you name a period we've studied that predates the early Islamic period?
 Does this timeline create any questions in your head?
 Post it questions and add to WW.

Task 2: Chn to make chronological comparisons with other periods that have been studied using timeline. Chn to make written justified inferences to questions in their books. Sentence starters opposite to support.

Task 3: In their books chn to scale and sequence the early Islamic civilisation key events on their own timelines. Landscape in their books works best so chn can use the lines to scale.

Example working wall timeline



Teacher to prepare extended scale ready for WW.

Task 1 dates for scaling:
 Roman Empire 753BC - 476AD
 Roman Britain 43AD - 410AD


Duration of each period	
Anglo-Saxon	410 - 1066AD
Viking (in contact with Britain)	789 - 1066 AD
Islamic civilization (focused around Baghdad)	570 - 1258 AD

Border paper/ rulers

Task 2 - sentence starters:
 From our timeline, I can see that the early Islamic civilisation existed before/ after the...
 The timeline shows that the duration of the early Islamic civilisation was longer/ shorter than...
 I can see that the early Islamic civilisation was concurrent with...

Task 1: Mixed ability groups to support these chn with scaling

Task 3: Teacher to give/draw scale for timeline so chn can focus on sequencing dates and chronology. Teacher to support written reflection/group write.

			<p>Reflect: Chn to reflect on their timelines of the key events in the early Islamic civilisation. Questions below to guide reflections.</p> <p>Are there any words that you need help defining? Can you look them up and write the definition in your books? Which event do you think might have been most significant and why? Can you find any themes across the key events?</p>	<p>Task 3: Chronology cards in resources folder</p> <p>Teacher to produced their own scaled timeline for task 3 as a model to support.</p>		
2	I can use sources of evidence to amend and justify theories	Geog - Map work	<p>Today we are going to suggest theories about who might have had contact with the early Islamic civilisation at Baghdad, when they had contact and what type of contact it might have been. We will then explore sources of historical evidence to try and justify/ support our theories. Our enquiry question for today is...What does the evidence tell us about the contact between civilisations during the early Islamic period in Baghdad?</p> <p>Discussion for chn to suggest their initial theories - Return to timeline on WW. Show the section of concurrence with the early Islamic civilisation. This could be done using a circle/string. See image opposite. Do you think any of these civilisations (Viking Britain/ Anglo-Saxon Britain or Ancient Maya) would have had contact with the early Islamic civilisation at Bagdad? Why? What type of contact? E.g trading, war, explorers, migration, settlement, conquest etc... Tip: Think about geographical proximity.</p> <p>Task 1: Chn to write their initial theories as a sentence. <i>Based on our working wall timeline, I think that ... would have had contact with the early Islamic civilisation at Baghdad around the year of...because...</i></p> <p>----- Remind the class about the idea of trade routes. Why is trade important?</p> <p>Show Twinkl ppt about the silk road and discuss Baghdad's role as the centre of these vast trade routes.</p> <p>Task 2 (Group): Play the silk road game for chn to make clear links between the successes and 'failures' of different groups to their position on the route and power. Take photos of the task with the silk road map in the background on the IWB for chn's books. Which group ended up the richest and why? If you were to play it again, what would you do differently?</p> <p>Relate the game to history of Baghdad and discuss the benefits gained from its position on the silk road. What benefits did it bring to the Caliphate?</p>	<p>Lesson 2 ppt</p> <p>Example of timeline on working wall with period of concurrence circled with string.</p>  <p>Silk road trading game rules on ppt - teacher may wish to create trading cards to support when playing.</p> <p>Lesson 2 sources of evidence sheet</p>	Concurrence	Islamic Golden Age Middle East - Iraq Vikings Anglo-Saxon

		<p>- Economic power (what could be done with that money) - Influx of knowledge from across the whole trade route network</p> <p>-----</p> <p>Teacher to model analysing map sources Use IWB to analyse 11th and 12th century medieval trade routes (remind the chn that the medieval period was after the Anglo-Saxon and Viking period in Britain) Focus on trade routes from Baghdad to various places e.g. https://easyzoom.com/imageaccess/ec482e04c2b240d4969c14156bb6836f After analysing this source, which civilisations do we now know had contact and when? What sort of contact did they have? From the medieval trade route map, I found out that Britain and most of Europe would have had contact with the city of Baghdad. Their contact would have been through trade.</p> <p>Task 3: Chn to continue to research historical sources of evidence to explore their initial theories about contact that civilisations may have had. Take photos of chn analysing sources as evidence for their books.</p> <p>Chn to then make justified inferences to questions below in their books - example sentence stems opposite. Which civilisations do you think would have had contact with the early Islamic civilisation at Bagdad? What type of contact would they have had? Which sources support or oppose your theories about contact?</p> <p>Reflection: Discuss how historical theories change over time as historians find more and more evidence. Was your first theory at the start of the lesson correct? What was the evidence to support your other statements? Does the trading contact surprise you considering the distance and reputation?</p> <p>This is how historians and archaeologists often have to work gathering evidence from sources like we have. What would have helped you build up a more detailed and comprehensive understanding?</p>	<p>Example written justification sentence stems for task 3:</p> <p><i>I think that the following groups would have had contact:..., ...,</i> <i>My evidence for this is...</i> <i>I think that their contact would have been...because...</i></p> <p><i>From my analysis of the sources presented, I think that the contact between the Early Islamic civilisation in Bagdad and the...was...</i> <i>However, when looking at the sources we must consider...</i></p>		<p>Teacher group write to support written justification s</p>
3	<p>I can extract and interpret information from sources of evidence</p>	<p>Words of the week: extract & interpret Extract - find and draw out information Interpret - explain the meaning of information or actions</p> <p>Today we are going to investigate sources of information to find out what the structure/ architecture of Bagdad was like and what everyday life was like for its citizens. We will also carry out some hot seating to compare what life was like for a citizen of Bagdad and a citizen of Anglo-Saxon London in 900AD. Our enquiry question for today is..What was Bagdad like as a city?</p>	<p>Maps and photographs of location on ppt</p> <p>Lesson 3 sources sheet</p>	<p>extract & interpret</p> <p>Key vocab from clip: Round city Mosque House of Wisdom Abbasid Caliphate</p>	

		<p>Introduce the region and city itself using maps and suggested photographs to show its position in relation to their location.</p> <p>What modern country is Baghdad located in? What do we know about its recent history? (Please think carefully about the demographic or your class before making these links)</p> <p>Explain that in 762 CE the Abbasid Caliphate, under the ruler the Caliph al-Mansur, moved the capital of the Muslim world to the newly founded city of Baghdad.</p> <p>Task 1: Watch https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8 Play video from 0.30secs OR https://www.youtube.com/watch?v=yfVj50dWCC4 Chn to note any key information they hear/ see about what the city is like on whiteboards.</p> <p>Then give chn lesson 3 sources sheet to investigate the structure of the city further.</p> <p>Reflect: Discuss the following questions whole class What do you think the city might look like? Round city with important things in the middle Can you make a list of buildings that you'd expect to see? Mosque, House of Wisdom (at the centre), hospitals, universities, observatories What would you expect the ground and surroundings to look like and why? Close to water source the River Tigris, surrounded by a moat, desert climate What evidence have you found to support your view?</p> <p>Task 2 (Independent): Using what they have gathered from the sources chn to draw <u>and label</u> their own map of the city.</p> <p>----- We are now going to think about everyday life for the citizens in Baghdad and compare it with everyday life for a citizen of Anglo-Saxon London in 900AD.</p> <p>Give chn pictures/ evidence of everyday life for Baghdad citizens and London citizens around 900AD - look at their clothing, cultural customs, and food. Chn to sort pictures into Islamic evidence and Anglo-Saxon evidence. Then compare and contrast as a class..</p> <p>Task 3: Hot seat interviews of a 'citizen' of each city, London and Baghdad. Take pictures of hot seating with images on ppt in the background as evidence for chn's books.</p> <p>Reflect: Would you have preferred to be a citizen in early Islamic Baghdad or Anglo-Saxon London in 900AD and why?</p>	<p>Lesson 3 sheet - Pictures/ evidence of everyday life for Baghdad citizens and London citizens.</p>	<p>Islamic Empire Scholar Trade routes Algebra Observatories citizens</p>	
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			<p>Chn to write a few reflection sentences with evidence to answer the question. <i>In 900AD, I would have preferred to be a citizen of... because... Another reason is... Also...</i></p>			
4-5	I can use a range of historical sources to explore significance and legacy	<p>Recap – words of the week: significant/ significance and legacy Significant - A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future. Legacy - something that is handed down from one period of time to another period of time.</p> <p>Recap prior learning - chn should draw on their prior learning of the achievements and legacy of the Romans from Year 3, Anglo-Saxons and Vikings from Year 4, other early civilisations (Ancient Sumer, Indus Valley and Shang Dynasty) from Year 4, Ancient Egyptians and Ancient Greeks from Year 5. Show Ian Dawson's criteria for significance again.</p> <p>Can you identify an achievement that you have studied in history that was considered significant? Who was it by? Can you explain why was it considered significant? Would you say ... is more significant than ... and why? Can you identify a civilisation that has left a legacy on our modern world and way of life? What was the legacy that they left? How has it influenced our modern world?</p> <p>Recap on learning from previous lessons that focus on the strengths and achievements of Baghdad. Discuss the idea of significance and what it means in a historical context and if this applies to Baghdad during this period of history.</p> <p>What were some of achievements of the early Islamic civilisation at Baghdad that were have learnt about so far? Which achievement stands out most to you and why? Would you say that the achievements of the early Islamic civilisations at Baghdad were significant and have a last legacy across the world? What is their legacy? Which factors contributed to the power and importance of Baghdad?</p> <p>Explore the role Baghdad occupied as a centre of learning and education whilst Europe was in the 'Dark Ages'. Baghdad contained what was known as the 'House of Wisdom' which was where classical works were translated into Arabic. It was also the centre of medical, mathematical and scientific advancements of the age. It presents a stark contrast to Saxon and Viking England.</p> <p>Does this new information change your mind about significance of the city? Why?</p>	<p>Display Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p> <p>Page 8 https://arkconway.org/sites/default/files/Y5U4%20Ancient%20Islamic%20Civ. 0.pdf</p> <p>Lesson 5 source sheets adapted from Mr T Does Primary History additional resources sheet.</p> <p>Children can also use sources from previous lessons to back up their conclusions.</p>	<p>significant/significance and legacy</p> <p>Primary source & secondary source</p> <p>reliability</p>	<p>Mixed ability groups to be used support chn with reading to extract evidence and write conclusion.</p> <p>Sources could also be allocated based on ability e.g. artefacts first.</p>	

		<p>Does it surprise you how different cultures approached learning?</p> <p>Task 1: In their books chn to begin exploring the achievements using page 8 (Ark Conway - Save in G drive) to rank the achievements.</p> <p>Recap - Words of the week: Primary source & secondary source</p> <p><i>-A primary source is a work that gives original information. It is something that comes from a time being studied or from a person who was involved in the events being studied.</i></p> <p><i>-A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching.</i></p> <p>Do you think that one of these types of sources is more useful than the other? Why do you think that?</p> <p>It is important that chn understand that both types of sources are useful in helping us build our understanding of the past. The past is like a jigsaw puzzle that we must piece together using lots of types of evidence and then make our own interpretations and views about it.</p> <p>New word of the week: reliability</p> <p>Reliability -the quality of a historical source being trustworthy or accurate.</p> <p>When we analyse historical sources we must consider the reliability and trustworthiness of a source. We must also question the origin of a source and analyse whether to believe it whole, in part or not at all. We should also consider bias (whether the source has an underlying opinion or point of view). You will learn more about bias within sources in Year 6.</p> <p>Today you are going to research using a range of historical sources to explore the significance and legacy of the early Islamic civilisations at Baghdad. You must choose your sources carefully considering what types of source they are (primary or secondary source), how useful they are in helping you answer the enquiry question and their reliability. Our enquiry question for today is..What was the legacy of the early Islamic civilisation?</p> <p>Task 2: Explain that they will now explore various historical sources of evidence (ipads needed as well) and use them to deepen their understanding of the following achievements:</p> <ul style="list-style-type: none"> • House of wisdom • Mathematical, medical and scientific achievements <p>What kind of evidence are we looking for today? What type of sources do you expect to find it in? What happens if find evidence that contradicts itself?</p> <p>Chn can make notes in their books of their research using mind maps, a table format, bullet point notes etc...</p>			
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