



Term 3

Unit Overview: UKS2 History Early Islamic Civilisation

Enquiry Question – Why was Baghdad a significant settlement?

<p>National Curriculum Links: A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900.</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> ❖ Describe the sequence of periods on a timeline. ❖ Use language such as interval, duration, concurrent and interacted with a growing accuracy. ❖ Use the timeline in conjunction with other source material to explain answers in detail. <p>Source analysis and Interpretation</p> <ul style="list-style-type: none"> ❖ Extract information from various types of source (artefact, pictorial, written, historian’s account) and interpret information from multiple sources into one conclusion. ❖ Identify limitations of different types of sources and compare them to form a more in-depth understanding. <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Pursue a line of enquiry, generate further questions that can deepen their understanding for various aspects of study. 	<p>Early Islamic Civilisation: Explore the significance of Baghdad and why humans settled and lived in Mesopotamia.</p> <p>Substantive knowledge: Concepts</p> <ul style="list-style-type: none"> • <u>Civilisation</u> • <u>Settlement</u> • <u>Trade</u> <p>Know that:</p> <ul style="list-style-type: none"> ❖ Islam was founded by Muhammad after he is said to have received revelations from God. He founded a strict new society and the religion of Islam. He spent his life in what is now known as Saudi Arabia including the important settlements of Mecca and Medina. After this founding, this new society came into conflict with other groups such as the Byzantine Empire and Sassanid Empire. He died in 632CE and was succeeded by Abu Bakr, the first Caliph of the Rashidun Caliphate. ❖ After the death of Muhammad, there were a number of Caliphates. The first 3 were: Rashidun 632 to 661CE Umayyad 661 to 750CE Abbasid 750CE to 1258CE Each caliphate was different in societal, political and cultural structure. The territory expanded during the first two to include parts of North Africa, Europe and Asia. Within the territory of the Caliphate, there were people of a number of religions. They were ‘persuaded’ to convert to Islam overtime. This made it more advantageous to be a Muslim ❖ The Abbasid’s took control after a revolution against the Umayyad Caliphate. They moved the capital from Damascus to a new city in Baghdad located in modern day Baghdad. It was located on the banks of the river Tigris. Inside were many amenities including baths and mosques. It was surrounded by huge stone walls and four iron gates. ❖ Baghdad was built as a circular city. It was vast in size with a huge population. It contained bazaars, palaces, barracks and places for recreation. It was a place of huge wealth. There were sanitation measures. It was guarded day and night by soldiers. It had roads linked to other key cities. 	<p>Key Topic Vocabulary Prophet, society, religion, conflict, trade, economic history, caravan, scholar, academic, translation, academy, library, university, settlement, capital city, capital city, settlement, society, culture, allies, revolution, Rashidun, Umayyad, Abbasid, Caliphate, Caliph, revolution, Judaism, Christianity, Islam (and associated terms for each religion)</p> <p>period of history, concurrence, source of evidence, testimony, cause, evidence, source of evidence, legacy, primary source/ secondary source, evidence, historian, significant, continuity and change, period of history</p> <p>Phonics / polysyllabic words Caliphate revolution</p>	<p>Key People Muhammad Abu Bakr Ali ibn Abi Talib Abbas ibn Abd al Muttalib Caliph al-Mansur</p>	<p>Extended writing opportunities Non chronological report to answer the question: Why was Baghdad a significant settlement?</p>
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<ul style="list-style-type: none"> ❖ Make decisions over which available evidence provides the best support to an answer they are providing. ❖ Use modal verbs and other language to provide clarity over limitations of the available evidence. 	<ul style="list-style-type: none"> ❖ Baghdad was sited along the Silk Roads in a central position. It enabled trade to reach the sea along the river Tigris. Trade took the form of goods and ideas. Islam spread and became the dominant religion along the trade routes. ❖ This time is called the Golden Age and this relates to the huge advances made in knowledge. Know that the culture under various caliphs prioritised knowledge as important. The House of Wisdom may have been an academy, series of libraries or similar. This is not known for sure. Many discoveries were made linked to medicine, astronomy, maths, science and more. Baghdad was home to the first hospital and university in the world. <p><u>Disciplinary Knowledge: Significance</u></p> <ul style="list-style-type: none"> ❖ Identify periods of history which came before and are concurrent with this period of history. Understand that there is a crossover between what we study in history and RE. Discuss potential consequences for events within Muhammad’s life. ❖ Identify the sequence of the Islamic caliphates on a timeline. Talk about their relative duration. Identify continuity and change in territory using maps. Identify what a source of evidence contains and begin to discuss what it does not contain. Use secondary sources/interpretations to answer questions. ❖ Think about causes of the Abbasid revolution. Use evidence to draw conclusions. Make connections between units of history studied in the past and current learning. ❖ Think about causes of the Abbasid revolution. Use evidence to draw conclusions. Make connections between units of history studied in the past and current learning. ❖ Use a range of sources to build as clear an impression as possible linked to specific questions. ❖ Identify causes of Baghdad’s economic prosperity. Make connections between trade along the Silk Roads and previous examples. Use evidence to construct valid conclusions. ❖ To know impacts can be felt short and long-term. Make connections between new and existing learning. Make decisions about which evidence is most useful in order to answer and explain questions. 		
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<p><u>Learning Journey Questions</u> What happened during the life of Muhammad? What happened after the death of Muhammad? How did the territory change over time? Why did the Abbasids take control? Why should we use a range of evidence to develop our understanding? What were the silk roads? How did they benefit the people of Baghdad? What was the role of the House of Wisdom in the Caliphate? What was studied within the Islamic Caliphate? Do they play a role in our lives today?</p>	<p><u>Prior learning:</u> EYFS The location of where they live and important buildings found inside it. Different places of worship linked to religious belief. Understanding where our food comes from including locally produced and imported from around the world. Different religious beliefs. The different roles in society. KS1: Important buildings for political, military, economic and religious history. Important settlements in periods of history, including buildings and proximity to rivers. Changes within living memory showing technological change and access to more goods from around the world. The link between religious belief and events such as the gunpowder plot. The role of monarchs in leading countries, kingdoms. The link between leadership, religion and laws. KS2: Settlements being located along the Nile for water, agriculture and transport. Trade networks emerging from prehistory onwards providing access to new goods, ideas and techniques. The role of the Nile in Ancient Egypt. The emergence of monotheism as the dominant kind of religion in the Roman period. Religion being a key driver of the state as a whole and individual lives. The Greeks and Egyptians being polytheist and using it to explain the world around them.</p>	<p><u>Future learning</u></p> <ul style="list-style-type: none"> • How the idea of war and rules of war link with World War Two: Invasion and Governance / Empire • How the Anglo Saxons and Vikings daily lives differed to the Greek way of life and how their empires compared to Greek City States. • How archaeological evidence from all periods is significant at helping us understand what life was like.
<p><u>Reading opportunities</u> Alexander the Great Greek Myths for Young Children The Story of the Olympics The Wanderings of Odysseus Ancient Greece Usborne Guide to Ancient Greece</p>	<p><u>British Values</u></p> <ul style="list-style-type: none"> • Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. • Tolerance: When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society. • Democracy: Exploring how the Ancient Greeks brought about democracy and ask questions such as: Why is democracy important? What would it be like without it? Do we all get a 'say' in today's society? <p><u>Christian Values</u></p> <ul style="list-style-type: none"> • Courage: Children will understand that all civilisations have influenced life today and all new ideas have shaped the world in some way. • Respect: Children will understand the culture of ancient civilisations and what important inventions and legacies they have left us in the modern world. • Trust: Children will have a sense of enjoyment and fascination when learning about themselves, others and the Islamic civilisation. They will appreciate that different societies have different beliefs and ideas. 	