

Year 5 Term 4

How do our differences make us stronger?

HISTORY



National Curriculum Links:

A non-European society that provides contrasts with British history – early Islamic civilization – a study of Baghdad c AD900

Essential Prior Learning:

The Anglo-Saxons and Vikings invaded and settled in Britain between the fifth and eleventh centuries; this period came to an end with the successful invasion of the Normans. During this time, most people converted from paganism and polytheistic beliefs to Christianity.

Ancient Egyptian and Roman and civilisations were often polytheistic (although many Romans converted to Christianity towards the end of the Empire and Akhenaten introduced worship of one god).

One of the causes of the downfall of the Roman Empire was that it became too big and could not be defended successfully.

Progression in Skill:

Place Baghdad (900 AD) on a timeline noting how it fits with knowledge of British history.

Recognise the limitations of individual sources and the importance of using more than one.

Collate information learnt from multiple sources and begin to develop contextual comparisons to other world events (i.e. Dark Ages)

Understand that societies can contribute to their own downfall.

Explain similarities and differences between civilization in Baghdad (900 AD) and the Dark Ages. Explain similarities and differences between different societies studied.

Describe how religion was encouraged as a scientific study in Baghdad whereas it was treated as more of a 'blind faith' in Britain.

Know that key texts from the region regarding medicine, mathematics and science were translated to be accessible to those in the West.

Know that sites such as Baghdad are often chosen as suitable sites because of their geographical location on trade routes.

Know that people travelled to Baghdad to learn and then took their ideas to other lands.

Know that during the Dark Ages, Baghdad was in the Golden Age of Islam; the caliph (king) ruled the entire Islamic Empire that stretched from Spain to India.

Long-term Memory Knowledge:

Place early Islamic civilisation on a timeline, making links with civilisations in Britain at the same time. Baghdad was the centre of the Islamic Empire in 900AD.

Give reasons why one source cannot give us a full understanding of the past (e.g. bias).

Use several sources to find answers to questions about the past; understand that the fewer available sources, the harder it is to get an accurate picture.

Explain how the success of the Islamic Empire also contributed to its downfall; link to the fall of the Roman Empire.

Identify similarities and differences between life in Baghdad and that in Britain around 900AD, focusing

on trade, settlements, religion, language, movement & migration and law & order.

Key Vocabulary

biased	having an unfair view of a person, group or situation
caliph	the chief ruler of the Islamic state; a king
Dark Ages	a time in western Europe from which there are few records/sources
Mongols	a nomadic tribe, originally from Mongolia, who travelled across central and northern Asia
Normans	a group of people from northern France who invaded and settled in Britain

Progression in Resources:

timeline, secondary sources (books and website)

Relevance

Now	Children's potentially British-centric view of history is challenged so that they don't assume that all advances in history took place here or that every society developed at the same time.
Future	Children recognise that the world benefits from developments and discoveries from a range of cultures that are interdependent on one another.
Aspiration	Children collaborate with others from different cultures and societies for mutual benefits, e.g. sharing knowledge and technology to reduce climate change.