

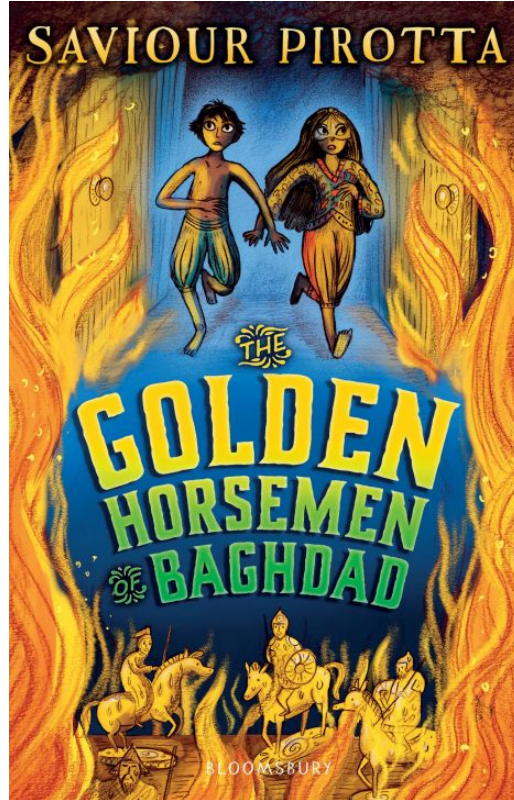
## YEAR 5 – Spring 2 - Early Islamic Civilisation

### Cross Curricular: Writing

- Suspense Narrative
- Film Unit

### Computing:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Use a range of applications to create and edit a range of digital content e.g. image and audio files. - Use a Search Engine to efficiently search for digital content
- Describe the safe and responsible approach to using online services, such as social media, and knows how to report Use a range of applications to present digital content, taking into account the needs of the audience.



### History:

- Explain the significance of events and the impact and legacy left on the modern world.
- Clarify the similarities and differences between cultural, social and religious aspects of a period of time.
- Demonstrate a deep understanding of the chronology of this period and understand the impact of one event upon another.
- Analyse the relevance of this period in history to us today.

### Science:

During this unit of work, children will learn about the different stages of the human life cycle. They will discuss a simple timeline first before going into more depth about what happens in the womb, during puberty and when you are older.

- Describe the changes as humans develop to old age.

**Prior Knowledge and new knowledge:****Prior:**

I have learnt how the Romans settled

I have understood how the Roman left a legacy

I have understood the rise and fall of the Roman Empire

**New:**

I am learning when Baghdad was the centre of the scientific world.

I am learning about the influence of trade.

I am examining a variety of sources of information.

I am identifying cause and consequences of the early Islamic conquests.

I am learning how Islamic thought influenced Europe.

History	<b>I am learning when Baghdad was the centre of the scientific world.</b>			
	<b>Structure of lesson</b>	<b>Questions</b>	<b>Outcome</b>	<b>Resources</b>
Lesson 1	Discuss tiered vocab Knowledge Harvest AfL question Value focus: Google slides presentation Task	<ul style="list-style-type: none"> <li>● What is Islam?</li> <li>● What do you know about Baghdad?</li> <li>● Why was Baghdad famous?</li> <li>● How does a religion spread amongst its followers?</li> <li>● What is the Golden Age?</li> </ul>	Knowledge Harvest Tired Vocabulary Nearpod Quiz	KH sheets Tier vocabulary
	<b>I am learning about the influence of trade.</b>			
History	<b>Structure of lesson</b>	<b>Questions</b>	<b>Outcome</b>	<b>Resources</b>
Lesson 2	AfL question Value focus: diversity / fairness / equality Google slides presentation Task Review tiered vocab and add to them	<ul style="list-style-type: none"> <li>● Why was Baghdad important trading location, explain the influences?</li> <li>● Why was the Silk Road named as such?</li> <li>● What does it mean 'to trade'?</li> <li>● What goods and services might have been traded?</li> </ul>	Task: Answer the 'I am' in the form of a google slide presentation.  Focus on answering the key questions opposite.	Chromebooks

History	<b>I am examining various sources of information to depict the life of a trader on the silk road.</b>			
Lesson 3/4	<b>Structure of lesson</b>  Prior knowledge- low stake quiz identify non renewable / renewables. AfL question Values focus: resilience  Google slides presentation Task Review tiered vocab and add to them.	<b>Questions</b>  <ul style="list-style-type: none"> <li>● Who travelled the silk road routes?</li> <li>● What challenges might they have experienced?</li> <li>● How did they show determination and resilience?</li> <li>● What natural obstacles did they have to overcome?</li> </ul>	<b>Outcome</b>  Play a board game based on the silk road to illustrate the flow of goods and knowledge, the hazards of trade and life on the road in a caravan.  Task: Shared reading text on Silk Road Write up a recount text based on the experiences of a trader	<b>Resources</b>  Board Game Reading text Recount model
History	<b>I am learning about the early Islamic conquests and their impact.</b>			
Lesson 5	<b>Structure of lesson</b>  AfL question Value focus: resilience Google slides presentation Task Review tiered vocab and add to them Add Knowledge Harvest	<b>Questions</b>  <ul style="list-style-type: none"> <li>● What does the word 'conquest' mean?</li> <li>● The rise and fall of Baghdad - provide an example of its rise, explain how it fell?</li> <li>● Can you think of similar examples where a country has 'fallen'?</li> </ul>	<b>Outcome</b>  Task: Create a newspaper report breaking the news about the fall of Baghdad.	<b>Resources</b>  History books Newspaper model

History	I am learning how Islamic thought influenced Europe and other parts of the world.			
Lesson 6 (Thursday)	<b>Structure of lesson</b>	<b>Questions</b>	<b>Outcome</b>	<b>Resources</b>
	AfL question  Value focus: integrity  Google slides presentation Task Review tiered vocab and add to them Add Knowledge Harvest	●What artistic, mathematical techniques can you see? (Fibonacci) ●What knowledge can be shared and how has this influenced modern medicine?	Task: Invention and Discovery: Shared Reading about early Islamic inventions and discoveries and the information about doctors Razi and Al-Zahrawi.  Task: Non chronological report in History books based on the following question:  Then answer- How has early Islamic civilisation influenced us today?	SR text  Non chron report scaffold  Key features (linked to English)
Vocabulary	<b>Tier 1</b>   Trade Islamic Golden Age		<b>Tier 2</b>   Mondols Silk Road Civilisation	<b>Tier 3</b>   Caliph Scholar Collaborate