

**Year 5 HISTORY Topic 4: The Islamic Golden Age**

**Key Assessment Questions**

*When was the Islamic Golden Age? What was happening in other parts of the world at the same time (think of learning in Y1, 2, 3 and 4)?  
 What happened in Bagdad and how did it mark the end of the Islamic Golden Era? Name and describe primary and secondary sources and what they may tell historians about life during this period.  
 What were some of the main achievements of the Islamic Golden Age?*

**SCHOOL VALUES (Spring 1): Justice and Courage** Children will explore the idea of the injustice of the siege by the Mongol Empire. Debate should be encouraged on the complexity and ethics of invasion and occupation of another land. Children should also consider the courage and bravery of scholars to expand knowledge and travel to Europe to pass on knowledge. There is also opportunity to discuss that often the significance of the Islamic Golden Age has at times in history been overlooked.

**KNOW**

**DO**

**UNDERSTAND**

Know that a **dynasty** is a sequence of rulers from the same family. Know that **an age** is a longer period of time sometimes marked by a theme, a person or achievements.

Know that the Golden Islamic Age was a time in the history of Islam when science, **economy** (money and business) and culture (art and philosophy) were successful and growing.

**VOCABULARY**

New vocabulary introduced in this unit: **dynasty, siege, non-European, Mongol Empire, scholar, influence, House of Wisdom, advancement, economy, trade, Renaissance.**

Chronological Understanding

- Know that the Islamic Golden Age happened from around AD 900 to AD 1300.
- **Abassid Dynasty** (sometimes called Caliphate or Empire) existed between 8th and the 13th century
- Know that a **siege** is when a town is surrounded by an enemy to capture it.
- Know that from 29<sup>th</sup> January to 10<sup>th</sup> February Bagdad was sieged by the **Mongol Empire**.

Place the period of the Islamic Golden Age on a timeline with other known periods (see school timeline).

Explain the narrative of 1258 in Bagdad and plot events on a timeline.

This unit allows children to travel back to an ancient time, early Islamic civilisation, in a non-European society to provide a contrast with British history.

**Children should make the connection between AD 900 to AD 1300 to what was happening in Britain at this time: Anglo Saxons and Vikings.**

**Geography link – modern world maps with ancient world maps. Look at the SILK ROAD.**

Enquiry (Sources and interpretation)

- Know that maps and manuscripts can tell us about how ideas were shared at this time.
- I know that the siege and fall of Bagdad was the beginning of the end of the Golden Age.
- Know that the **Mongol Empire** was a civilization a country, now Russia (Siberia) and parts of China. Its ruler was called **Genghis Khan**.

Research and present findings about life in the Islamic Golden Age (technology, religion, House of Wisdom, literature, philosophy, medicine and science, trade).

What clues could some sources about Islamic Golden Age give historians about why the House of Wisdom was so significant?

**What was so special about Bagdad in its Golden Age?\***

Children should be more confident in understanding that our knowledge of the past is constructed from a range of sources.

**Geography Link**



The *Tabula Rogeriana*, drawn by Al-Idrisi for Roger II of Sicily in 1154, was one of the most advanced world maps of its era.

Enquiry: Cause & consequence, change & continuity, similarity & difference, Significance

Know that life in Anglo Saxon London in AD 1000 was difficult:

- Poor sewage and water systems
- Lack of reading and education
- Poorly developed mathematical systems
- Little knowledge about medicines.

Advancements in science, philosophy, literature, technology and economics cannot compare to anywhere else in Europe at the same time. Know that many of the medical and scientific discoveries and inventions made by scholars during this time help us today.

Compare and contrast Islamic civilisation with Anglo Saxon and Viking living in Britain at the same time.

**Which of the early Islamic achievements has the most impact on our lives today?\***

**Why should we study Islamic GA today? \***  
 (Consider Obama's view in his speech in Egypt in 2009.)  
<https://www.youtube.com/watch?v=yLizQzTVGvk>

Understand some of the ways some civilisations showed greater advancement than others

Children should continue to identify internationally and nationally historically significant people and that the discoveries and achievements of these individuals served to influence European scholars later on.

## Year 5 Geography

## The Islamic Golden Age

<b>Assessment Questions</b>		
<p>- Where is the Middle East? Why is it called that? Show on a world map. Name some countries and their continents in the Middle East.</p> <p>- What is the Silk Road and why was it essential? Where are the Euphrates and Tigris rivers? Why did people build settlements near them?</p> <p>- Which country is Baghdad the capital of? What was the country called before? Why is it so strategically placed?</p> <p>- Why was Baghdad a pioneering type of settlement? Describe how it was built. Describe some physical features of Bagdad (climate, biomes)?</p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b></p> <p>Know where the Middle East is on a world map and know some of the names of the countries found within it.</p> <p>Know which continents the countries of the Middle East.</p> <p>Know the route of the Ancient Silk road, naming some countries/continents it went through and understand which countries traded which goods.</p> <p>Know the position of the Euphrates and Tigris rivers and which countries they flow through. Know the reasons why people built the settlement which became Baghdad next to the two rivers.</p> <p>Know that Baghdad is the capital city of Iraq.</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p>Locate some of the world's countries (focus on the Middle East) and label on a map.</p> <p>Locate the Middle East on a map of the World and understand its position in relation to China (and the Silk Road).</p> <p>Chart the Silk trade routes and distribution of resources.</p> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: ✳ <u>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ✳ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</u></li> </ul> <p>Understand and give reasons why communities built early settlements near to the Euphrates and Tigris Rivers.</p> <p>Describe how city of Baghdad was built and made it different to other early cities (land use, built in a circle, architecture etc)</p> <p>Use different types of maps to explore the climate, river, biome and other significant physical features of Baghdad and Iraq.</p> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b><u>Fieldwork Opportunities</u></b></p> <p>Explore aerial photographs of Baghdad nowadays and pictures of the city and House of Wisdom and the Euphrates and Tigris rivers.</p>	<p>In this topic the children will learn that Baghdad was strategically located and built between Asia and Europe and was a centre for trade and academic achievement over a thousand years ago. They will explore its links to the Silk Road and will chart its route on a map. Children will consider why Baghdad (known as the round city) was built beside the Tigris and Euphrates Rivers. Not only was Baghdad a significant place for trade but it was a pioneering settlement, built in two semi-circles with a mosque in its centre. The House of Wisdom (at its centre) was a place dedicated to learning and scholarship and many faiths and religions lived peacefully there. The children will also develop their locational knowledge of the Middle East and the countries it contains.</p>
<p><b><u>Vocabulary</u></b></p> <p>The Middle East (Turkey, Cyprus, Syria, Iraq, Iran, Saudi Arabia, Israel, Egypt, Sudan, Libya and many others) Silk Road, import, export, trade, Tigris, Euphrates, Baghdad, trade routes, land use</p> <p><b>Geography Core Concepts:</b> Resources (natural and economic) Settlement Climate Population Land-Use Environment (biomes)</p>		

**Year 5 ART Topic 4: The Islamic Golden Age (5 Weeks)**

**Assessment Questions**

What are features of Islamic Art?  
Why have you chosen those colours in your work?

**Justice and Courage**

KNOW	DO	UNDERSTAND
<p>Know how to explain these shape terms: pattern, motif, repetition, design, colour.</p> <p>Know how to choose colours inspired by Islamic Art.</p> <p>Know how to take inspiration from Islamic Art shapes to create my own work.</p> <p>Know how to use lines to create repeated pattern.</p> <p><b>Key vocabulary:</b> Pattern Motif Repetition Design Islamic</p> <p><b>Art Geometric</b> Tessellation Architecture Ceramic Mosaic</p>	<p>Children explore Islamic art, focusing on shape, pattern, motif, repetition, design, colour.</p> <p>Children create tessellating patterns with squares/triangles, similar to that of Roman mosaics, highlighting with gold or silver, looking at ceramics, tiling and architecture for inspiration. They create a Mosaic collage using squares of paper, as a group.</p> <p>Children create geometric pattern in a circle, using mathematical concepts of degrees, to create star patterns, like this NCETM resource. <a href="https://www.ncetm.org.uk/resources/18030">https://www.ncetm.org.uk/resources/18030</a></p> <p>Children develop geometric patterns using mathematical concepts, developing circles, squares and hexagons for example to create interlaced patterns on paper. These are often seen in architecture, including religious buildings such as the Shah Nematollah Vali Shrine. <a href="https://kidworldcitizen.org/islamic-art-lesson-for-kids/">https://kidworldcitizen.org/islamic-art-lesson-for-kids/</a></p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>NC Content:</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>	<p>This topic explores the rich cultural, economic and scientific history and development of The Islamic Golden Age, while the rest of the Europe was in the “Dark” Ages/Middle Ages. One of the developments during this time period was the creative arts and design, with the development of calligraphic Arabic manuscripts, often characterized by recurrent motifs, such as the use of geometrical floral or vegetal designs in a repetition.</p> <p>Children have previously developed mosaic skills in their Year 3 Art Week: Mosaics. This art unit also gives them the opportunity to develop maths skills measuring and drawing angles.</p>

**Year 5 MUSIC Topic 4: The Islamic Golden Age**

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> <li>You can sing in unison or in many parts, and that to do so requires collaborative skills. You need to watch and listen to others.</li> <li>Songs can be structured in different ways (different parts, verses, choruses, bridges and codas)</li> <li>When planning for a performance, a song needs rehearsing and improving, with an awareness of what the audience wants to see and hear.</li> </ul> <p><b>Vocabulary:</b>  unison harmony  melody ostinati  verse chorus coda  fanfare bridge</p>	<p><b>Music express:</b>  <b>Celebration (5/6)</b>  The children listen to and learn the song 'Everybody Loves Saturday Night'. They look at the structure, the mood and the feel of the song. When studying the coda, they children will be taught how to sing in unison and how to sing in three-part harmony. They will then use tuned instruments to play along with the melody and the harmony line using a set rhythm.  The children move onto exploring how you can have more than one ostinato and experiment with playing 3 ostinati together. They will then put this into the 'fanfare' sections of the song 'Celebrate'. Once the song has been learnt, the class will perform it in 4 parts thinking about how to present it (gestures/ staging/ groups or solos) and will perform to an audience.  They will then learn the song 'tune up and play', understanding the structure of the song by learning it in pieces (verses, chorus, bridge, coda). They will pay attention to keeping rhythms in time (looking at syncopation), pitching accurately, and sustaining notes for the right length and maintaining energy throughout the performance. They will also have a lesson called 'downbeats' which plays lots of games to improve their ability to play together, in time, as an ensemble. There is then an opportunity to do an ensemble performance of 'tune up and play'.</p>	<p><i>The children have had experience of singing in rounds, but have not talked about harmonising or experienced singing more than 2 parts together.</i></p> <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</li> <li>Pupils are taught to sing and play musically with increasing confidence and control</li> <li>Pupils listen with attention to detail and recall sounds with increasing aural memory</li> </ul>