

Knowledge planner : *building a rich web of powerful knowledge*

Year 5 term 4 What impact did early Islamic civilization have on the world?

Prior learning- establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.

- Awareness of how to find out about the past- understanding of how our knowledge of the past is constructed from a range of sources, including primary and secondary sources
- chronologically secure knowledge of history time periods studied, using key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings
- Experience of identifying and giving reasons for, results of, historical events, situations, changes
- Exploration of social, cultural, religious and ethnic diversity in Britain & the wider world.
- Use of atlases.

National Curriculum Links:

- A study of a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900. (HISTORY)
- Understand how key events and individuals in design and technology have helped shape the world. (D&T)
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages. (D&T)
- 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 (Geography)

Big ideas/concepts

- How societies developed differently at the same time.
- How trade works and was used at the time - The Silk Road
- Ideas can change the world.
- How medicine and medical care has changed through time.

Key question/s:

- How did the early Islamic civilization impact the world?
- How do we measure how advanced a society is?
- What do we mean by culture?

Vocabulary (including etymology?)

Chronology
Culture
Engineering
Pulley, levers, gears
Developed
Impact

<p>Plans - content, how will we teach this?</p> <p>Engineering skills will be taught using self made levers, gears and pulleys (https://nustem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/)</p> <p>Humanities will be taught in explicit lessons, meeting the requirements of the skills ladders.</p>	<p>Other curriculum areas with rich links to concepts or content?</p> <p><u>Geography</u> - trade, human geography, map comparison over time. <u>History</u> - Spread of Islam and conflict with Christianity in the Crusades, development of Baghdad compared to Anglo Saxon Britain and London. <u>D&T</u>: Early engineering prowess linked to using gears, pulleys and leavers.</p>	<p>Important figures/quotes- the best that has been thought/said/done:</p> <p>Muhammad</p> <p>Muhammad Ibn Zakariya Razi</p> <p>Abu al-Qasim Khalaf Ibn al-Abbas Al-Zahrawi</p> <p><i>(both in the medical field - lead to comparison to medicine in Europe at the time)</i></p> <p>Khawla bint al-Azwar - Famous female warrior</p>
<p>Equalities aspects: Learning about influential Islamic thinkers and scholars.</p>		

Silk road for trade (link to trade part of Geography skills (moder trade), ideas and their impact, comparison to Anglo Saxon Britain, life and death of Mohammed, spread of iSLAM, what were the Crusades? Life in ancient Baghdad, Islamic art (geometric)

<https://nustem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/>

https://www.ducksters.com/history/islam/science_and_technology.php#:~:text=They%20built%20dams%2C%20irrigation%20canals,%2C%20wind%20power%2C%20and%20chemistry.