

Year Group 5/6: The Round City: Baghdad

Year group:	5&6	Term:	AUTUMN 1	Theme:	The Round City: Baghdad									
Prior learning					Cross-curricular and visits/visitors									
Know that: Islam spread across the Byzantine & Persian Empires and across north Africa and into Europe. The geographical position of Makkah and its religious and trading significance. Arabs prior to Islam lived in tribes and clans and these groups frequently warred with each other. Islam differed from the pagan religions it replaced. The Arab world converted to Islam and this united the tribes.					Disciplinary Knowledge									
					Historians use special skills – this is called disciplinary knowledge. Chronology Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire</i>) In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts									
					Events, People and Changes Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of societies; achievements and follies of mankind. Establishing a narrative showing connections and trends within and across periods of study. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.									
Knowledge - Content					Communication Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.									
The Round City: al-Mansur and the perfect city at the perfect time. The Round City: the perfect location for the perfect city – the fertile crescent and silk road. Building the Perfect City: designers and the design of the city. Taxation to pay for the city. The House of Wisdom: the library and learning – including the learning of Euclid. Astronomy, Mathematics and Geography: the number system including zero. The stars and mapping the world. Science, Technology and Medicine: medicine from the Greeks (lenses and antiseptic). Galen and Rhazes – their influence on medical practice. Inventions and developments by the scholars of Baghdad.					Enquiry, Interpretation and Using Sources Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses Begin to recognise why some events, people and changes might be judged as more historically significant than others. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.									
Key Vocabulary										Challenging Vocabulary				
al-Mansur	descended	decree	quilts	nerves	numerals	predict	rays of light	influence	surgeons	House of Wisdom	The Grand Library of Baghdad			
Baghdad	descendants	revenue	scholar	medical	evolved	astrology		anatomy	surgical	astrolabe	Instrument used to chart the stars			
dirham	Caspian Sea	engineers	surgery	medicine	calculate	minerals	House of Wisdom	arteries	compass	revenue	Income from taxation			
silk roads	astrologers	madrasas	dome	smallpox	astrolabe	peter out		qualified	lenses	madrasas	School for Islamic instruction			
establish	universities	reconstruction	observatories	encyclopaedia			antiseptic		qualifications	encyclopaedia	Set of books containing knowledge of many subjects			