



Feniscowles Primary School

Striving for Excellence

**What was life like in Baghdad during the
Golden Age of Islam?**

Medium Term Plan - Year 6 Summer Term

Enquiry: <i>What was life like in Baghdad during the Golden Age of Islam?</i>																						
What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<div><ul style="list-style-type: none">Where the modern country of Iraq and city of Baghdad is located.What Abu Jafar al Mansur’s ‘city of peace’ in Iraq might have looked like in AD 766.Why Baghdad had become the most important trading centre in the world by AD 900.The purpose importance of Bayt al – Hikma in central Baghdad around AD 900.The areas of the world known and unknown to the people of Baghdad in the tenth century.The importance of the work of inventors, designers and engineers working in Baghdad during the Golden Age of Islam.Why the period around AD 900 is referred to as ‘The Golden Age of Islam’.Why Baghdad was the first city in the world to have one million inhabitants.How Anglo Saxon life in Britain in the tenth century compared with life in Baghdad.</div> <div><div>National Curriculum Coverage</div><div><div>Pupils should be taught about:</div><ul style="list-style-type: none">a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</div></div>	<div><ul style="list-style-type: none">SketchesEngravingsPaintingsArtist reconstructionsStatuesSculpturesMapsPhotographsManuscripts</div> <div><div>Disciplinary thinking skills the pupils will use to understand what they know</div><table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table><div><div>SEND</div><div><div>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</div></div></div></div>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<div><div>Pupils making a good level of progress will:</div><ul style="list-style-type: none">Identify, locate and describe where the modern country of Iraq and city of Baghdad is located.Reach an informed judgement based on written accounts as to what Abu Jafar al Mansur’s ‘city of peace’ in Iraq might have looked like in AD 766.Understand why Baghdad had become the most important trading centre in the world by AD 900.Explain the purpose importance of Bayt al – Hikma in central Baghdad around AD 900.Describe and explain the areas of the world known and unknown to the people of Baghdad in the tenth century.Reach an informed judgement about why little was known then about the world beyond Europe, the Middle East, East Asia and North Africa.Evaluate the importance of the work of inventors, designers and engineers working in Baghdad during the Golden Age of Islam.Reach an informed judgement as to why the period around AD 900 is referred to as ‘The Golden Age of Islam’.Explain why Baghdad was the first city in the world to have one million inhabitants.<div><div>Pupils working at greater depth will also:</div><ul style="list-style-type: none">Reach an informed judgement as to how Anglo Saxon life in Britain in the tenth century compared with life in Baghdad.</div><div><div>Prior Learning</div><div><div>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</div><ul style="list-style-type: none">About life in Anglo Saxon England around 900 ADThe achievements of empires and civilisations such as the Roman Empire, British Empire and Ancient Greece</div></div></div>
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