

# Cross-Curricular Topic Assessment Grid : Early Islamic Civilisation : Year 5/6

Early Islamic Civilisation																			
Group: <input type="text"/> Year: <input type="text"/> Term: <input type="text"/>																			
Art																			
Lesson 1	Can children discuss similarities between different pieces of Islamic art?																		
	Are children able to identify shapes and patterns within Islamic art?																		
	Can children create a geometric pattern using shapes?																		
Lesson 2	Can children describe arabesque designs?																		
	Can children design an arabesque motif?																		
	Are children able to select and use a variety of tools to achieve their desired artwork?																		
Lesson 3	Can children describe calligraphy as an art form?																		
	Are children able to discuss how calligraphy is used in various Islamic art pieces?																		
	Can children use calligraphy tools to recreate similar artwork?																		
Lesson 4	Can children name some of the key structural features of Islamic architecture?																		
	Can children name some of the key decorative features of Islamic architecture?																		
	Are children able to discuss how architecture fits into the main artistic vehicles of Islamic art?																		
Lesson 5	Can the children say what the key features of Islamic architecture are?																		
	Can the children explain why stained glass windows are used in important Islamic buildings?																		
	Can the children create a piece of art inspired by Islamic stained glass windows?																		

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DT																				
Lesson 1	Can children identify some of the produce available in 10th century Baghdad?																			
	Can children identify how to keep food fresh and preserve it out of season?																			
	Can children safely follow a recipe to preserve food?																			
Lesson 2	Can children identify the five tastes: sweets, sour, salty, bitter and umami and use sensory vocabulary to describe these?																			
	Can children select and combine different ingredients to make a labneh dish?																			
	Can children compare and evaluate the nutritional composition and flavour profiles of different dishes?																			
Lesson 3	Can children identify how nutritional needs differ by age and gender?																			
	Can children use nutritional labels to identify and compare the relative nutrients of different ingredients?																			
	Can children use their understanding of nutrition to create a meal plan suitable for the intended consumer?																			
Lesson 4	Can children propose ways to reduce the amount of fat, sugar and salt in a dish?																			
	Can children propose ways to increase the vitamin and mineral content, flavour and appeal of a dish?																			
	Can children use their understanding of nutrition to adapt a recipe and create an appealing, flavourful and nutritious dish?																			
Lesson 5	Can children safely use a range of food preparation techniques and cooking methods to prepare their dish?																			
	Can children use a range of cooking equipment safely?																			
	Can children use their knowledge of nutrition, flavour and aesthetics to compare and evaluate a range of dishes?																			

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<b>History</b>																				
Lesson 1	Do children know what is meant by 'chronological order'?																			
	Can children record individual events and historical periods accurately on a timeline?																			
	Can children create an accurate timeline of the early Islamic civilisation?																			
Lesson 2	Do children understand the terms 'change' and 'continuity'?																			
	Can children select and synthesise information to build a case in support of their given caliphate?																			
	Can children assess the information presented to them in order to form and justify their own opinion?																			
Lesson 3	Can the children explain the difference between a primary and secondary source of evidence?																			
	Can the children use primary and secondary sources to find out about the past?																			
	Can the children suggest why historians need to consider bias when using historical sources?																			
Lesson 4	Do children know what the House of Wisdom was and why it was important?																			
	Can children tell you about some of the inventions and advances in science, mathematics and technology made by early Islamic scholars?																			
	Can children explain the significance of the achievements and contributions of early Islamic scholars?																			
Lesson 5	Do children know the meaning of the terms: compare, similarity, difference and qualify?																			
	Can children identify similarities and differences between Baghdad in the Islamic Golden Age and London in the Dark Ages?																			
	Can children summarise and synthesise information to make comparisons?																			
Lesson 6	Do children understanding the historical terms cause and consequence?																			
	Can children classify potential causes of the decline and dissolution of the early Islamic empire by timeframe, origin, geography or significance.																			
	Can children compare a range of suggested causes and evaluate how important they were in causing the decline and dissolution of the early Islamic empire?																			

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# Lesson 1

Can children locate the position of a city from its given latitude and longitude?

Can children apply their understanding of latitude and longitude to accurately mark cities on a map?

## Lesson 2

Do children know why Baghdad was chosen as the location of the new capital?

## Can children identify the key features and purpose of a range of maps?

Can children use a range of sources and technical drawing skills to produce an accurate map of Baghdad c.900 CE?

## Lesson 3

Can the children explain what is meant by trade?

Can the children explain what the Silk Road was and how trade happened along the routes?

Can the children identify positive and negative effects of the Silk Road?

## Lesson 4

Do children know that the Silk Road was a network of trade routes over sea and land?

Can children use latitude and longitude to accurately position the trading posts of the northern route of the Silk Road on a map?

Can children estimate or calculate the distance travelled along the northern route?