

Geography

1	The countries and cities of the early Islamic civilisation
2	The round city of Baghdad
3	Trade along the Silk Road
4	Physical and manmade features of the Silk Road
<ul style="list-style-type: none"> to identify the position and significance of Latitude, Longitude, Equator, Prime Meridian, Northern Hemisphere, Southern Hemisphere to describe and understand key aspects of 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 to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies to use the eight points of a compass, symbols and keys to build their knowledge of the wider world 	

History

1	The foundation and expansion of the early Islamic civilisation
2	The three major caliphates: 632-1258 CE
3	Life in 10th century Baghdad
4	Scholars and Inventions of the House of Wisdom
5	Golden Age Baghdad and Dark Age London
6	The decline of the empire
<ul style="list-style-type: none"> to know about a non-European society that provides contrasts with British history: early Islamic civilisation, including a study of Baghdad c.900 CE 	

Early Islamic Civilisation and its impact on the Modern World

A KS2 cross-curricular topic for Year 5 and 6

DT

1	West Asian produce and seasonality
2	Smell, taste and texture
3	Healthy and varied diets
4	West Asian recipes
5	West Asian cookery
<ul style="list-style-type: none"> to understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. to understand and apply the principles of a healthy and varied diet to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	

Art

1	Geometric patterns
2	Arabesque soap carving
3	Calligraphy and the Arabic alphabet
4	Key features of Islamic architecture
5	Stained glass in Islamic architecture
<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history 	

Early Islamic Civilisation Teacher's Topic Planner

Maths

English

Science

Computing

History
6 Lessons

PlanBee 

Geography
4 Lessons

PlanBee 

RE

Art
5 Lessons

PlanBee 

DT
5 Lessons

PlanBee 

Languages

Music

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

Teacher's notes:

History

Science

Art

English

Computing

Geography



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

ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate geometric patterns in Islamic art.	This initial lesson introduces one of the key aspects of Islamic art: geometric, tessellating patterns. Children will identify how these patterns have been made and the shapes that are within them. They are then challenged to recreate patterns, including using negative space to add to, and enhance, their patterns.	<ul style="list-style-type: none"> 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? 	Slides Pattern Sheet 1A/1B Template 1A/1B Shape Cards 1A (optional: print onto card) Tracing paper (FSD? activity only)
Lesson 2	To explore arabesque patterns in carvings and other Islamic art.	Children learn about the key features of arabesque motifs. They then learn about how carvings of these arabesque designs are used in Islamic architecture and they find out how to carve soap to create their own arabesque carving. At the end of the lesson, they evaluate their experience of carving.	<ul style="list-style-type: none"> 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? 	Slides Design Cards 2A Worksheet 2A/2B Soap bar per child (with spare) Carving tools (paper clips, plastic knives, spoons, hair pins, etc.) and trays Printmaking materials (rollers, trays, printing inks, large paper) FSD? activity only
Lesson 3	To explore how calligraphy is used as a high art form.	In this lesson, children learn about the art of calligraphy in Islamic art. Children practise writing their own name and then move onto trying to recreate letters from the Arabic alphabet. Alternatively, they create a beautiful bookmark using what they have learnt.	<ul style="list-style-type: none"> 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? 	Slides Calligraphy reed pens (or felt-tipped calligraphy pens) Ink Worksheet 3A/B/C Bookmark Template (FSD? activity only)
Lesson 4	To understand the key features of Islamic architecture.	In this lesson, children learn about the key features of Islamic architecture including minarets, domes and multifoil arches. They then look for these features in photographs and record those they find in their sketchbooks. Alternatively, they may use a CAD programme to design their own Islamic building containing the key features.	<ul style="list-style-type: none"> 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? 	Slides Picture Cards 4A Challenge Cards 4A/4B Laptops/tablets (FSD? activity only) Worksheet 4A (FSD? activity only)
Lesson 5	To create a piece of art inspired by Islamic stained glass windows.	In the final lesson of this block, children look at how stained glass windows, featuring colourful geometric patterns, are used in some special Islamic buildings. Children design and create their own stained glass windows on paper or acetate sheets.	<ul style="list-style-type: none"> 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? 	Slides Design Sheet 5A/B/C (optional) Stained Glass Window Sheet 5A/B/C (optional) White paper / sketch books Drawing pens and colouring pencils Oil pastels, BRUSHO or black marker pens

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

DT				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know about West Asian produce and seasonality.	In this initial lesson, children learn about the typical diets of 10th century Baghdadi's, the produce available and where this was grown, reared and caught. Children find out how and why food spoils as well as how to keep food fresh and preserve it out of season. Then they apply their understanding of hygiene, and practise their knife skills, by following a recipe.	<ul style="list-style-type: none"> 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? 	Slides Recipe Card 1A/B/C Ingredients and Equipment from the Recipe Card Knife Skills Aid Where in the World? Produce Cards A/B/C (FSD? activity only) Computer/ Tablets (FSD? activity only)
Lesson 2	To understand the flavour profile of West Asian dishes.	In this lesson, children learn that ingredients differ in nutritional composition, flavour, texture and appearance. Children taste test a range of typical West Asian ingredients before applying their understanding in a practical session. Here, they combine ingredients with different flavour profiles to create a delicious labneh - a strained and seasoned yoghurt.	<ul style="list-style-type: none"> 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? 	Slides Labneh Recipe Labneh Recipe Card 2A/B/C Taste Test Card and Notes Labneh Invention Test Card (FSD? activity only) Ingredients Sheets (FSD? activity only) Ingredients and equipment listed in recipes Teaspoons for tasting
Lesson 3	To understand and apply the principles of a healthy, balanced diet.	In this lesson, children learn how nutritional needs differ from person to person as well as how to read and analyse food nutrition labels. Children analyse the nutrition of different recipes before using their understanding to create a balanced meal plan for themselves or the Caliph. This session can be split or extended to prepare and taste the recipes.	<ul style="list-style-type: none"> 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? 	Slides Recipe Card 3A/B/C Ingredient Information Sheets 3A/B/C/D Access to computers or tablets (optional) Daily Reference Values Budget Challenge (FSD? activity only) Information Sheet (FSD? activity only)
Lesson 4	To understand and apply the principles of nutrition.	This lesson introduces children to three of the Caliph's favourite recipes: lentil soup, couscous salad and chickpea stew. The children use everything they have learnt about aesthetics, flavour and nutrition to analyse and adapt one of these traditional recipes for the Caliph's upcoming feast.	<ul style="list-style-type: none"> 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? 	Slides Recipe Cards 4A/B/C Challenge Cards 4A/B Ingredient Information Sheets 4A/B/C/D Final Recipe Sheet 4A/B Competition Invitation (FSD? activity only) Computers and tablets
Lesson 5	To prepare, cook and taste a West Asian-inspired dish.	This last session sees your food scientists prepare, cook and evaluate their West Asian-inspired dish for the Caliph. Not only will the children enjoy cooking and eating their dish, but they will also learn about safe food storage so they know how to keep any leftovers.	<ul style="list-style-type: none"> 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? 	Slides Final Recipe Sheet (from previous session) Evaluation Sheet Evaluation Cards Feast Menu Planner Questionnaire Health and Safety Poster

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

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use maps, atlases or digital mapping to locate countries and cities of the early Islamic empire.	In this first lesson, your class will be introduced to a range of political, physical and historical maps and learn how to locate and chart cities on a map from given latitude and longitude references. Children apply their cartography skills by charting cities onto a map of the Umayyad Caliphate c.730 CE, when the empire was at its greatest extent. If you want something different, explore the digital map-making option with your class.	<ul style="list-style-type: none"> Can children identify, and explain the purpose of, the title, orientation and key on a map? 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? 	<p>Slides</p> <p>Map Maker 1A/B/C</p> <p>Teacher Notes (FSD? activity only)</p> <p>MapMaker Instructions (FSD? activity only)</p>
Lesson 2	To communicate geographical information about the round city of Baghdad through an aerial view map.	In this second session, children explore a range of maps about the city of Baghdad. They will learn how to calculate scale and practise using technical drawing equipment (compasses to draw circular walls and protractors to mark intercardinal positions) before creating their own scaled map of the round city of Baghdad. There is an option to carry out this activity outdoors, as a team-building version if you prefer.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Baghdad Map Maker 2A/B/C</p> <p>Baghdad Map 2A/B</p> <p>Clue Cards 2A/B/C</p> <p>Protractor Template</p> <p>Class set of rulers, compasses and protractors</p> <p>String, metre sticks, chalk (FSD? activity only)</p> <p>Mapping Challenge (FSD? activity only)</p>
Lesson 3	To find out about the Silk Road and the goods traded along it.	In this session, children will find out about the Silk Road and how this network of trade routes linked Asia to Europe. Children will discover what was traded along the Silk Road and how it led to the exchange of goods, ideas and diseases. They will learn about the terms 'import' and 'export' and take part in a trading activity to research which goods were imported and exported along the routes.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Import Cards</p> <p>Export Cards</p> <p>Silk Road Import / Export Sheet 2A/B</p> <p>Child-friendly atlas</p> <p>Silk Road Trading Activity Instructions (FSD? activity only)</p> <p>Trade, Role and Merchant Cards (FSD? activity only)</p> <p>Envelopes (optional but useful!)</p>
Lesson 4	To use maps, atlases or digital mapping to chart the trading posts and physical features of the Silk Road.	In this final session, children use atlases or Google Earth to locate the key trading cities of the Silk Road. They will combine their locational knowledge with their cartography skills to produce an accurate map of the northern route of the Silk Road. A digital map-making option is available.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Silk Road Map 4A/B/C</p> <p>Challenge Card 4A/B/C</p> <p>Google Earth QR code</p> <p>Class set of atlases or tablets/computers</p> <p>MapMaker Instructions (FSD? activity only)</p> <p>Teacher Notes (FSD? Activity only)</p> <p>Country Answers</p>

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

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To develop a chronological understanding of the early Islamic civilisation.	In this opening lesson, children explore the beginnings of the early Islamic empire and learn about the three major caliphates of the period: the Rashidun, Umayyad and Abbasid Caliphates. They will learn how to create a chronologically accurate timeline of the key events and periods in the foundation and expansion of the empire.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Early Islamic Civilisation Timeline</p> <p>Timeline Creator 1A/B/C (Print as A3)</p> <p>Event Cards 1A/B (Print as A4)</p> <p>Timeline Cards 1 A/B/C/D (FSD? activity only)</p>
Lesson 2	To identify continuity and change across the time of the early Islamic empire.	In this session, children develop both their historical literacy and their critical thinking skills as they debate the question: which was the greatest caliphate of the early Islamic empire? Working in teams, children build a case for their caliphate which summarises and synthesises evidence from their research. They then listen, question and debate each other's cases before voting for the caliphate they believe to have been the greatest.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Information Sheet 2A/B/C</p> <p>Debate Builder</p> <p>Notes Sheet 2A/B/C</p> <p>Discussion Cards 2A/B/C (FSD? activity only)</p>
Lesson 3	To use historical sources to understand what life was like in 9th/10th century Baghdad.	In this lesson, children will find out how Baghdad was once the most advanced city in the world. After watching an online video introducing the city, children will explore how historians were able to find out about this incredible city. They will practise using both primary and secondary sources of evidence. At the end of the lesson, children will look at how bias can affect the reliability of sources and thus must be treated with caution.	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Fact Cards</p> <p>Research Table 3A/B</p> <p>Information Text</p> <p>Exhibit Cards (FSD? activity only)</p> <p>Exhibition Sheet (FSD? activity only)</p>
Lesson 4	To know about the achievements and contributions of the early Islamic civilisation.	This lesson highlights just how much of modern science, medicine and engineering we owe to scholars of Baghdad's House of Wisdom during the Golden Age of Islam. Children research a range of fantastic inventions before applying their knowledge by pitching an invention to a panel of investors. If you fancy something different, enjoy the Book of Ingenious Devices with your class and offer children the opportunity to design their own ingenious device!	<ul style="list-style-type: none"> 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? 	<p>Slides</p> <p>Inventions Sheet</p> <p>Pitch Template 4A/B/C</p> <p>Pitch Example</p> <p>Ingenious Devices (FSD? activity only)</p> <p>Design Sheet (FSD? activity only)</p>

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

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 5	To identify similarities and differences between Baghdad and London c. 900 CE.	During this knowledge-rich session, children become experts on a theme or area of life in Baghdad in the Islamic Golden Age as well as London in the Dark Ages. Once they are an expert in their field, the children participate in an Expert Exchange, sharing their knowledge and understanding with each other before preparing a fact file which summarises their learning.	<ul style="list-style-type: none"> 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? 	Slides Information Pack A/B/C/D Expert Exchange Instruction Sheet Sugar paper and pens Comparison Support and Notes Sheets Information Card Set A/B (FSD?activity only) Comparison Table A/B
Lesson 6	To compare and evaluate potential causes for the dissolution of the Islamic empire.	In this last session, children will consider the potential causes which led to the decline and dissolution of the early Islamic empire. Children will consider a range of suggested causes and spend time discussing and classifying these into groups based on timeframe, geography and significance.	<ul style="list-style-type: none"> 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? 	Slides Cause Cards Diamond Nine Sheet 6A/B/C Potential Causes Information Sheet Character Cards (FSD? activity only) Drama Challenge (FSD? activity only)



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



Lesson 1: preserves		Lesson 2: flavour profiles		Lesson 3: nutrition, flavour and aesthetics		Lesson 5: recipe adaption	
aubergines		yoghurt		chickpeas		chickpeas	
lemons		olive oil		broad beans		couscous	
salt		salt		olive oil		lentils	
carrots		black/green olives		salt		olive oil	
caster sugar		cucumber		ground black pepper		salt	
rosewater		fresh parsley		sumac		ground black pepper	
cardamom pods		fresh mint		paprika		spring onions	
		dried apricots		ground cumin		fresh herbs (mint, parsley, coriander)	
		fresh oranges		ground coriander		fresh coriander	
		dried dates or figs		tahini		ground cumin	
		garlic		garlic		dried thyme	
		sumac		lemons		apricots	
		za'atar		fresh herbs (mint, parsley, coriander)		garlic	
		Aleppo pepper		spring onions		lemons	
		ground paprika		bicarbonate of soda		tomatoes	
		ground cumin		sesame seeds		red peppers	
		ground cinnamon				za'atar	
		ground coriander					