



## Medium-term plan

<b>Year group:</b> 6		<b>Term:</b> summer 2	
<b>Topic/unit:</b> non-European contrast with Britain c900: the early Islamic civilisation.			
<b>Children make progress in</b>		<b>Evidence for knowledge/understanding developed</b>	
<b>Substantive knowledge</b> (what we want children to know and remember)			
<ul style="list-style-type: none"> <li>When/where early Islamic civilisation developed.</li> <li>Can explain where/what the House of Wisdom was.</li> <li>Can talk about some areas of science and learning where the Islamic civilisation was more advanced than here during that period and name some important Islamic scholars.</li> <li>Understands the quest for finding, recording and spreading knowledge from other peoples, places and times, was driven by faith and a culture of openness to ideas new and old wherever they came from.</li> </ul>		<ul style="list-style-type: none"> <li>Can name areas where Islam developed and spread.</li> <li>Names Baghdad c900, for the opening of the House of Wisdom.</li> <li>Includes appropriate information on their group web page/ information board on innovations or in the Post-it challenge at step 3.</li> <li>At step 6, as part of the podcast, website or pop-up museum, explains why the Islamic civilisation was open to science and ideas meaning they were more advanced than Britain (and the West) at the time.</li> </ul>	
<b>Disciplinary knowledge</b> (use HIAS AREs)			
<ul style="list-style-type: none"> <li><b>Cause and consequence</b> – can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.</li> <li><b>Significance</b> – can make judgements about historical significance against criteria.</li> </ul>		<ul style="list-style-type: none"> <li>At step 5 sees that the sources show that the church here considered scientific study was blasphemous, whereas the Islamic faith encouraged using knowledge to improve life for other people hence science and other learning were more advanced in the Islamic civilisation than here at the time.</li> <li>At step 4, with others, creates a strong argument for the significance of an Islamic scholar.</li> </ul>	
<b>Key question to drive the enquiry to promote children’s progress:</b> was the early Islamic civilisation a <i>beacon of light in the Dark Ages</i> ?			
<b>Knowledge specific vocabulary</b> More vocabulary is included in a glossary on the Moodle <ul style="list-style-type: none"> <li>Astronomy.</li> <li>Algebra.</li> <li>Apothecary.</li> <li>Astrolabe.</li> <li>Byzantine Empire.</li> <li>Byzantium.</li> <li>Calligraphy.</li> <li>Chemistry/chemist.</li> <li>Distil/distillation.</li> <li>Engineer/engineering.</li> <li>Ethics.</li> <li>Geometry.</li> <li>Ophthalmology.</li> <li>Optics.</li> <li>Pharmacy.</li> <li>Philosophy.</li> <li>Psychology.</li> <li>Physics.</li> <li>Scholar.</li> <li>Surgery/surgical.</li> <li>Trigonometry.</li> </ul>		<b>Promoting SMSC</b> <ul style="list-style-type: none"> <li>Spiritual:</li> <li>Moral: developing respect for other faiths and cultures</li> <li>Social: group work, collaboration</li> <li>Cultural: awareness of values associated with Islam. Will understand that knowledge is not just western in origin and how it passes down through time.</li> </ul>	
		<b>Cross-curricular links</b> <ul style="list-style-type: none"> <li>RE – study of Islam.</li> </ul>	
<b>Resources</b>			
<ul style="list-style-type: none"> <li>Possible visit – British Museum Islamic Gallery <a href="https://islamicworld.britishmuseum.org">https://islamicworld.britishmuseum.org</a>.</li> </ul>			