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| **History medium term plan** | | | |  |
| **Year group: Y6** | | **Term:** Summer 2 | |
| **NC Topic/unit:** Non-European contrast with Britain c900: the early Islamic civilization | | | | |
| **Children will make progress in:** | | | **Evidence for knowledge/ understanding developed:** | |
| **Substantive knowledge:** (What children will know and remember)   * When/where early Islamic civilization developed. * Can explain where/what the House of Wisdom was. * Can talk about some areas of science and learning where the Islamic civilization was more advanced than here during that period and name some important Islamic scholars. * Understands the quest for finding, recording and spreading knowledge from other peoples, places and times, was driven by their faith and a culture of openness to ideas new and old wherever they came from. | | | * Can name areas where Islam developed and spread. * Names Baghdad c900, for the opening of the House of Wisdom. * Includes appropriate information on their group web page/ information board on innovations or in the post-it challenge at Step 3. * At Step 6, as part of the podcast, website or pop-up museum, explains why the Islamic civilization was open to science and ideas meaning they were more advanced than Britain (and the West) at the time*.* | |
| **Disciplinary knowledge:** (Using HIAS AREs)  **Y6 ARE - Cause and consequence**   * Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.   **Y6 ARE Significance**   * Can make judgements about historical significance against criteria. | | | * 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 of learning were more advanced in the Islamic civilization than here at the time. * At Step 4, with others, creates a strong argument for the significance of an Islamic scholar. | |
| **Key question to drive the enquiry and promote children’s progress:**  *Was the early Islamic civilization a ‘beacon of light in the Dark Ages’?* | | | | |
| **Knowledge specific vocabulary:**  More vocabulary is included in a glossary on the CD | | | **Promoting SMSC development:**  **Spiritual:**  **Moral:**  Developing respect for other faiths and cultures  **Social:**  Group work, collaboration  **Cultural:**  Awareness of values associated with Islam. Will understanding that knowledge is not just western in origin and how it passes down through time. | |
| Astronomy  Algebra  Apothecary  Astrolabe  Byzantine Empire Byzantium  Calligraphy  Chemistry / chemist  Distil / distillation  Engineer / engineering  Ethics | Geometry  Ophthalmology  Optics  Pharmacy  Philosophy  Psychology  Physics  Scholar  Surgery/surgical  Trigonometry | |
| **Cross-curricular links:**  RE - study of Islam | |
| **Resources, visits etc:**  Possible visit - British Museum Islamic Gallery <https://islamicworld.britishmuseum.org/> | | | | |