

## Our Learning Journey through the Topic

Where is Bagdad?

Why is AD 900 known as the Golden Age of Bagdad?

Where does the Golden Age of Bagdad fit chronologically in a historical timeline?

How did the city of Baghdad influence Islamic art?

What was the silk route and why was it developed?

What was the belief system of Ancient Baghdad?

How do you create an Islamic pattern?

What can Historians interpret from historical sources?

Who were the key leaders during the Golden Age of Baghdad?

Case studies: research into Islamic scholars.

# Ancient Baghdad

Where would you rather have lived?  
Compare and Contrast Ancient Baghdad with the Anglo-Saxons.

## Ancient Baghdad



**Term taught in:**

**Autumn 2**

**Number of Weeks:**

**5**

### Objectives

### Outcomes

#### History

- Describe links and contrasts within and across different periods of time including short-term and long-term time scales.
- Identify where people, places and periods of time fit into a chronological framework.
- Use dates and appropriate historical terms to sequence events and periods of time.
- Describe key aspects of a non-European society such as the early Islamic civilisation.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Evaluate sources and make simple inferences.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Choose relevant ways to communicate historical findings.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms
- Use appropriate vocabulary when discussing and describing historical events.
- Discuss and debate historical issues.

#### The children will:

- Develop their understanding of chronology and be able to place A.D 900 on timeline.
- Be able to use the terms B.C. and A.D. with accuracy
- Develop their own lines of enquiry and explore why AD 900 is known as the Golden Age of Islam.
- Be able to discuss key aspects of Islamic society and answer the question, 'Why did people come from all around the world to Baghdad in AD 900?'
- Compare Baghdad in AD 900 with the UK during the same era
- Research and create fact files for a known scholar from this period.
- Be able to consider the influence Ancient Baghdad had on the world today.
- Analyse and evaluate a 13<sup>th</sup> century tapestry depicting the Mongol invasion of Baghdad.
- Develop their understanding of the limitations and strengths of a source

#### Art

- Investigate a range of starting points for their work and choose which idea to develop further.
- Record their thoughts and experiences in a sketch book / 'ideas journal' and annotate these in order to aid the development of their ideas.
- Explain how they are developing their ideas as they work and use language appropriate to the chosen art form.
- Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.
- Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.
- Use sketch book 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.
- Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.

#### The children will:

- Understand the origins of Islamic art.
- Know and understand about the sacred and of the circle and other geometric shapes in Islamic design.
- Design a tile using geometric patterns by applying geometry skills to divide and measure the proportions of a circle and other shapes.
- Use colour schemes that are found in Islamic architecture.
- Relate the language of geometry to create complex drawings involving a number of shapes and polygons

<ul style="list-style-type: none"> <li>Describe what they think and feel about their own and others' work and how this might influence their designs.</li> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li> </ul>		
<b>Key Vocabulary</b>		<b>End Products</b>
Islam Baghdad Silk Road Trade A.D / B.C Evidence Empire Chronology Mosque	The Bayt al-Hikmah (House of Wisdom) Scholar Caliph Caliphate Tigris Euphrates Cuneiform Calligraphy Mesopotamia	<ul style="list-style-type: none"> <li>An accurate timeline, detailing periods learnt in previous year groups and the Golden Age of Islam.</li> <li>Create a map the silk route</li> <li>The children will write a letter to a friend persuading them to come to visit Baghdad.</li> <li>A piece of geometric Islamic artwork</li> <li>Write in Islamic calligraphy.</li> </ul>
<b>Links to our School Values</b>		<b>Links to British Values</b>
The children will develop their own communication skills through presentations and debates. The children will develop their own communication skills through presentations and debates. While learning about trade, they will consider the importance of global communication and consider how communication has changed. They will develop compassion and think about the beliefs of others.		They will deepen their understanding of Individual liberty and understand the importance of respecting the beliefs and rights of others'.
<b>Cross Curricular Opportunities</b>	<b>Enhancements</b>	<b>Misconceptions</b>
<b>RE</b> <ul style="list-style-type: none"> <li>Apply understanding of Islam (RE unit in Aut 1)</li> </ul> <b>English</b> <ul style="list-style-type: none"> <li>Non-chronological report</li> </ul> <b>Maths</b> <ul style="list-style-type: none"> <li>Shape Relate the language of geometry to create complex drawings involving a number of shapes and polygons</li> </ul>		<i>Any misconception that would need noting</i>