## Year 5 Islamic civilisations (3) Medium Term Plan

National Curriculum	Knowledge
Children should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek. The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance. Disciplinary focus: causation <i>Why were there so many restless minds in Cordoba and in Baghdad?</i>
Lesson Focus	Vocabulary
1. Perfect time for the perfect city	al-Mansur, architects, Baghdad, dirhams, astrologers, descendants
2. Perfect place for the perfect city	Caspian Sea, beyond, silk roads
3. Building the perfect city	decree, engineers, revenue, dome, quilts, peter out
4. City of books and learning: the House of Wisdom	scholars, madrasas, universities, reconstruction
5. Learning about the world: astronomy, maths, geography	numerals, evolved, calculate, observatories, astrolabe, predict, astrology
6. Changing the world: science, technology and medicine	minerals, antiseptic, influence, anatomy, arteries, nerves, surgery, medical, medical encyclopaedia, smallpox, qualifications, qualified, surgeons, surgical, compass, rays of light, lenses, optics
Synoptic task Why were there so many restless minds in Muslim Cordoba and Baghdad?	