

# Medium Term Mind Map

## Year 5 Term Autumn 1

### 2021-22

**WALT:** When did the early Islamic civilization begin and how?

Use timelines to place national and international events, sequence historical periods.

Use relevant terms and period labels as well as describing events using words and phrases such as century, decade, BCE, CE, after, before, during, Tudors, Stuarts, Victorians, era and period.

**WALT:** Which of the early Islamic achievements has most effect on our lives today? 6

Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.

Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.

**WALT:** Why should we study the early Islamic civilizations in school today? 2

Use relevant terms and period labels as well as describing events using words and phrases such as century, decade, BCE, CE, after, before, during, Tudors, Stuarts, Victorians,

## Early Islamic Civilisation/Baghdad c900

**WALT:** What can we learn about early Islamic civilization from the way they set up the capital at Baghdad? 3

Begin to identify primary and secondary sources and choose reliable sources of evidence to answer questions.

**WALT:** In its Golden Age, ten times more people lived in Baghdad than in London. So, what was so special about it? And how can we possibly know? 4

Begin to identify primary and secondary sources and choose reliable sources of evidence to answer questions.

### Skills Learnt in Previous Year:

**Chronological understanding** – using timelines to place events from period studied and significant events.

Use terms related to the period to the period and begin to date events.

Use words and phrases such as century, decade, BCE, CE, after, before, during.

Divide recent history into present, using 21<sup>st</sup> century and the past using 19<sup>th</sup> and 20<sup>th</sup> century.

**Historical enquiry** – use evidence to build up a picture of a past event using a range of sources.

Ask a variety of questions.

Understand the difference between primary and secondary sources.

Suggest sources of evidence from a selection provided to use to help answer from questions.

Use evidence to build up a picture of a past event, using library, internet, documents, printed sources, pictures, photos, music, artefacts etc for research.

**Historical interpretation** – look at evidence available and give reasons why there may be different accounts in history.

Begin to evaluate the usefulness of different sources.

Use textbooks and historical knowledge.

**Knowledge and understanding of past events, people and changes in the past** – describe how some of the past events/people affect life today.

Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.

Give reasons why changes in houses, cultures, leisure, clothes etc may have occurred during a time period.

**Organisation and Communication** - Presents and communicate findings about the past using speaking, writing, maths (data handling) ICT, drama and drawing skills.

Uses dates and terms correctly by recalling, selecting and organising historical information.

Discuss most appropriate way to present information, realising that it is for an audience.

**WALT:** Just how amazing was daily life for rich people in Islamic cities such as Baghdad and Cordoba? 5

Look at different versions of the same event and identify differences in the accounts.

Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.