



History

Year 5

Term 3

Early Islamic Civilization

**Key Question: What made Baghdad so great during the Golden Age of Islam?**

**National Curriculum Objectives:**

- 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
- Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

**Vocabulary**

Lesson 1 - Islam, Muhammad, prophet, Pagan Arabs, Baghdad, Islamic Empire, Mecca, Medina, Conquest, Arabia, Caliphs, expansion, Islamic Caliphate, nomadic, civilisation

Lesson 2 - Abbasid Caliphate, Mansur, Middle East, trade, conflict, round city, Tigris river, Euphrates river, fertile land, Mesopotamia, Iraq, Syria and Kuwait

Lesson 3 - Dark Ages, Vikings, city, advanced, mosque, House of Wisdom, scholar, scribe, servant, dirhams (currency), observatories, mechanical devices, mathematician, algebra,

Lesson 4 - trade, traders, goods, East, West, textiles, china, coral, jade, lapis lazuli, amber, garnet, Silk Road (names of cities along the route and if necessary their modern day equivalents - Constantinople = Istanbul)

Lesson 5 - metropolis, fortifications, citizens, bazaars, merchants, nomads, Mongols, Mongolia, Genghis Kahn, astronomy, architecture, economy, society

**Prior Learning:**

- Yr4 Term 1- children learnt about Roman Britain and in term 3 went on to learn about Ancient Greece .
- Yr 5 Term 1 children learnt about what happened in Britain after the Romans left. How this period of History was known as the Dark Ages through to Anglo-Saxons.

**End Point:**

**Present an oral News report on Baghdad. What made Baghdad so great during the Golden Age of Islam? Notes + Power point presentation to the class.**

**Knowledge:**

- Know that The Golden Age of Islam is generally considered to be 800 - 1258 (but there is debate around dates) and that at its height it was a vast civilisation
- Know who Muhammed was and how Islam expanded across a large part of the world. Know where this empire was in the world.
- Know that Muhammad died in 632 AD and that after his death, the Muslims were led by a series of Caliphs (heads of states/Islamic leaders) known as the Rashidun (rightly guided) Caliphs.
- Know why the Abbasid Caliphate built the great city of Baghdad and where in the world Baghdad is
- Know that Baghdad was a round city and the biggest and most advanced city in the world at that time.
- Know that Baghdad had suburbs , parks, bazaars and mosques and was divided into 4 blocks with the Caliphs palace in the centre.
- Know that Baghdad traded both knowledge and goods and that it was on the Silk Route. Know that this made Baghdad a multi-cultural city.
- Know that Baghdad was a centre for wisdom, ideas and health.
- Know that the end of golden age is 1258 as there was a siege of Baghdad and the city was destroyed by The Mongols.

**Skills:**

- Know and sequence key events of the time studied
- Use relevant terms for the period studied
- Use evidence to build up a picture of a past place
- Begin to identify primary and secondary sources
- Examine causes and results of great events and the impact on the people
- Compare an aspect of life with the same aspect in another period
- Compare accounts of events from different sources

**Cross Curricular Links:**

Art - huge advancements in Islamic Art  
RE- Birth of Islam

**Oracy:**

**Presentational talk - see end product**

**Wider Reading**

**Enrichment**

The History Detective Investigates: Early Islamic Civilization - Claudia Martin  
Daily Life in the Islamic Golden Age -Don Nardo  
Sinbad the Sailor - Marcia Williams

Horniman Museum has a range of Islamic artefacts.  
<https://www.horniman.ac.uk/>

## Sequence of Learning

Lesson	Key Question	Key learning/notes
1	How and why did Islamic civilisation grow so rapidly?	<p>Use the Street Through Time book to look at what Britain looked like in 800AD. Revise what was learnt in Term 1 about how people lived and that the start of this period was called the Dark Ages because there are few records of what was happening at this time in Britain. Our topic this term is called The Golden Age of Islam, this is generally considered to be 800 - 1258AD (but there is debate around dates). Our Topic will centre around Baghdad where people lived quite differently to how Britain's were living at the time.</p> <p>This topic is called The Golden Age of Islam - What do we already know about Islam? Teach/revise the origins of Islam.</p> <p>Islam was a religion founded in the 7th Century AD by Muhammad, an Arabian merchant from the city of Mecca. In the centuries leading up to the birth of Muhammad, Christianity had become the dominant faith of the Mediterranean. In 613 AD, Muhammad began declaring that he was receiving messages from God, and that he was a prophet in the same line of prophets as Jesus and Moses. The Pagan Arabs began to regard Muhammad and his followers with disdain. The Pagan Arabs placed a trade embargo on them, ridiculed Muhammad in public, and some of the slaves that had begun to follow Muhammad were beaten by their Pagan masters. To escape this persecution, Muhammad and his followers fled from Mecca to Medina in 622 AD, where they were welcomed by the local Pagan and Jewish tribes there.</p> <p>From his new base in Medina, Muhammad sent his followers out to raid the merchant caravans of the Pagan Arabs. In response, the Pagans began guarding their caravans with armed soldiers. In 624 AD the Muslims attacked and defeated a heavily guarded merchant caravan and took many of the pagans captive, this incident is known as the Battle of Badr and was the first major battle in the Muslim conquest of Arabia. In 630 AD, Muhammad conquered his home town of Mecca and over the next two years he sent his armies all over Western Arabia to conquer the remaining Pagan tribes.</p> <p>Muhammad died in 632 AD. After his death, the Muslims were led by a series of Caliphs (Islamic leaders) known as the Rashidun (rightly guided) Caliphs. These men were the closest of Muhammad's companions. The policy of the Rashidun Caliphs was to continue Muhammad's aggressive territorial expansion.</p> <p>The expansion of Islam was astounding. In just 100 years since Muhammad first claimed prophethood, Islam had by force of arms, conquered all of Arabia and then expanded out and conquered as far west as Spain and as far east as Afghanistan. The Islamic Caliphate had become the largest empire the world had yet known, controlling some of the most important centers of civilization. Prior to this people had lived in nomadic transient settlements. By 1258, five cities in middle East had more than 1 million people.</p> <p>Children order key events in the rise of Islamic civilisation or draw a storyboard to depict it.</p> <p>Look at old maps of Islamic civilisation and discuss how the maps are presented, comparing them to modern maps and examine how far Islamic civilisation had spread across the world during the time period studied (PowerPoint saved with overview Lesson 1 - The Rise of Islamic Civilization) Resources taken from <a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/rise-islamic-civilisation/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/rise-islamic-civilisation/</a></p>
2	Why was a great city built at Baghdad and what did it look like?	<p>The Abbasid Caliphate established their capital in the city of Baghdad in 762CE. The caliph was called Mansur and is quoted as saying "This is indeed the city that I am to found, where I am to live, and where my descendants will reign afterward".</p> <p>Over the next five centuries Islamic culture flourished and Baghdad became renowned as a centre of learning and tolerance. But why did the Abbasid Caliphate love this site so much?</p> <p>Use a map of where Baghdad is located in the world and where Baghdad is located in the Middle East. Be a Geography detective and look at the physical Geography to generate possible reasons why Mansur loved this site so much. Reflect on trade, farming, conflict etc. (PowerPoint saved with overview Lesson 2 - Baghdad location and images)</p> <p>Caliph Al-Mansur selected the location for building the city as it was close to the Tigris River and was a crossing point for many trade routes. The proximity to the Tigris River also created fertile land around the city which was required for farming. *In Asia, there are two important rivers: the Tigris and the Euphrates. In the past, like the Nile, these rivers would flood, giving the gift of rich soil. The good soil and the water supply meant that the people who lived beside or between the rivers could farm, grow plenty of food and build their homes. This warm and pleasant region was called Mesopotamia, meaning 'the place between two rivers'. The region is also known as the 'cradle of civilisation' because many early societies developed here, including the Sumer, Akkadian, Babylonian, Parthian and Assyrian peoples. This area roughly corresponds to modern-day Iraq, Syria and Kuwait. Note also its central position in the East of the world for access to bordering countries and continents</p> <p>Using images of Baghdad (modern and paintings from the time) answer the key questions. What can I see? What does this tell me about Baghdad? For each image identify whether it is a primary or secondary source of information and how you know.</p> <p>Resources taken from <a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/rise-and-fall-baghdad/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/rise-and-fall-baghdad/</a></p> <p>Finish the lesson by reading an extract from a book about why Mansur choose Baghdad. (secondary source) "At the riverbank, the Caliph ordered his companions to halt...carefully he surveyed the Tigris upstream and down with the practiced eye of a military man and monarch. The swiftly flowing river, he saw, was a natural defense, a hazardous</p>

		<p>obstacle for any invading army. The few farms in the area could easily be multiplied throughout the surrounding fields to meet the needs of an expanding population. In short, here might stand a metropolis in peace and a citadel in war."</p> <p>Saudi Aramco World, Nov 1962, Builder of Baghdad, pgs 14-16, retrieved from:  <a href="http://www.saudiaramcoworld.com/issue/196209/builder.of.baghdad.htm">http://www.saudiaramcoworld.com/issue/196209/builder.of.baghdad.htm</a></p>
3	<p>How was Baghdad organised ?</p> <p>How does this compare to settlements in Britain at the same time?</p>	<p>Recap and summarise what we know about Baghdad.</p> <p>Baghdad at the time was the largest city in the world, with a population of about 1 million. It was a perfectly round city, with all the important buildings in the centre. Situated between two rivers, it was also at the centre of the world's great trade routes and the caliph was therefore extremely wealthy.</p> <p>Watch the BBC video which gives details about Baghdad from the view of a child. See key words above. Note down any new words and discuss after watching the video. <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8</a></p> <p>Look at the layout of the city in more detail. In the centre of the city stood 2 grand buildings: the mosque and the Caliph's palace. Surrounding the palace and the mosque was an esplanade and a waterside building, in which only the caliph was allowed to ride on horseback. At the edge of this immense enclosure were palaces of the caliph's children, homes for the royal staff and servants, the caliph's kitchens, barracks for the horse guard and other state offices. This central area was protected by an inner wall. The living quarters and commercial buildings were concentrated in a ring between the exterior wall of the city and the second fortified round wall. The exterior perimeter wall was 30 meters high and 44 meters thick at the base. It was crowned with battlements and flanked by bastions. It was surrounded by a deep moat. The city was divided into four quarters by two perpendicularly intersecting streets that ran from end to end of the outer perimeter wall and terminating at four gates. Each of the four gates pointed towards a different city – Basra, Kufa, Khurasan and Damascus – and named after that. The gates opened onto an arcaded street running all around the exterior inhabited ring.</p> <p>Look at labelled aerial diagram of the city. <a href="https://www.amusingplanet.com/2016/07/the-round-city-of-baghdad.html#:~:text=The%20original%20city%20was%20designed,residence%2C%20the%20Golden%20Gate%20Palace.">https://www.amusingplanet.com/2016/07/the-round-city-of-baghdad.html#:~:text=The%20original%20city%20was%20designed,residence%2C%20the%20Golden%20Gate%20Palace.</a></p> <p>Compare this Baghdad to settlements in Britain at the same time by using Street Through Time book (Pages 20 and 21 - Viking Raiders 900 AD) and BBC information on life in Viking Britain <a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/ztqbr82">https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/ztqbr82</a></p>
4	<p>What did Baghdad trade and who with?</p>	<p>Set up a market stall in the classroom with all the objects you would have been able to get that would have been traded in Baghdad c. CE 900, e.g. silk or other textile, fake fur, paper, peppercorns, silver, china, coral, wax, sugar, jade, lapis lazuli, glass, gold coins.</p> <p>Use the Information sheet entitled Items traded through Baghdad c. CE 900 (session resource), share where some of the items came from (could be in role as a market trader, as there would have been at the time), "<i>silk from China, or perhaps some cotton from India</i>" "<i>furs from Russia, glass from Rome.</i>"</p> <p>After having a bit of fun and letting chn explore the objects and ask where they came from, show on the w/b the Information sheet with the Map of Europe, Asia, Africa (session resource). Point out where Baghdad is on the map. Explain that this city became a great trade centre as goods from the east and west made their way there and people from all over the old world, from Vikings to Chinese traders, came together to buy things from each other.</p> <p>Chn find out how far the goods that were traded with Baghdad travelled. Before making their own maps, model how to find a country in an atlas or online and mark it on the map on the w/b. Ask chn to remember one object from the market stall and where it came from and try to pinpoint it on the map without an atlas. If they are very far from the mark, give chn time to study an atlas in pairs or small groups and then ask again where the country or city is that was the origin of that trade good. Mark it on the w/b as help for chn as they create their own maps using the Information sheet with the Map of Europe, Asia, Africa (session resource). You can repeat this until you are sure chn know what they are doing. Give out a copy to every child and ask them to use an atlas to pinpoint where the objects were coming from, draw or write the objects they can remember and mark the routes they think the objects took to get to Baghdad. Value all their contributions and ideas as they tackle this challenging topic. Lesson taken from <a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/introduction-early-islamic-civilisation/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/introduction-early-islamic-civilisation/</a></p> <p>See session resources (saved as a PDF - Lesson 4 Baghdad trade routes)</p> <p>Finish the lesson by summarising the reason why Baghdad grew so quickly was because of this trade. This meant that many different people passed through and traded in the city. It was an Islamic state though so non- Muslims had to pay tax to enter. Nevertheless it was an inclusive society and non-Muslims could be high up in the society. (May wish to extend to a PSHE lesson on religious tolerance).</p>
5	<p>What was it like in the city of</p>	<p>In lesson 2 we looked at secondary sources of Historical evidence to find out more about why Mansur decided to build Baghdad where he did. Today we are going to use secondary sources to find out more about what went on inside the city and what life was like. Children read the three extracts describing life inside the city. Highlight the relevant information and draw a sketch of what they think Baghdad would have looked like based on the evidence. (Word document saved with overview Lesson 5 - Baghdad life)</p>

	<p>Baghdad?</p> <p>Why did Baghdad fall into decline?</p>	<p>Watch the BBC video again <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8</a>. Use the secondary sources and the evidence from the video to sort the statements about Baghdad into true or false (Lesson 5 - Baghdad Life) Discuss the statements.</p> <p>Show a picture of modern day Baghdad. It does not look like the images and descriptions of old Baghdad. Baghdad fell to the Mongols in 1258.</p> <p>In northern central Asia, a group of nomads had become isolated from the rest of the world. These nomads were known as the Mongols. Their name comes from their homeland, which was known as Mongolia.</p> <p>They travelled from place to place, seeking the best soil and hunting grounds. The leader of the Mongols was Genghis Khan. One of his armies, led by Hulagu Khan wanted to conquer Syria, Persia and China. To do this, they needed to destroy the Caliphate who ruled Baghdad. In 1258, they entered Baghdad. Mosques, hospitals, libraries and the palace were all completely destroyed. Books from the House of Wisdom were thrown in the River Tigris, and the ink washed away.</p> <p>Baghdad never recovered. It became like a desert again, as no crops could be grown. The population declined from 1.2 million to less than 200,000.</p>
6	<p>What made Baghdad so great during the Golden Age of Islam?</p>	<p>Finish any learning from previous lessons</p> <p>Children complete end product.</p>