

# YEAR 5 – Spring 1 – What was special about Baghdad and the Islamic Civilization in 900AD?

## Cross Curricular: Writing: Fiction – Newspaper writing linked to Reading text

### NC Objectives:

- Identify the audience and purpose for writing
- Use correct grammatical structures
- Link ideas within and across paragraphs using a wider range of cohesive devices.
- Use a range of punctuation taught at KS2 including colons and semi-colons.
- Understand and use effective vocabulary appropriate for formal and informal writing.

## Cross Curricular: Art – Islamic Geometric patterns

Looking at Islamic patterns and the focus artist – Maaida Noor

**NC Objectives:** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]· Learn about great artists, architects and designers in history.

Understand how to create a water effects with layers of calligraphy

Experiment with tessellation and calligraphy Scale a design up to a larger scale and work as part of a group to create a whole class piece

## Cross Curricular: Reading: The 12 Golden Horsemen by Saviour Pirotta

### NC Objectives:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions

## Cross – Curricular Music

### NC objectives Listening - Culture:

Baghdad – developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Warm up starters: Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

## History - NC Objectives: Early Islamic Civilisation Chronological Understanding

I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.

I can appreciate that some **ancient civilizations** showed greater advancements than people who lived centuries after them e.g. Development of specific features, such as medicine; weaponry; transport.

### Knowledge and interpretation-

I can describe historical events from the different period/s they are studying/have studied?

I can **make comparisons** between historical periods; **explaining things** that have **changed** and things which have **stayed the same?**

I can appreciate that **significant events** in history have helped shape the country we have today

### Historical Enquiry

I can put forward a **hypothesis** in order to answer a question?

I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?

## PSHE - NC Objectives: To learn about relationship building and working effectively in a team

- To recognise the attributes and strengths vary for all individuals
- To understand the importance of collaborative working and respecting individual view points
- To recognise the need to be sensitive to each other’s feelings

## SMSC Links:

The Prophet Muhammad (ﷺ) said, *"The best of people are those who are most beneficial to others."* How Islamic inventors benefit the people around them

Islam teaches fairness and justice. It important to use knowledge and inventions to help everyone, not just a few people

Make comparisons between the medical advancements during the Golden Ages to modern times.

## Science- NC objectives:

### Materials

- Compare and group together everyday materials on the basis of their properties.
- Provide reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials.
- Explain that some changes result in the formation of new materials, and that this kind of change is not reversible.