

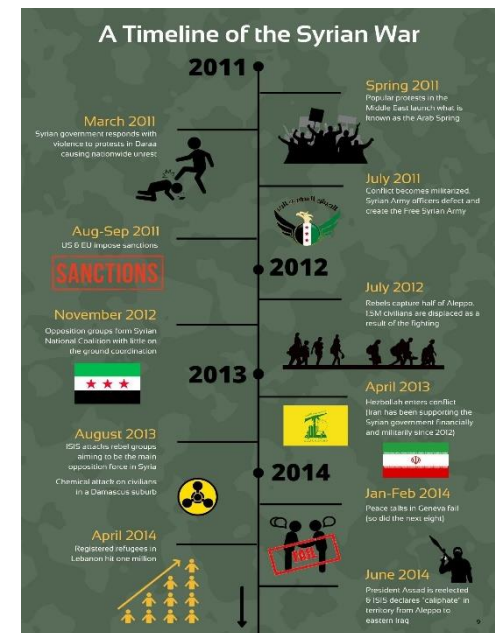
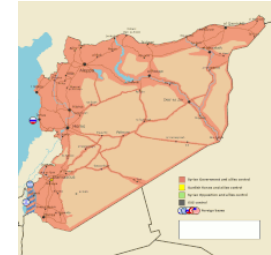
Year 6 Scheme of Learning: History

History in the Classroom:

History Working Walls	
Learning Objective	Enabling Effective Learning Environments
Declarative Knowledge	<ul style="list-style-type: none">• Linked to history unit being taught• Use of children's work• Use of pupil voice• Use of text and images• Use of history skills and icons
Procedural Knowledge	<ul style="list-style-type: none">• Chronology• Interpretation• Similarities and differences• Source Enquiry• Significance• Cause and Consequence
Key Vocabulary	Linked to history unit being taught
Cross curricular links	Use of maps

Year 6 - Modern Conflicts - Syria

Lesson 1	
Learning Objective	To understand the events surrounding the Syrian Civil War.
Declarative Knowledge	<ul style="list-style-type: none"> To know that the Syrian Civil War began in 2011 with large-scale protests against the government of Bashar al-Assad. https://www.fpri.org/wp-content/uploads/2020/09/timeline.pdf To know that these were shut down by the military with the use of extreme force. To know that in response, local populations formed their own militia groups to fight back against the government, by whom to today are referred to as 'rebels'. To know that the security vacuum created by the conflict allowed terrorist organisation to flourish and join the fighting, most notable being so-called Islamic State (I.S.) To know that the conflict has resulted in the deaths of at least 250,000 people and displaced millions further. To know that in total, in some way, the conflict has affected over half of Syria's 22 million population. <p>Why did the fighting in Syria first begin?</p> <ul style="list-style-type: none"> Even before the conflict began in Syria, many Syrians were complaining about high unemployment, officials not behaving as they should do, and a lack of political freedom under their President Bashar al-Assad. However, the event which caused the situation to develop into a full-blown civil war dates back to 2011, to the Syrian city of Deraa. Local people decided to protest after 15 school children were arrested - and reportedly tortured - for writing anti-government graffiti on a wall. The protests were peaceful to begin with, calling for the release of the children, democracy and greater freedom for people in the country. The government responded angrily and, on 18 March 2011, the army opened fire on protesters, killing four people. The following day, they shot at mourners at the victims' funerals, killing another person. People were shocked and angry at what had happened and soon the unrest spread to other parts of the country. At first, the protesters just wanted democracy and greater freedom. But after government forces opened fire on peaceful demonstrations, people demanded that President Bashar al-Assad resign. However, he refused to do this which made the protesters extremely angry. President Assad still had a lot of people in Syria that supported him and his government, so they began to fight against people who were against the government. In July 2012, the International Red Cross said the violence in Syria had become so widespread that it was in a state of civil war.



How did Islamic State become involved?




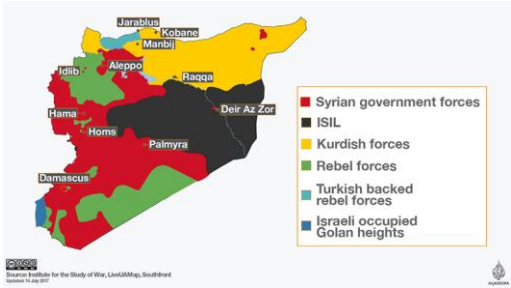
- In 2011, the group calling Islamic State (IS) joined the rebellion against President Bashar al-Assad in Syria, where it found a safe haven and easy access to weapons.
- IS is a militant group with extreme, violent views, which has used this violence against anyone who doesn't agree with what they think. They have also persecuted other groups, including Christians and Yazidis.
- In 2014, the group began to take over large areas of a country called Iraq, next door to Syria. Then, they moved into eastern Syria and - in the chaos of the war - they were able to gain land and power there too.
- Raqqa was the first big city captured by IS in Syria in early 2014. The group went on to take over large parts of the country towards Aleppo in the north, and along the Turkish border.
- Both Assad's forces and the rebels were fighting a separate battle against IS at the same time as fighting each other.
- To try to stop IS, in September 2014 the US used planes to attack IS fighters in Iraq. These attacks are known as airstrikes.
- Just over a year later, UK MPs voted in favour of military action against IS in Syria too. The first airstrikes were carried out by RAF Tornado jets within hours of the vote in the House of Commons.
- Towards the end of 2017, Syrian Kurdish and Arab fighters joined together - backed by America - to take back the city of Raqqa in the north-west. This ended three years of rule by IS which had made Raqqa its headquarters.
- Following this, Syrian state TV - controlled by President Assad's government - said the Syrian army had retaken the city of Deir al-Zour, the largest city in eastern Syria. The Syrian Observatory for Human Rights, a UK-based activist group, said government forces had taken control of the city after weeks of fighting.
- This was a big stronghold of IS in Syria, which showed how much IS had lost the control it once had. The city had been very important to IS because it is close to the border with Iraq.
- In March 2019, the US-backed Kurdish fighters in Syria declared military victory over IS. The Syrian Democratic Forces (SDF) (a group largely made up of Kurdish fighters) gained control of the town Baghuz, which was the final stronghold of IS.
- This was a major moment in the fight against IS. At the group's most powerful, they controlled 34,000 square miles of land - approximately the size of the UK - stretching across Syria and Iraq.
- Now, IS occupy a few hundred square metres near Syria's border with Iraq.
- There are still concerns about IS though, as it is thought that some of its fighters are still operating in hiding.
- Also, some believe that Turkey's recent invasion of north-east Syria risks the revival of the Islamic State group.


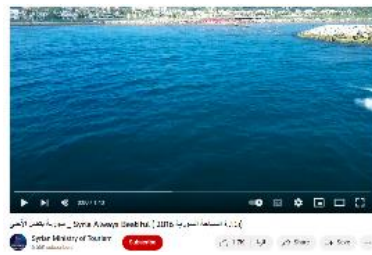
Procedural Knowledge

Chronology

Key Vocabulary

Persecute, graffiti, democracy, airstrikes

Lesson 2	
Learning Objective	To analyse and critique a range of historical sources
Declarative Knowledge	<ul style="list-style-type: none"> • To know that millions of ordinary people living in Syria have had to escape from their homes to find somewhere safer to live. • To know that according to the United Nations (UN), more than five million Syrians have had to leave the country. Many have gone to neighbouring countries, like Jordan, Lebanon, Turkey or Iraq. • To know that more than six million more people have tried to find safety elsewhere in Syria. • To know that by December 2018 the Syrian Observatory for Human Rights recorded that 367,965 people had lost their lives, including more than 120,000 ordinary people who aren't even soldiers or meant to be involved in the fighting. This figure doesn't include people who are missing or who aren't recorded though, so the actual number is thought to be much higher. • To know that by February 2019, some 13 million people were estimated to be in need of humanitarian assistance, including 5.2 million in desperate need. • To know that lots of children can no longer go to school because their schools have been destroyed or there are no teachers where they have moved to. • Many refugees made the decision to try to reach Europe. This is because some countries in Europe said they would accept refugees who wanted to start a new life here. • Millions of people both inside and outside Syria are in desperate need of help, but aid agencies say that getting help to people inside the country is very difficult and dangerous. <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>
Procedural Knowledge	Source Enquiry
Key Vocabulary	Primary source, secondary source, bias, reliable, retrieve, infer

Lesson 3	
Learning Objective	To understand how propaganda and misinformation has an impact on those living in Syria.
Declarative Knowledge	<ul style="list-style-type: none"> To know what a propaganda is. To know that in September 2013, Russia and the US reached an agreement which said the Syrian government should give up its chemical weapons and destroy them so they can never again be used. This was important as Russia and the US support different sides in the Syrian war. To know that the process of destroying the weapons began in October 2013 and the people working on this project were awarded the Nobel Peace Prize later that month. To know that in April 2017, there was reportedly another chemical weapons attack on a town in north-west Syria, which killed and injured many people. To know that at the time, many weapons experts, the UK and other countries, and US President Donald Trump said President Assad's government was to blame for the attack. To know that Syrian President said he didn't do it and Russia, which supports him, said it was the result of aircraft hitting chemical weapons on the ground, which belonged to the rebels. To know that the US responded with military action by carrying out missile attacks on Syria, which the UK said it supported. To know that another suspected chemical weapons attack took place in Douma in April 2018. Again experts blamed the Syrian government for what happened but both they and Russia said they didn't do it. <p>Sources</p> <ol style="list-style-type: none"> We Went on Army Propaganda Tour of Syria https://www.youtube.com/watch?v=WrvStg26uP8 https://www.youtube.com/watch?v=saXH4yQARqg&t=97s Guardian <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Brute force has been the main weapon of the Syrian regime as it has sought to crush growing protests, killing at least 1,500 people and torturing hundreds more. But Syrians have also been besieged by relentless propaganda.</p> <p>In a week that has seen at least 40 die and escalating violence in Homs, the country's third largest city, state radio and private stations owned by regime cronies have been blaring out songs exalting Bashar al-Assad as "Abu Hafez", suggesting his son Hafez could succeed him, or anointing him president for "all eternity".</p> <p>Baseball caps, T-shirts and flags adorned with the president's face are sold around Damascus. Billboards show him surrounded by pink hearts - in stark contrast to the sterner, more militarised pictures of his father, Hafez, the former president.</p> <p>Television programmes show residents shopping and driving, portraying calm and order while regime supporters chant that they would shed blood for their leader.</p> <p>Imams report being told what to say in sermons, while a so-called "electronic army" has mounted an online campaign to fill Twitter with pro-regime messages.</p>
Procedural Knowledge	Source Enquiry
Key Vocabulary	Propaganda, bias, censorship, misinformation, disinformation

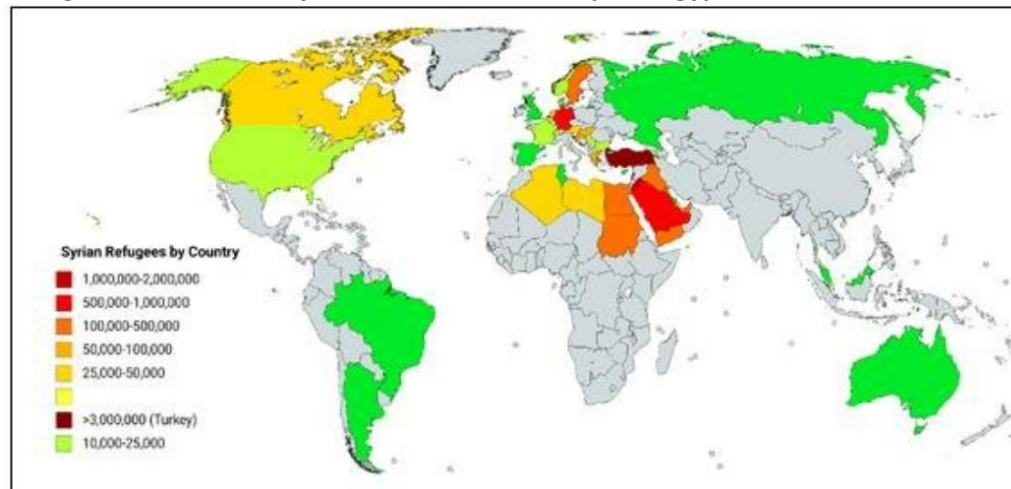
Lesson 4

Learning Objective


To understand what has been done to help Syrian refugees.


Declarative Knowledge

- To know that the International Rescue Committee works globally and has been providing critical humanitarian aid to Syria since 2012.
- To know that IRC provide services from cash vouchers for Syrians to purchase food, legal assistance, employment and education.
- To know that since 2011, the UK has granted asylum or other forms of leave to almost 5,000 Syrian nationals.
- To know that according to UNHCR.
- 14.6 million people are in dire need of humanitarian assistance.
- Three quarters of all households in Syria could not meet their most basic needs in 2021- 10% more than the previous year.
- Approximately 2.5 million Syrian refugee children are out of school and an additional 1.6 million are at risk of dropping out.
- To know that many international organisations are working in the UK, across Europe and in the countries refugees are fleeing from to provide aid and assistance. These charities include:
 - British Red Cross Appeal
 - Oxfam
 - Save the Children's Child Refugee Crisis Appeal
 - Refugee Council Crisis Appeal
 - UNHCR's Emergency Appeal
 - UNICEF
 - The World Food Programme
 - Refugee Action's Emergency Appeal
- To know that Syrian refugees have sought asylum in more than 130 countries, but the vast majority live in neighbouring countries within the region, such as **Turkey, Lebanon, Jordan, Iraq and Egypt**.



Syrian Refugees by Countries

	<ul style="list-style-type: none"> • To know that Turkey alone hosts the largest population (over 3.7 million) and in Lebanon approximately one in four people is a Syrian refugee. • To know that the majority of Syrians in the region live with host communities. Only five percent of Syrian refugees live in a refugee camp - 50 percent less than five years ago. • To know that in Za'atari refugee camp, Jordan, more than half of refugees are children and 30 percent are female-headed households. • To know that inside Syria, 1.8 million people are still living in camps and informal settlements.
	
Procedural Knowledge	Causes and Consequences
Key Vocabulary	Refugee, asylum, asylum seeker, humanitarian







Lesson 5	
Learning Objective	To discuss whether military intervention is ever justified.
Declarative Knowledge	<ul style="list-style-type: none"> • To know the meaning of military intervention. <p><i>International military intervention is the movement of troops or forces of one country into the territory or territorial waters of another country, or military action by troops already stationed by one country inside another, in the context of some political issue or dispute.</i></p> <ul style="list-style-type: none"> • To know reasons for military intervention • Political reasons: the military can intervene in the politics of any country, especially when there is growing dictatorship by the ruling party. • Corruption. • Economic reasons. • Foreign policy agenda. • To know the reasons of Western military attack on Syria. • To know who the Free Syrian Army (FSA) is. • To know that the civilians are also suffer by the military intervention. • To know that the following countries supported Syrian government • Russia, Iran, Hezbollah, Iraq, Egypt • To know that the following countries supported Syrian opposition • United States, United Kingdom, France, Turkey, Arab League
	

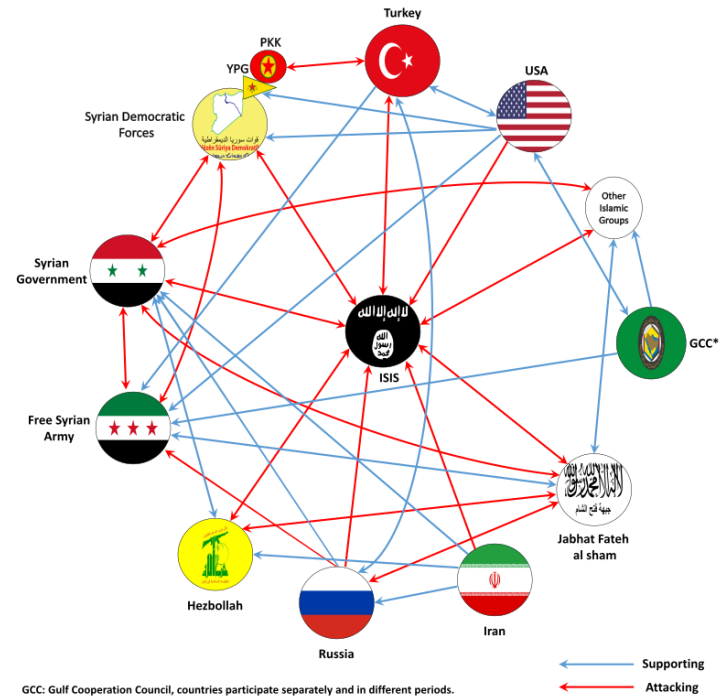
- To know the reasons why might these countries support Syria and the Syrian opposition
- To know the meaning of humanitarian intervention.

Syrian Forces



Major International Forces

Support Assad	Oppose Assad
 <p>Iran has been a longtime ally of Assad</p>	 <p>The US opposes ISIS and Assad. Earlier in October, the U.S. gave up its goal of training a new force of Syrian rebels and is instead arming and supporting existing rebel groups.</p>
 <p>Russia has been a longtime ally and has supported Assad throughout the civil war, but began airstrikes in Syria on Sept. 30.</p>	 <p>Turkey, Saudi Arabia and Qatar support rebel groups. Oppose ISIS and Assad.</p>
 <p>Hezbollah is a Lebanese militia that supports Assad and is known for its hostility to Israel</p>	 <p>Kurds are an ethnic group without their own state. Syrian Kurds have received support from Kurds in other countries. They oppose ISIS and Assad.</p>



Procedural Knowledge

Interpretation

Key Vocabulary

Military intervention, opposition, dispute, foreign policy

Year 6 - Shackleton's Journey

Lesson 1	
Learning Objective	To understand who Ernest Shackleton was.
Declarative Knowledge	<ul style="list-style-type: none"> To know that Ernest Shackleton was born in Ireland in 1874. To know that he moved to London in 1884. To know that at the age of 16 he joined the merchant navy and became a sailor. To know that in 1898 he qualified as a master mariner. To know that in 1901, he went on to his first Antarctic expedition. To know that he led his second expedition on a ship called Nimrod. To know that when he returned in 1909, he was made a Commander of the Royal Victorian Order and received a knighthood and became Sir Ernest Shackleton. To know that in 1914, he advertised for men for another expedition to Antarctica on a ship called Endurance. To know that in 1922, at the beginning of his fourth Antarctic expedition he died of a heart attack.
Procedural Knowledge	Chronology, Cause and Consequence
Key Vocabulary	Merchant navy, sailor, expedition, knighthood



Lesson 2	
Learning Objective	To understand Shackleton's journey and its place in British History.
Declarative Knowledge	<ul style="list-style-type: none"> To know that Shackleton started his Endurance expedition on 8th August 1914. To know that his crew was made up of 26 men and 69 dogs. To know that endurance is 'the ability to continue with an unpleasant or difficult situation, experience or activity.' To know that King George V was the monarch at the time. To know that Herbert Asquith was the prime minister at the time. To know that on 4th August 1914 Britain joined the WWI with allies Belgium and France. To know that Britain was bombed by the German airship Zeppelins. To know that WWI changed the lives of British people (men went to fight in front line and women went to work on factories, farms and shops) To know that the war led to inflation and many poorer families couldn't afford food. To know that the impact of the German U-boat campaign also led food shortages and rationing was brought in by the government in February 1918. To know that almost 25% of the population lived in poverty.



	<ul style="list-style-type: none"> To know that main forms of transport were trains, busses and electric trams.
Procedural Knowledge	Significance
Key Vocabulary	Endurance, unpleasant, Zeppelins

Lesson 3	
Learning Objective	To study and describe the key events of Shackleton's journey on a map.
Declarative Knowledge	<ul style="list-style-type: none"> To know the key dates and events of Shackleton's journey. August 1st 1914 - The Endurance sets sail from London. November 5th 1914 - Arrival at Grytviken whaling station, South Georgia. December 5th 1914 - Set sail for Antarctica, last contact with the outside world for 18 months, last contact with land for 497 days. December 7th 1914 - First encounter with pack-ice. January 18th 1915 - Endurance becomes beset, frozen into heavy pack ice a day's sail from the intended landfall. February 22nd 1915 - Furthest south position reached at 77°S 35°W, the ice now starts to drift north carrying the Endurance with it. August 1st 1915 - Ice surrounding the ship starts to break and push over itself, dogs brought on board. September 1st 1915 - Ice pressure begins to act upon the ship. October 27th 1915 - The Endurance is badly damaged by the pressure of ice acting upon her and leaking, Shackleton orders her to be abandoned, stores and equipment are taken onto the sea-ice and a camp established. November 1st 1915 - After an attempt to march with boats and sleds, "Ocean Camp" is established a mile and a half from the Endurance. November 21st 1915 - The broken and splintered Endurance sinks below the ice into the Weddell Sea. December 22nd 1915 - Kept as Christmas Day, all remaining luxuries were eaten, the last really good meal for 8 months. December 23rd 1915 - Ocean Camp is abandoned to try to move westwards to Paulet Island and a substantial food depot. Crew and dogs drag sleds and three lifeboats across the sea-ice. December 29th 1915 - Very broken-up un-negotiable ice is met, a new camp is established "Patience Camp", they were to live on the floe for nearly three and a half months. April 9th 1916 - Ice floes breaking up and open water meant It was time to take to the boats and head towards the South Shetland Islands. April 15th 1916 - Landfall at Elephant Island, the first time in 497 days. April 24th 1916 - Shackleton and 5 others set off in the James Caird for South Georgia. May 10th 1916 - James Caird arrives at King Haakon Bay, South Georgia. May 19th 1916 - Shackleton, Crean and Worsley set out to cross South Georgia to reach the Stromness whaling station. May 20th 1916 - Arrival at Stromness whaling station. May 23rd 1916 - 1st rescue attempt, Shackleton sets out on the Southern Sky, a whaling boat to reach Elephant Island, is turned back by sea-ice and heads north arrives at the Falkland Islands on the 31st of May. June 10th 1916 - 2nd rescue attempt on a trawler, Instituto de Pesca No. 1 loaned and provisioned by the Uruguayan government, again turned back by ice.

- **July 12th 1916** - 3rd rescue attempt by the schooner Emma, chartered and provisioned by donations raised at Punta Arenas, Chile also turned back by ice.
- **August 25th 1916** - 4th rescue attempt by the steam tug Yelcho loaned by the Chilean government successfully retrieves all of those on Elephant Island on August the 30th.
- **September 3rd 1916** - Yelcho reaches Punta Arenas with all 28 men of the Endurance expedition.



Event and key to map	Time since leaving England	Date
Sail from England	Departure	August 8th 1914
1 Depart Grytviken whaling station, South Georgia	3 months, 27days	December 5th 1914
2 Entered pack ice	3 months, 29 days	December 7th 1914
3 Endurance trapped	5 months, 10 days	January 18th 1915
4 Endurance crushed, ship abandoned	14 months, 19 days	October 27th 1915
5 Endurance sinks	15 months, 13 days	November 21st 1915
6 Launch boats for Elephant Island	20 months, 1 day	April 9th 1916 - arrive Elephant Island April 15th
7 Boat journey to South Georgia	2 week journey - 21 months 2 days on arrival at S.G.	April 24th - May 10th 1916
8 Shackleton, Worsley, and Crean reach Stromness whaling station	21 months, 12 days	May 20th 1916
9 Three crew members rescued from a beach on South Georgia	21 months, 13 days	May 21st 1916
10 Remainder of the crew rescued from Elephant Island	24 months, 22 days	August 30th 1916

Procedural Knowledge

Chronology

Key Vocabulary

Expedition, rescue, attempt

Lesson 4

Learning Objective

To compare Shackleton and Chandi expeditions.

Declarative Knowledge

- To know that there has been many expeditions since Shackleton.
- <https://www.rgs.org/geography/news/shackleton%E2%80%99s-legacy-and-the-power-of-early-antarct/#:~:text=Shackleton's%20legacy%20is%20made%20possible,Polar%20Society%2C%20and%20private%20donation>
- To know that women were originally kept from exploring Antarctica until well into the 1950s.
- To know that 2021–2022 – Preet Chandi, a British Sikh army officer, became the first woman of colour to reach the south pole unassisted
- To know that in January 2021, Captain Chandi created history by becoming the first woman of colour to reach the South Pole solo and unsupported. She finished the route in 40 days, just short of the female world record of 38 days held by Joanna Davidson of Sweden.
- To know that Shackleton and Chandi had different trainings in order to prepare for their expeditions.
- Here are some similarities and differences (can add more similarities and differences)



Shackleton	Preet Chandi
<ul style="list-style-type: none"> • Irish- British • Was born in Kilkea, County Kildare, Ireland. • Travelled with a crew • Army connections (Merchant navy officer) • King Edward VII received raised him to a Commander of the Royal Victorian Order then in November 1909 he was made a knight, becoming Sir Ernest Shackleton. • His expeditions- during WWI and Russian Civil War. • Several expeditions (Nimrod, Imperial Trans- Antarctic Expedition, Endurance) 	<ul style="list-style-type: none"> • Sikh- British • Was born in Derby • Travelled Solo • Army officer • She was appointed a MBE in the 2022 Birthday Honours and was given an honorary degree by the University of Derby • Her expedition - during Syrian war. • One expedition



Procedural Knowledge

Similarities and Differences, Causes and Consequence

Key Vocabulary

Expedition, MBE

Year 6 - How did Indonesia become an Islamic powerhouse?

Lesson 1	
Learning Objective	How did the Middle East change during the life of the Prophet (PBUH)?
Declarative Knowledge	<ul style="list-style-type: none"> To know that Muhammad (PBUH) was born into the most powerful tribe in Mecca, the Quraish, around 570AD. To know that when he was roughly forty, Muhammad (PBUH) began having visions and hearing voices. To know that his strong monotheistic message angered many Meccan merchants. From that point forward, Muhammad was ostracized in Mecca. To know that for a time, the influence and status of his wife and his uncle, Abu Talib, the chief of the clan, protected Muhammad from persecution. After they died, however, Muhammad's situation in Mecca became dire. To know that many social changes took place under Islam between 610 and 661, including the period of Muhammad's (PBUH) mission and rule of his four immediate successors who established the Rashidun Caliphate. To know that a number of historians stated that changes in areas such as social security, family structure, slavery and the rights of women improved on what was present in existing Arab society. To know that the Constitution of Medina, also known as the Charter of Medina, was drafted by Muhammad (PBUH) in 622. (formal agreement between Muhammad 9PBUH) ad all the significant tribes and families of Yathrib (later known as Medina) To know that the Constitution established; the security of the community, religious freedoms, the role of Medina as a sacred place (barring all violence and weapons), the security of women, stable tribal relations within Medina, a tax system for supporting the community in the time of conflict, parameters for exogenous political alliances, a system for granting protection of individuals, a judicial system for resolving disputes, and also regulated the paying blood-wife. Social changes Muhammad (PBUH) was a reformer who condemned practices of the pagan Arabs such as female infanticide (key aspect of his attempt to raise the status of women), exploitation of the poor, usury, murder, false contracts, adultery and theft. <p>Slavery</p> <ul style="list-style-type: none"> Muslim lands slaves had a certain legal status and had obligations as well as rights to the slave owner, an improvement over slavery in the ancient world. <p>Women's rights</p> <ul style="list-style-type: none"> Under the Arabian pre-Islamic law status, women had virtually no rights, whereas Sharia (Islamic law) provided women with several rights including marriage, divorce and inheritance. This system treated women as an individual too and guaranteed social security to her as well as to her children. <p>Marriage</p> <ul style="list-style-type: none"> Under Islamic law, marriage was no longer viewed as a "status" but rather as a "contract". The essential elements of the marriage contract were now an offer by the man, an acceptance by the woman, and the performance of such conditions as the payment of dowry. The woman's consent was imperative, either by active consent or silence. <p>Children</p> <ul style="list-style-type: none"> The Quran also replaced the pre-Islamic custom of adoption (assimilation of an adopted child into another family in a legal sense) by

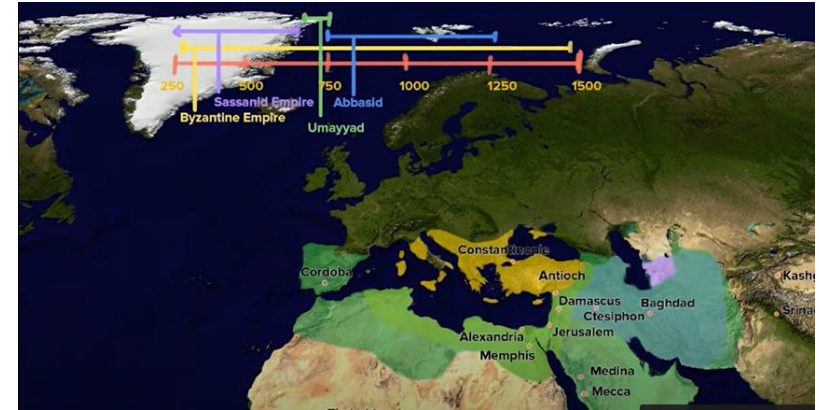


A slave market in Islamic Yemen. 5

	<p>the recommendation that believers treat children of unknown origin as "their brothers in the faith and clients"</p> <ul style="list-style-type: none"> • The prophet has stated that a person who assists and aids an orphan, is on the same footing in heaven to the prophet himself." <p>Sociological changes</p> <ul style="list-style-type: none"> • Islam in its 7th-century origins was, for its time and place, "remarkably modern...in the high degree of commitment, involvement, and participation expected from the rank-and-file members of the community". This because, he argues, that Islam emphasized the equality of all Muslims. Leadership positions were open to all. <p>Civil changes</p> <ul style="list-style-type: none"> • Social welfare in Islam started in the form of the construction and purchase of wells. Upon his hijra to Medina, Muhammad found only one well to be used. The Muslims bought that well, and consequently it was used by the general public. <p>Other changes</p> <ul style="list-style-type: none"> • Islam reduced the effect of blood feuds, which was common among Arabs, by encouraging compensation in money rather than blood. • Islam teaches support for the poor and the oppressed. In an effort to protect and help the poor and orphans, regular almsgiving — <i>zakat</i> — was made obligatory for Muslims.
Procedural Knowledge	Significance
Key Vocabulary	Merchant, usury, orphan, inheritance

Lesson 2	
Learning Objective	Why did Islam spread so rapidly in the 7th Century?
Declarative Knowledge	<ul style="list-style-type: none"> • To know that Islam spread through military conquest, trade, pilgrimage, and missionaries. • To know that Arab Muslim forces conquered vast territories and built imperial structures over time. • To know that most of the significant expansion occurred during the reign of the Rashidun from 632 to 661 CE, which was the reign of the first four successors of Muhammad. • To know that the caliphate—a new Islamic political structure—evolved and became more sophisticated during the Umayyad and Abbasid caliphates. • During the seventh century, after subduing rebellions in the Arabian peninsula, Arab Muslim armies began to swiftly conquer territory in the neighbouring Byzantine and Sasanian empires and beyond. Within roughly two decades, they created a massive Arab Muslim empire spanning three continents. The Arab Muslim rulers were not purely motivated by religion, nor was their success attributed to the power of Islam alone, though religion certainly played a part. <div data-bbox="1899 1031 2136 1254" data-label="Image"> </div> <p>(A depiction of Mohammed (top, veiled) and the first four Caliphs.)</p> <p>https://www.khanacademy.org/humanities/world-history/medieval-times/spread-of-islam/a/the-rise-of-islamic-empires-and-states#:~:text=Islam%20spread%20through%20military%20conquest,built%20imperial%20structures%20over%20time.</p>

This map shows the extent of the Umayyad Empire in 750 CE.



<https://www.youtube.com/watch?v=sDSTgKIQAzE> (must watch)

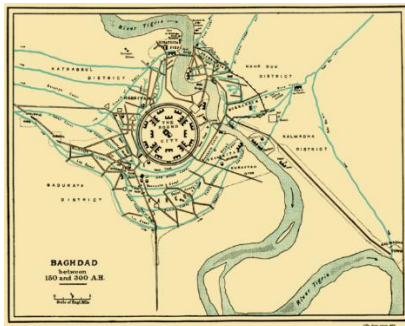
Procedural Knowledge	Cause and Consequence
Key Vocabulary	Successor, territory

Lesson 3

Learning Objective	What can we learn about Islam from they set up the capital at Baghdad?
Declarative Knowledge	<ul style="list-style-type: none"> ● To know that the Abbasid Caliphate established their capital in the city of Baghdad in 762CE. ● To know that over the next five centuries Islamic culture flourished and Baghdad became renowned as a centre of learning and tolerance. ● To know that scholarship was encouraged and scientists, doctors, philosophers and engineers made significant advances in their fields. Art and architecture combined to produce beautiful mosques and palaces. ● To know that this period is known as the Golden Age of Islam. ● To know the top 10 facts: <ol style="list-style-type: none"> 1. In 762 CE the Abbasid Caliphate, under the Caliph al-Mansur, moved the capital of the Muslim world to the newly founded city of Baghdad. 2. The city, known as 'the Round City', was built as two large semicircles with a mosque at the centre and housed the caliph's palace, libraries, government and military buildings. It also contained parks, gardens, squares and wide avenues. 3. Residential areas for all but the most important people, markets and businesses were built outside the city walls. 4. Until its destruction by the Mongols in 1258, Baghdad was a world centre of culture and learning. This period is sometimes known as the Golden Age of Islam. 5. It is estimated that during the period c900-1200 the population of Baghdad reached between 1,200,000 and 2,000,000 people.

6. The **House of Wisdom** housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic. Much ancient knowledge was preserved and the development of Islamic theology, philosophy, science and medicine was stimulated.
 7. **Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today.** This enabled them to explore and develop new areas of mathematics such as algebra, algorithms and the tessellation of shapes.
 8. Besides the Shi'ite and Sunni Muslims who lived in the city, Baghdad was home to many different **religious and ethnic communities.** These included Christians, Jews, Gnostics and Zoroastrians who regulated their own communal affairs and lived in different areas of the city. Many elements of Persian and Egyptian culture were also adopted.
 9. Baghdad was situated on the banks of the **Tigris.** The city's docks accommodated hundreds of different boats including trading vessels, pleasure crafts and warships. Merchants and sailors brought precious goods, news and knowledge from around the world into the city.
 10. **Islamic (Sharia) law and Arabic grammar** were standardised during this time. The use of a common Arabic language helped to unify the people of the Empire and meant that knowledge could be spread more widely.
- To know that by the 8th century **Islamic scholars were using paper rather than parchment or papyrus** for their writing. This meant they could produce texts more rapidly and on a greater scale than had previously been possible. Paper did not arrive in Europe until the 10th century.

A plan of Baghdad showing the Tigris river



<https://www.youtube.com/watch?v=WVM1xEdp83Q>



Procedural Knowledge

Significance

Key Vocabulary

Caliphate, scholar, empire

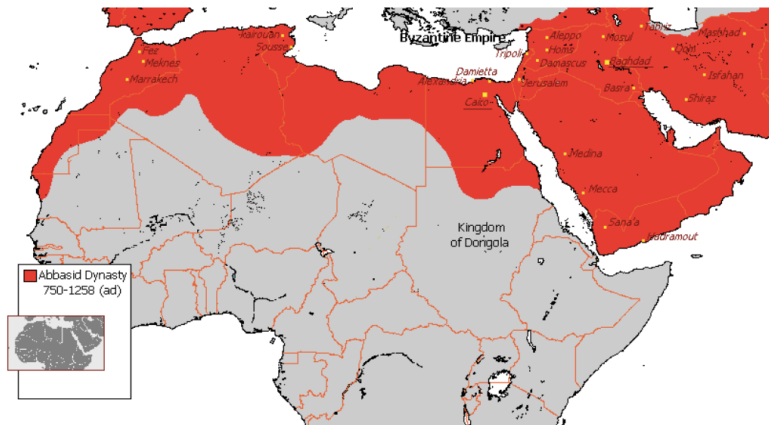
Lesson 4

Learning Objective

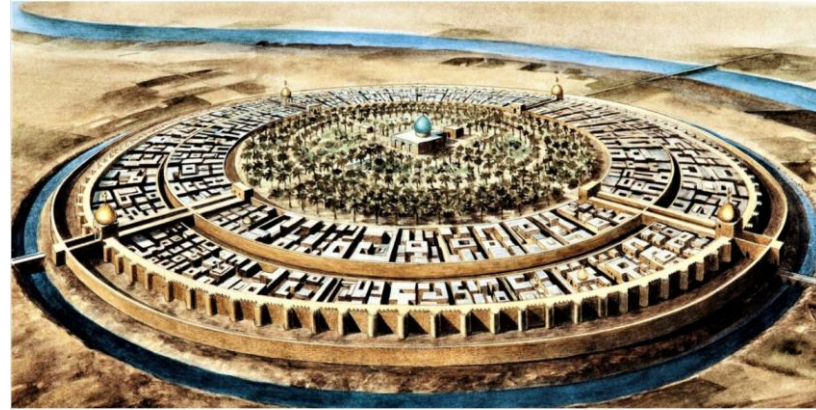
What was so special about Bagdad in the Golden Age?

Declarative Knowledge

- To know that the Islamic Golden Age refers to a period in the history of Islam, traditionally dated from the 8th century to the 13th century, during which much of the historically Islamic world was ruled by various caliphates and science, economic development, and cultural works flourished.
- To know that Baghdad at the time was the largest city in the world, with a population of about 1 million.
- To know that Baghdad was a perfectly round city, with all the important buildings in the centre.
- To know that it was situated between two rivers Tigris and Euphrates making it an ideal spot for food production that could sustain a large population.
- To know that Baghdad was at the centre of the world's great trade routes and the caliph was therefore extremely wealthy.



- To know that Abbasid Caliphs Harun al-Rashid and his son, al-Ma'mun, who followed him, established a [House of Wisdom](#) in Baghdad—a dedicated space for scholarship. The House of Wisdom increased in use and prestige under al-Ma'mun's rule, from 813 to 833. He made a special effort to recruit famous scholars to come to the House of Wisdom. Muslims, Christians, and Jews all collaborated and worked peacefully there.
- To know that with the introduction of paper, information was democratized and it became possible to make a living from simply writing and selling books.
- The School of Nisibis and later the School of Edessa became centres of learning and transmission of classical wisdom. The House of Wisdom was a library, translation institute, and academy, and the Library of Alexandria and the Imperial Library of Constantinople housed new works of literature.



Baghdad's meticulous and authentic design as a round city was a great achievement in urban design in the 8th century.



A rendition of the House of Wisdom (Bayt al-Hikma), the illustrious academic institution in Baghdad in the 9th century.

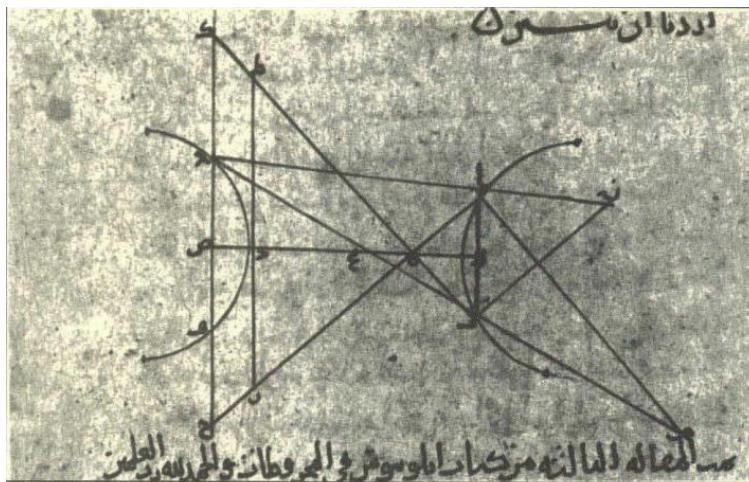
Procedural Knowledge

Significance

Key Vocabulary

Caliphate, scholar, empire, trade route

Lesson 5	
Learning Objective	How did Arab Muslims contribute to Maths and Science?
Declarative Knowledge	<ul style="list-style-type: none"> • To know that Muslim mathematicians invented the present arithmetical decimal system and the fundamental operations connected with it – addition, subtraction, multiplication, division, raising to a power, and extracting the square root and the cubic root. • To know that Muslim mathematicians introduced the ‘zero’ symbol to Western culture which simplified considerably the entire arithmetical system and its fundamental operations; it is no exaggeration if it is said that this specific invention marks the turning point in the development of mathematics into a science. • To know that from the 12th century to the Renaissance, European scholars translated Arabic scientific treatises into Latin. In most Western universities, Arabic texts on mathematics and medicine, translated into Latin, formed the basis of scientific thought and pedagogy for the next several centuries. • To know that when we speak of " Arab science," we mean that Arabic was the language of science and scholarship, and it was under the encouragement and patronage of the Arab Caliphs that science, art, and literature thrived and prospered. • To know that the Islamic Empire brought together peoples of various ethnic, linguistic, and religious groups, but they shared a commonality in that Arabic was the language of learning. <p>Medicine</p> <p>Physicians of the Islamic Empire followed a holistic approach to medicine and disease; that is, they proposed an intimate yet complex relationship between physiological (soma) and psychological (psyche) phenomena. The Persian Abu-Bakr Muhammad ibnZakariya (865-925), or al-Razi, one of the most prolific medical authors and best known physicians, coined the term 'i/aj al-najsani, or psychotherapy. In his medical practice, al-Razi applied his theories of holistic medicine using an early form of psychoanalysis. He would lead his patients into their subconscious to seek out past incidents that with time had become the cause of a physical ailment. Al-Razi was a prolific scholar who made great strides in developing internal medicine, and some of his ideas and concepts, such as that of the patient-doctor relationship, retain their validity today. Aside from identifying smallpox and establishing its diagnosis and treatment, which gained him widespread recognition, his most significant work was the Hawi, a 25-volume medical encyclopedia used by students both in the East and West until the 15th century. The antiseptic use of alcohol was practiced by Al-Razi, likewise the utilization of mercury as a purgative. Under Islam, pharmacology became an independent science and profession. During the Abbasid Caliphate (mid 8th to mid 13th centuries A.O.), there were 800 privately-owned pharmacies, as well as those that were an integral part of large hospital complexes. Pharmaceutical preparations were scientifically tested, manufactured, and sold.</p> <p>Physics</p> <p>In the Arab world, physics, the foundations of which were laid by the Greeks, is associated with the Iraqiborn scientist Ibn al-Haytham (965-1030), author of the classic Book of Optics, who made substantial contributions to our knowledge of optics and scientific methodology. Ibn al-Haytham's theory of optics, quite different from any preceding it, was based on his study of light rays. He was the first to determine that light travels in a straight line, weakens as it moves away from its source, and radiates in every direction. A pioneer in physics, Ibn al-Haytham was also an innovator in the use of the scientific method, establishing the basic principles of experimentation. His experiments originated from a desire to test his hypotheses on light rays. Modern optics owes much to Ibn al-Haytham's discovery of the principle of magnification. Based upon experimentation, he concluded that magnification was not an inherent property of glass, but the result of the refraction of light rays at the point of contact between glass and air. Thus, he determined that the curvature of a lens causes magnification.</p>



One of Ibn al-Haytham's diagrams from a treatise on mathematics and optics.

Reprinted, by permission, from The Genius of Arab Civilization, p. 167.

Chemistry

Alchemy, from the Arabic word al-kimiya, or chemistry as we know it in English, was studied by the Arabs as early as the 7th century A.D. Arabic texts on chemistry were translated into Latin and served as standard texts in European institutes of learning. Indeed, many scientific words in Latin were simply transliterations from the Arabic; examples include alchemy, camphor, saffron, talc, elixir, and borax. The Arabs introduced the concept of objective experimentation, replacing speculation as methodology. Theory and experimentation in chemistry were greatly advanced by the Iraqi Jabir ibn Hayyan in the 8th century A.D. Along with his studies in the transmutation of metals, Jabir discovered red oxide, hydrochloric acid, nitrate of silver, bichloride of mercury, sal ammoniac, and ammonium of chloride. He is, however, best known for his discovery of two principal operations of chemistry: calcination and reduction.

Mathematics and Astronomy

In the 9th century A.O., Muhammad ibn Musa alKhawarazmi, the father of Arab mathematics, introduced the Hindu numerical system to the Arab world, from whence it was subsequently conveyed to the West. The zero and the decimal system were transformed into a simplified mathematical system by the Arabs. Europeans were hesitant, and indeed, scornful of the concept of zero. Yet later scientific achievements in the West would have been hindered had the Roman numerical system continued to form the basis of mathematics. In Roman numerals, for instance, the number 1843 requires the use of ten digits: MDCCCXLIII; whereas in Arabic numerals, the system that we use today, only four digits are needed.

The Muslim obligation to pray five times a day, facing Mecca, and the Islamic practice of making the pilgrimage to this holy city, which brought people from the far-flung corners of the Muslim world, necessitated further elaborations in geography and astronomy. Moreover, Arab trade and exploration to China in the east, the Atlantic in the west, Africa in the south, and Russia in the north stimulated advances in cartography and astronomy.

Procedural Knowledge

Similarities and Differences

Key Vocabulary

Astronomy, chemistry, discovery

Lesson 6

Learning Objective

What can we learn from the art and architecture of Islam?

Declarative Knowledge

- To know that Islamic art is not art of a specific religion, time, place or single medium.
- To know that Islamic art spans some 1400 years, covers many lands and populations and includes a range of artistic fields including architecture, calligraphy, paintings, glass, ceramics and textiles.
- To know that Islamic religious art differs from Christian religious art in that non-figural because many Muslims believe that depiction of the human form is idolatry and thereby a sin against God, forbidden in the Qur'an.
- To know that calligraphy and architectural elements are given important religious significance in Islamic art.
- To know that Islamic art developed from many sources: Roman, early Christian art, Byzantine styles; Sassanian art of pre-Islamic Persia; Central Asian styles brought by various nomadic incursions and Chinese influences appear on Islamic painting, pottery and textile.
- To know that Islamic architecture, such as mosques and palatial gardens of paradise, are also embedded with religious significance.
- To know that there are repeating elements in Islamic art, such as the use of stylized, geometrical floral or vegetal designs in a repetition known as the arabesque.
- To know that the arabesque in Islamic art is often used to symbolize the transcendent, indivisible and infinite nature of God. Some scholars believe that mistakes in repetitions may be intentionally introduced as a show of humility by artists who believe only God can produce perfection.



Arabesque inlays at the Mughal Agra Fort, India: Geometrical designs in repetition, know as Arabesque, are used in Islamic art to symbolize the transcendent, indivisible, and infinite nature of God

- To know that Islamic architecture encompasses a wide range of styles and the principal example is the mosque.
- To know that a specifically recognisable Islamic architectural style emerged soon after Muhammad's (PBUH) time that incorporated Roman building traditions with the additions of the former Sassanid and Byzantine models.

- To know that the Islamic mosque has historically been both a place of prayer and a community meeting space.
- To know that the early mosques are believed to be inspired by Muhammad's (PBUH) home in Medina, which was the first mosque.

The Dome of the Rock

One of the earliest Islamic buildings in Jerusalem, the Dome of the Rock is literally built around a rock which is considered sacred to all three monotheistic religions. In Judaism it is believed that this was the place where God created the world and the first human, Adam. Christians believe that it is where Abraham was instructed to sacrifice his son, Isaac, and Muslims believe it is the site from which Mohammad ascended to Heaven and returned in his Night Journey.

The structure was built by Umayyad Caliph Abd al-Malik and was finished in 691-92 CE. The octagonal plan of the structure is similar to a Byzantine church, the Church of the Seat of Mary, not far from where the Dome was built. Just as the Roman Christians used the example of the Roman basilicas to plan their original churches, an example to hand may have inspired this monument to Islam when a new people took charge and announced their arrival.

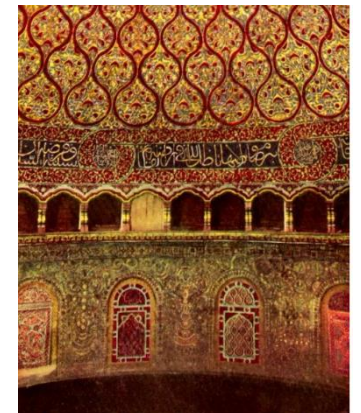
The exterior was redone in tilework, but the interior is all original – at least after the rebuilding of the dome in 1022-23.



Photo: Andrew Shiva / Wikipedia / CC BY-SA 4.0



Photograph showing the interior of the Dome of the Rock and the Rock itself. PD



Interior view of the Dome of the Rock: The interior of The Dome of the Rock features many calligraphic inscriptions, from both the Quran and other sources; it demonstrates the importance of calligraphy in Islamic art and its use in several different media

- To know that for most of the Middle Ages, Islamic luxury glass was the most sophisticated in Eurasia, exported to both Europe and China.
- To know that calligraphic design was omnipresent in Islamic art in the Middle Ages and is seen in all types of art including architecture and the decorative arts.
- To know that the earliest form of Arabic calligraphy is Kufic script, which is noted for its angular form.
- To know that calligraphic design is not limited to the book in Islamic art. It is found in several different types of art, such as architecture.

	<p>Islamic Ceramics</p> <p>Islamic art has notable achievements in ceramics, both in pottery and tiles for buildings, which reached heights unmatched by other cultures. Early pottery had usually been unglazed, but a tin-opacified glazing technique was developed by Islamic potters. The first Islamic opaque glazes can be found as blue-painted ware in Basra, dating to around the 8th century.</p> <p>Another significant contribution was the development of stonepaste ceramics, originating from 9th century Iraq. The first industrial complex for glass and pottery production was built in Ar-Raqqah, Syria, in the 8th century. https://boisestate.pressbooks.pub/arhistory/chapter/early-islamic-art-and-architecture/</p>
Procedural Knowledge	Interpretation
Key Vocabulary	Architecture, script, omnipresent, calligraphy

Lesson 7

Learning Objective **How did Islam become prevalent in Indonesia?**

<p>Declarative Knowledge</p>	<ul style="list-style-type: none"> To know that Islam is the largest religion in Indonesia (86.7% of the population identify themselves as Muslim) To know that in Indonesia, Islam spread peacefully unlike in the Middle East, North Africa and South Asia, where it came under its sway as a result of Arab conquests, To know that Muslims from China have also left an imprint. The 15th century Muslim Chinese admiral, Cheng Ho, is often credited for helping spread Islam in the Indonesian island of Java. To know that Indonesia can be broadly categorised into two orientation: <ol style="list-style-type: none"> Modernism- closely adheres to orthodox theology while modern learning. Traditionalism - follow the interpretations of local religious leaders and religious teachers at Islamic boarding schools. <div data-bbox="448 1085 1220 1420" data-label="Diagram"> </div> <div data-bbox="1579 774 2139 1236" data-label="Figure"> <p>Map showing religious composition of Indonesia. Islam represents the spiritual faith of 86.7% of Indonesians.</p> </div>
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- To know that Islam in Indonesia is considered to have gradually spread through merchant activities by Arab Muslim traders, adoption by local rulers and the influence of Sufism since the 13th century.
- To know that Islam was adopted during the late colonial era as a rallying banner against colonialism.
- To know that although Indonesia has an overwhelming Muslim majority, it is not an Islamic state but constitutionally a secular state whose government recognises six formal religions.
- To know that a tight hierarchical governing structure, where a ruler had the last word on important matters, might have helped speed up the conversion of the local population without too many skirmishes.

<https://www.trtworld.com/magazine/how-islam-came-to-dominate-indonesia-39182>

<https://www.youtube.com/watch?v=nIZmrbLa-Ow> (Must watch)



Procedural Knowledge	Significance, Causes and Consequences
Key Vocabulary	Colonial, secular