

Year group: 6

Historical enquiry question for learning: Why do some civilisations leave a lasting legacy?

Historical concept: Significance



Historical concepts:

Chronology



Similarity and Difference



Change and Continuity



Cause and Consequence



Sources and Evidence



Significance



Historical Interpretation



Subject rationale:

This enquiry explores why some civilisations are remembered long after they have ended. Pupils investigate the achievements, ideas and innovations of **Ancient Greece** and **Early Islamic Civilisation**, developing an understanding of how these societies influenced the wider world. Through the study of city-states, democracy, trade, Baghdad, the House of Wisdom and the work of Islamic scholars, pupils examine how knowledge, beliefs and discoveries can shape life for future generations.

Throughout the unit, pupils build their chronological understanding of the ancient world while developing disciplinary thinking through the concepts of **similarity and difference**, **change and continuity**, **cause and consequence**, **sources and evidence**, **historical interpretation** and **significance**. They compare societies, evaluate evidence, explore different interpretations and make reasoned judgements about the importance of historical achievements.

Prior learning:

Pupils have developed their understanding of chronology through studying **Ancient Egypt, the Romans, Anglo-Saxons and Vikings**. They have explored how societies were organised, how people lived, and how beliefs, leadership and innovation shaped different periods of history. Through enquiries about significant individuals such as **Florence Nightingale and Mary Seacole**, pupils have considered why some people are remembered and the impact they had on the wider world.

Pupils have learned to use historical sources, compare societies, identify change and continuity, explain cause and consequence, and make simple judgements about historical significance. This provides the foundation for evaluating the achievements and legacies of **Ancient Greece** and **Early Islamic Civilisation**, and answering the enquiry question: **Why do some civilisations leave a lasting legacy?**

Enquiry	Connecting Learning	Direct Instruction Practice	Evaluation and Assessment
<p>Enquiry 1: Where and when was Ancient Greece?</p> <p>Chronology</p> <p>National Curriculum Objectives Develop a chronologically secure knowledge of world history. Understand how knowledge of the past is constructed from a range of sources. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of historical information.</p> <p>Sticky Knowledge Ancient Greece was located in southern Europe. Ancient Greece was made up of many independent city-states, including Athens and Sparta. Mountains and seas shaped how Ancient Greek communities developed. Ancient Greece existed thousands of years ago and is usually divided into different periods.</p>	<p>Connecting Learning What do you already know about Ancient Greece? Create a mind map around the words:</p> <ul style="list-style-type: none"> Greece Athens Sparta Democracy City-states Ancient civilisations <p>Challenge Write one question you would like answered during this enquiry.</p>	<p>Task 1: Where Was Ancient Greece?</p> <p>Objective To locate Ancient Greece and explain how geography influenced life there.</p> <p>Teacher Input Use a map of Ancient Greece to identify:</p> <ul style="list-style-type: none"> Greece Aegean Sea Mediterranean Sea Athens Sparta <p>Discuss:</p> <ul style="list-style-type: none"> The mountainous landscape The many islands and coastline Travel and communication Trade by sea Why city-states developed <p>Task Label:</p> <ul style="list-style-type: none"> Greece Aegean Sea Mediterranean Sea Athens Sparta <p>Then answer: Add two sentences explaining how the sea or mountainous landscape may have affected Ancient Greek communities.</p> <p>Sentence Stems</p>	<p>Historian's Verdict Do you think Ancient Greece became an important civilisation?</p> <p>Reflection How does understanding where and when Ancient Greece existed help us begin to answer the enquiry question: Why do some civilisations leave a lasting legacy?</p>

<p>Many ideas from Ancient Greece continue to influence the modern world.</p> <p>Substantive Knowledge Questions</p> <p>Where was Ancient Greece located and what physical features shaped it?</p> <p>When did Ancient Greece exist and what were some key events in its history?</p> <p>Key Vocabulary</p> <p>Ancient Greece: A civilisation in southern Europe that existed thousands of years ago.</p> <p>Civilisation: A society with its own culture, government and way of life.</p> <p>City-state: A city and surrounding area that acts as an independent country.</p> <p>Chronology: The order in which events happen over time.</p> <p>Athens: An important Ancient Greek city-state famous for democracy.</p> <p>Disciplinary Skills</p> <p>Use maps and timelines to place a civilisation in time and location.</p> <p>Identify connections between geography and settlement patterns.</p> <p>Use chronological language accurately.</p> <p>Ask questions about a civilisation using geographical and historical evidence.</p>		<ul style="list-style-type: none"> • The mountains meant that _____. • The sea helped Ancient Greeks to _____. <p>Challenge</p> <p>Which had the greater impact on Ancient Greece: the mountains or the sea?</p> <p>Explain your reasoning.</p> <p>Oracy Questions</p> <ul style="list-style-type: none"> • Why might mountains make travel difficult? • How could the sea help communities? • Why were many settlements located near the coast? • How may geography have led to the development of city-states? <p>Task 2: When Was Ancient Greece?</p> <p>Objective</p> <p>To place key events from Ancient Greece into chronological order.</p> <p>Teacher Input</p> <p>Introduce key events:</p> <ul style="list-style-type: none"> • Minoan Civilisation begins (c.3000 BCE) • First Olympic Games (776 BCE) • Beginning of the Classical Age (c.500 BCE) • Alexander the Great becomes king (336 BCE) • Greece becomes part of the Roman Empire (146 BCE) <p>Discuss:</p> <ul style="list-style-type: none"> • BCE and CE • Earliest and latest events • Why historians use timelines <p>Task</p> <p>Put these events in chronological order and create a timeline.</p> <p>EXT</p> <p>Draw the timeline in your book and write one fact about each event.</p> <p>Sentence Stems</p>	
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		<ul style="list-style-type: none"> The earliest event was _____. Later, _____ happened. This event was significant because _____. <p>Oracy Questions</p> <ul style="list-style-type: none"> Which event happened first? Which event happened last? Approximately how long did Ancient Greece exist? Why is chronology important in history? 	
<p>Enquiry 2: How was Ancient Athens different from Britain today?</p> <p><i>Similarity and Difference</i></p> <p>National Curriculum Objectives Develop a chronologically secure knowledge and understanding of world history. Understand how people's lives have shaped this nation and how Britain has been influenced by the wider world. Address historically valid questions about similarity and difference. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Sticky Knowledge Athens was one of the most important city-states in Ancient Greece.</p>	<p>Connecting Learning: True or False? Discuss and record whether each statement is true or false.</p> <ul style="list-style-type: none"> Ancient Greece was one united country. Athens was a city-state. Mountains separated many Greek communities. The sea was important for travel and trade. Sparta was located in Ancient Greece. 	<p>Task 1: How Democratic Was Athens?</p> <p>Objective To understand how democracy worked in Ancient Athens.</p> <p>Teacher Input Explain:</p> <ul style="list-style-type: none"> Citizens voted on important decisions. Citizens attended the Assembly. Women, enslaved people and foreigners could not vote. Compare this with Britain today where all adults can vote. <p>Task Sort the following groups into:</p> <p>Could Vote in Athens</p> <ul style="list-style-type: none"> Adult male citizens <p>Could Not Vote in Athens</p> <ul style="list-style-type: none"> Women Children Enslaved people Foreigners <p>Then answer:</p> <p>How was democracy in Athens different from democracy in Britain today?</p>	<p>Historian's Verdict Do you think Athens was truly democratic?</p> <p>Reflection What feature of Athens might have contributed to its lasting legacy?</p>

Athens developed one of the world's earliest forms of democracy.

Not everyone in Athens could vote.

Daily life in Athens was different for men, women, children and enslaved people.

Some features of Athenian democracy have influenced modern democratic systems.

Substantive Knowledge Questions

How did democracy work in Athens?

What was daily life like for different groups in Athenian society?

Key Vocabulary

Democracy: A system of government where citizens have a say in decision-making.

Citizen: A person who belongs to a country or city-state and has certain rights and responsibilities.

Assembly: A meeting where Athenian citizens gathered to discuss and vote on important issues.

Education: The process of teaching and learning knowledge and skills.

Society: A group of people living together and following shared rules and customs.

Disciplinary Skills

Compare societies using evidence.

Identify similarities and differences between

Challenge: Write your own fact about Ancient Greece from last lesson.

Sentence Stems

- In Athens, only _____ could vote.
- In Britain today, _____.
- This means that Athens was more/less democratic because _____.

Challenge

Do you think Athens was truly democratic? Explain your reasoning.

Oracy Questions

- Who could vote in Athens?
- Who was excluded from voting?
- Is it fair if only some people can vote?
- How is democracy in Britain different?

Task 2: What Was Daily Life Like in Athens?

Objective

To compare life in Ancient Athens with life in Britain today.

Teacher Input

Introduce information about:

- Men
- Women
- Children
- Enslaved people

Discuss:

- Education
- Jobs
- Rights and responsibilities
- Family life

Task

Complete the comparison table.

Feature	Ancient Athens	Britain Today
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<p>past and present.</p> <p>Use historical vocabulary to explain comparisons.</p> <p>Support ideas using information from sources.</p>		<table><tr><td>Who can vote?</td><td></td><td></td></tr><tr><td>Education</td><td></td><td></td></tr><tr><td>Women's rights</td><td></td><td></td></tr><tr><td>Children's lives</td><td></td><td></td></tr></table> <p>Then answer:</p> <p>How was life in Ancient Athens different from life in Britain today?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">• In Ancient Athens, _____.• In Britain today, _____.• A key difference is _____. <p>Challenge</p> <p>Which change do you think has had the biggest impact on society?</p> <p>Explain your answer.</p> <p>Oracy Questions</p> <ul style="list-style-type: none">• What was school like in Athens?• How were women treated differently?• Would you rather live in Athens or Britain today?• Which aspect of life has changed the most?	Who can vote?			Education			Women's rights			Children's lives			
Who can vote?															
Education															
Women's rights															
Children's lives															
<p>Enquiry 3 : How were Sparta and Athens similar and different?</p> <p>Similarity and difference</p> <p>National Curriculum Objectives</p> <p>Address and devise historically valid questions about similarity and difference.</p> <p>Develop a chronologically secure understanding of Ancient Greece.</p>	<p>Connecting Learning</p> <p>Would You Qualify?</p> <p>Last lesson, we learned that not everyone could participate in Athenian democracy.</p> <p>Who would be considered a citizen in Ancient Athens?</p>	<p>Task 1: What Was Life Like in Sparta?</p> <p>Objective</p> <p>To understand the key features of Spartan society.</p> <p>Teacher Input</p> <p>Introduce:</p> <ul style="list-style-type: none">• Military training• Spartan education• Discipline• Role of citizens• Expectations for boys and girls	<p>Historian's Verdict</p> <p>Which city-state offered a better life for its citizens: Sparta or Athens?</p> <p>Reflection</p> <p>Which city-state is more</p>												

<p>Understand how people's lives differed within the same civilisation.</p> <p>Construct informed responses using relevant historical information.</p> <p>Sticky Knowledge</p> <p>Sparta and Athens were both powerful Greek city-states.</p> <p>Sparta focused on military strength and discipline.</p> <p>Athens focused on education, democracy and culture.</p> <p>Both city-states had citizens, governments and armies.</p> <p>Although they were part of Ancient Greece, life was very different in Sparta and Athens.</p> <p>Substantive Knowledge Questions</p> <p>What were the key features of Spartan society?</p> <p>How did Sparta and Athens govern and educate their people differently?</p> <p>Key Vocabulary</p> <p>Sparta: A powerful Greek city-state known for its military strength and discipline.</p> <p>Athens: A Greek city-state known for democracy, learning and culture.</p> <p>Military: An organised army trained to defend and fight for a country or state.</p>	<p>Tick who you think could participate in decision-making:</p> <p>☐ Adult Athenian man</p> <p>☐ Adult Athenian woman</p> <p>☐ Child</p> <p>☐ Foreigner</p> <p>☐ Enslaved person</p> <p>Challenge</p> <p>Why might some people think Athens was not truly democratic?</p>	<p>Discuss:</p> <ul style="list-style-type: none">• Why Sparta valued strength• How children were educated• How Spartan society prepared people for war <p>Task</p> <p>Read the information about Sparta.</p> <p>Complete the table:</p> <table><tr><th>Feature</th><th>What Was Sparta Like?</th></tr><tr><td>Education</td><td></td></tr><tr><td>Government</td><td></td></tr><tr><td>Military</td><td></td></tr><tr><td>Citizens</td><td></td></tr></table> <p>Then answer:</p> <p>Why was Sparta known as a military society?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">• Sparta focused on _____.• Boys were expected to _____.• Spartan citizens believed _____. <p>Challenge</p> <p>Would you rather grow up in Sparta or Athens? Give two reasons.</p> <p>Oracy Questions</p> <ul style="list-style-type: none">• Why was military training so important?• What qualities did Spartans value?• How were Spartan children prepared for adulthood?• Would life in Sparta appeal to you? <p>Task 2: Sparta vs Athens</p> <p>Objective</p> <p>To compare Sparta and Athens.</p>	Feature	What Was Sparta Like?	Education		Government		Military		Citizens		<p>remembered today, and why?</p>
Feature	What Was Sparta Like?												
Education													
Government													
Military													
Citizens													

<p>Government: The group of people responsible for making decisions and laws.</p> <p>Citizen: A person who belongs to a country or city-state and has certain rights and responsibilities.</p> <p>Disciplinary Skills</p> <p>Compare two societies within the same civilisation.</p> <p>Organise evidence into similarities and differences.</p> <p>Use evidence to support historical judgements.</p> <p>Communicate conclusions using historical language.</p>	<p>Teacher Input</p> <p>Recap Athens:</p> <ul style="list-style-type: none">• Democracy• Education• Arts and culture <p>Compare with Sparta:</p> <ul style="list-style-type: none">• Military focus• Discipline• Limited democracy <p>Model how historians compare societies using similarities and differences.</p> <p>Task</p> <p>Complete the comparison chart.</p> <table><tr><th>Feature</th><th>Sparta</th><th>Athens</th></tr><tr><td>Government</td><td></td><td></td></tr><tr><td>Education</td><td></td><td></td></tr><tr><td>Military</td><td></td><td></td></tr><tr><td>Daily Life</td><td></td><td></td></tr><tr><td>Citizens</td><td></td><td></td></tr></table> <p>Then answer:</p> <p>How were Sparta and Athens similar and different?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">• One similarity is _____.• One difference is _____.• Sparta valued _____ whereas Athens valued _____. <p>Challenge</p> <p>Which city-state offered the better life for its citizens? Explain using evidence.</p> <p>Oracy Questions</p> <ul style="list-style-type: none">• Which city-state placed greater importance on education?• Which city-state placed greater importance on military strength?	Feature	Sparta	Athens	Government			Education			Military			Daily Life			Citizens			
Feature	Sparta	Athens																		
Government																				
Education																				
Military																				
Daily Life																				
Citizens																				

		<ul style="list-style-type: none">How were their governments different?Which city-state do you think was more successful?						
<p>Lesson 4: Where and when was Early Islamic Civilisation?</p> <p>Change and Continuity</p> <p>National Curriculum Objectives</p> <p>Develop a chronologically secure knowledge and understanding of world history.</p> <p>Understand connections, contrasts and trends over time.</p> <p>Address historically valid questions about change and continuity.</p> <p>Construct informed responses using relevant historical information.</p> <p>Sticky Knowledge</p> <p>Early Islamic Civilisation began in the 7th century CE.</p> <p>Islam spread rapidly across parts of Asia, Africa and Europe.</p> <p>The Islamic world became connected through trade, religion and culture.</p> <p>The Caliphs led the Islamic Empire after the death of Prophet Muhammad.</p> <p>Many ideas, technologies and knowledge spread across the Islamic world.</p> <p>Substantive Knowledge Questions</p>	<p>Connecting Learning</p> <p>Athens or Sparta?</p> <table><thead><tr><th>Feature</th></tr></thead><tbody><tr><td>Focused on democracy</td></tr><tr><td>Focused on military training</td></tr><tr><td>Citizens met in an Assembly</td></tr><tr><td>Boys trained to become soldiers</td></tr></tbody></table> <p>Challenge</p> <p>Which city-state left the greater legacy? Why?</p>	Feature	Focused on democracy	Focused on military training	Citizens met in an Assembly	Boys trained to become soldiers	<p>Task 1: Where Did Early Islamic Civilisation Spread?</p> <p>Objective</p> <p>To identify where Early Islamic Civilisation began and how it expanded.</p> <p>Teacher Input</p> <p>Locate on a map:</p> <ul style="list-style-type: none">MeccaMedinaArabiaBaghdadAfricaAsiaEurope <p>Discuss:</p> <ul style="list-style-type: none">Origins of IslamGrowth of the Islamic EmpireConnections through trade and travelHow the civilisation expanded over time <p>Task</p> <p>Use the map to:</p> <ul style="list-style-type: none">Label Mecca, Medina and Baghdad.Shade areas that became part of the Islamic Empire.Add a key. <p>Then answer:</p> <p>What regions became part of the Islamic world?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">Early Islamic Civilisation began in _____.The Islamic Empire spread into _____.	<p>Historian's Verdict</p> <p>Was the spread of Early Islamic Civilisation significant?</p> <p>Reflection</p> <p>How might the spread of a civilisation help it leave a lasting legacy?</p>
Feature								
Focused on democracy								
Focused on military training								
Citizens met in an Assembly								
Boys trained to become soldiers								

<p>How and why did Early Islamic Civilisation spread?</p> <p>What regions became part of the Islamic world?</p> <p>Key Vocabulary</p> <p>Islam: A religion that began in Arabia in the 7th century CE.</p> <p>Caliphate: The area ruled by a Caliph, the leader of the Islamic world.</p> <p>Empire: A group of countries or territories ruled by one government or leader.</p> <p>Trade: The buying, selling and exchange of goods between people and places.</p> <p>Civilisation: A society with its own culture, government, beliefs and way of life.</p> <p>Disciplinary Skills</p> <p>Use timelines to identify change over time.</p> <p>Use maps to investigate the spread of a civilisation.</p> <p>Identify continuity and change within a civilisation.</p> <p>Explain how civilisations develop and expand.</p>		<ul style="list-style-type: none"> The civilisation grew across _____ continents. <p>Challenge</p> <p>Why might trade routes have helped the civilisation spread?</p> <p>Oracy Questions</p> <ul style="list-style-type: none"> Where did Early Islamic Civilisation begin? How large did the Islamic Empire become? Which continents were connected? Why is location important in understanding civilisations? <p>Task 2: How Did Early Islamic Civilisation Change Over Time?</p> <p>Objective</p> <p>To understand how Early Islamic Civilisation grew and developed.</p> <p>Teacher Input</p> <p>Introduce a timeline showing:</p> <ul style="list-style-type: none"> 610 CE: First revelations received by Prophet Muhammad 622 CE: Hijrah (migration to Medina) 632 CE: Death of Prophet Muhammad 750 CE: Abbasid Caliphate begins 762 CE: Baghdad founded <p>Discuss:</p> <ul style="list-style-type: none"> Growth of the Caliphate Expansion of trade Development of cities What changed and what remained the same <p>Task</p> <p>Place the events in chronological order and create a timeline.</p> <p>Then identify:</p> <p>Three things that changed and One thing that remained the same</p> <p>Sentence Stems</p> <ul style="list-style-type: none"> One change was _____. 	
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		<ul style="list-style-type: none">• Another change was _____.• One thing that stayed the same was _____. <p>Challenge</p> <p>Explain why some aspects of a civilisation change while others remain the same.</p> <p>Oracy Questions</p> <ul style="list-style-type: none">• What changed as the civilisation expanded?• What remained important throughout the period?• Why do civilisations develop over time?• How does chronology help us understand change?					
<p>Enquiry 5: What was so special about Baghdad?</p> <p>Cause and Consequence</p> <p>National Curriculum Objectives</p> <p>Study a non-European society that provides contrasts with British history.</p> <p>Address historically valid questions about cause and consequence.</p> <p>Understand how historical people, places and events have shaped the wider world.</p> <p>Construct informed responses using relevant historical information.</p> <p>Sticky Knowledge</p> <p>Baghdad was founded in 762 CE by the Abbasid Caliphate.</p> <p>Baghdad became one of the largest and wealthiest cities in the world.</p>	<p>Connecting Learning</p> <p>Timeline Retrieval</p> <p>Place these events in chronological order:</p> <ul style="list-style-type: none">• Baghdad founded• Prophet Muhammad receives first revelations• Hijrah to Medina• Death of Prophet Muhammad• Abbasid Caliphate begins <p>Challenge</p> <p>Why do you think Baghdad became an important city during the Abbasid Caliphate?</p>	<p>Task 1: Why Did Baghdad Become a Great City?</p> <p>Objective</p> <p>To explain why Baghdad became a centre of trade and culture.</p> <p>Teacher Input</p> <p>Explore:</p> <ul style="list-style-type: none">• Baghdad's location on trade routes• The River Tigris• Wealth from trade• Importance of the Abbasid rulers• Growth of the city <p>Discuss:</p> <ul style="list-style-type: none">• Why do cities grow?• Why do traders travel to certain places?• How can wealth help a city develop? <p>Task</p> <p>Read the information cards and identify reasons why Baghdad became successful.</p> <p>Complete the table:</p> <table><tr><th>Reason</th><th>How did it help Baghdad?</th></tr><tr><td>Location</td><td></td></tr></table>	Reason	How did it help Baghdad?	Location		<p>Historian's Verdict</p> <p>Was Baghdad's success mainly due to trade or learning?</p> <p>Reflection</p> <p>Why is Baghdad still remembered today, even though it was founded over 1,200 years ago?</p>
Reason	How did it help Baghdad?						
Location							

<p>The city was at the centre of important trade routes.</p> <p>The House of Wisdom became a centre for learning and scholarship.</p> <p>Knowledge from different civilisations was collected, studied and shared in Baghdad.</p> <p>Substantive Knowledge Questions</p> <p>Why did Baghdad become a centre of trade and learning?</p> <p>What impact did the House of Wisdom have?</p> <p>Key Vocabulary</p> <p>Baghdad: The capital city of the Abbasid Caliphate and a centre of trade and learning.</p> <p>House of Wisdom: A famous centre of learning in Baghdad where scholars studied, translated and shared knowledge.</p> <p>Scholar: A person who studies and develops knowledge.</p> <p>Trade: The buying, selling and exchange of goods between people and places.</p> <p>Consequence: The result or effect of an action or event.</p> <p>Disciplinary Skills</p> <p>Identify causes and consequences using historical evidence.</p> <p>Explain why places become historically important.</p>	<table><tr><td>Trade</td><td></td></tr><tr><td>Wealth</td><td></td></tr><tr><td>Leadership</td><td></td></tr></table> <p>Then answer:</p> <p>Why did Baghdad become one of the most important cities in the world?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">• Baghdad became successful because _____.• Trade helped Baghdad by _____.• Its location was important because _____. <p>Challenge</p> <p>Which reason was most important to Baghdad's success? Explain your answer.</p> <p>Oracy Questions</p> <ul style="list-style-type: none">• Why was Baghdad's location important?• How did trade make Baghdad wealthier?• Why did people travel to Baghdad?• What makes a city important? <p>Task 2: What Was the House of Wisdom?</p> <p>Objective</p> <p>To understand why the House of Wisdom was significant.</p> <p>Teacher Input</p> <p>Introduce:</p> <ul style="list-style-type: none">• Scholars from different places• Translation of texts• Mathematics• Medicine• Astronomy• Sharing knowledge <p>Discuss:</p>	Trade		Wealth		Leadership	
Trade							
Wealth							
Leadership							

<p>Use evidence to explain historical developments. Make simple judgements about significance.</p>		<ul style="list-style-type: none"> • Why is knowledge valuable? • Why do people build libraries and centres of learning? • How can ideas spread? <p>Task</p> <p>Create a "House of Wisdom Fact File".</p> <p>Include:</p> <ul style="list-style-type: none"> • What it was • Who worked there • What subjects were studied • Why it was important <p>Then answer:</p> <p>What impact did the House of Wisdom have?</p> <p>Sentence Stems</p> <ul style="list-style-type: none"> • The House of Wisdom was important because _____. • Scholars studied _____. • This helped people to _____. <p>Challenge</p> <p>Explain how the House of Wisdom helped knowledge spread across the world.</p> <p>Oracy Questions</p> <ul style="list-style-type: none"> • Who worked in the House of Wisdom? • What subjects did scholars study? • Why was the House of Wisdom important? • How might knowledge from Baghdad have influenced other societies? 	
<p>Enquiry 6: How did Islamic scholars influence the wider world?</p> <p>Sources and evidence</p> <p>National Curriculum Objectives</p>	<p>Connecting Learning</p> <p>Baghdad Retrieval</p> <p>Complete the sentences:</p> <p>1. Baghdad was founded in _____.</p>	<p>Task 1: What Did Islamic Scholars Discover?</p> <p>Objective</p> <p>To identify important achievements made by Islamic scholars.</p> <p>Teacher Input</p> <p>Introduce key achievements:</p> <ul style="list-style-type: none"> • Al-Khwarizmi and algebra 	<p>Historian's Verdict</p> <p>Which Islamic achievement had the greatest</p>

<p>Study a non-European society that provides contrasts with British history.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Address historically valid questions using evidence.</p> <p>Construct informed responses using relevant historical information.</p> <p>Sticky Knowledge</p> <p>Islamic scholars made important contributions to mathematics, medicine and astronomy.</p> <p>Scholars built upon knowledge from earlier civilisations.</p> <p>New ideas and discoveries spread through trade, travel and learning.</p> <p>Many modern scientific and mathematical ideas have roots in the Islamic world.</p> <p>Historical sources help us understand the achievements of Islamic scholars.</p> <p>Substantive Knowledge Questions</p> <p>What discoveries did Islamic scholars make in medicine, mathematics and astronomy?</p> <p>How do we know these discoveries influenced other societies?</p> <p>Key Vocabulary</p>	<p>2. Baghdad was the capital of the _____ Caliphate.</p> <p>3. The _____ of Wisdom was a famous centre of learning.</p> <p>4. Baghdad became successful because of trade and _____.</p> <p>5. Scholars travelled to Baghdad to share _____.</p> <p>Challenge</p> <p>Why do you think centres of learning are important?</p>	<ul style="list-style-type: none">Advances in medicine and hospitalsDevelopments in astronomyScientific observation and recording <p>Discuss:</p> <ul style="list-style-type: none">Why knowledge mattersHow discoveries improve people's livesWhy scholars wanted to learn more about the world <p>Task</p> <p>Complete the table:</p> <table><tr><th>Field of Study</th><th>Achievement</th><th>Why Was It Important?</th></tr><tr><td>Mathematics</td><td></td><td></td></tr><tr><td>Medicine</td><td></td><td></td></tr><tr><td>Astronomy</td><td></td><td></td></tr></table> <p>Then answer:</p> <p>Which achievement do you think was most important?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">Islamic scholars developed _____.This was important because _____.The achievement helped people to _____. <p>Challenge</p> <p>Rank the three achievements from most important to least important and justify your ranking.</p> <p>Oracy Questions</p> <ul style="list-style-type: none">Which achievement affects our lives today?Why was algebra important?How did advances in medicine help people?Why did astronomers study the stars?	Field of Study	Achievement	Why Was It Important?	Mathematics			Medicine			Astronomy			<p>impact on the wider world?</p> <p>Reflection</p> <p>How can new ideas and discoveries become a lasting legacy?</p>
Field of Study	Achievement	Why Was It Important?													
Mathematics															
Medicine															
Astronomy															

<p>Scholar: A person who studies and develops knowledge.</p> <p>Algebra: A branch of mathematics developed and advanced by Islamic scholars.</p> <p>Medicine: The science of diagnosing, treating and preventing illness.</p> <p>Astronomy: The study of space, planets and stars.</p> <p>Innovation: A new idea, method or discovery.</p> <p>Disciplinary Skills</p> <p>Use a range of sources to investigate the past.</p> <p>Make inferences from historical evidence.</p> <p>Evaluate what sources reveal about historical achievements.</p> <p>Use evidence to support conclusions.</p>	<p>Task 2: What Evidence Shows Their Influence?</p> <p>Objective</p> <p>To use historical evidence to investigate the influence of Islamic scholars.</p> <p>Teacher Input</p> <p>Provide sources such as:</p> <ul style="list-style-type: none">• Images of early hospitals• Extracts about Al-Khwarizmi• Diagrams of astronomical tools• Information about the spread of knowledge into Europe <p>Discuss:</p> <ul style="list-style-type: none">• What evidence tells us• How historians use sources• Why evidence is important when making claims <p>Task</p> <p>Examine the sources and complete an evidence chart.</p> <table><tr><th>Source</th><th>What does it tell us?</th><th>How does it show influence?</th></tr><tr><td>Source A</td><td></td><td></td></tr><tr><td>Source B</td><td></td><td></td></tr><tr><td>Source C</td><td></td><td></td></tr></table> <p>Then answer:</p> <p>How do we know Islamic scholars influenced the wider world?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">• This source suggests that _____.• The evidence shows that _____.• Historians know this because _____. <p>Challenge</p> <p>Which source provides the strongest evidence? Explain your reasoning.</p> <p>Oracy Questions</p> <ul style="list-style-type: none">• What can we learn from this source?	Source	What does it tell us?	How does it show influence?	Source A			Source B			Source C		
Source	What does it tell us?	How does it show influence?											
Source A													
Source B													
Source C													

		<ul style="list-style-type: none">Does this source prove influence?Why might historians use more than one source?Which source is most useful and why?											
<p>Enquiry 7: Which achievements from Ancient Greece and Early Islamic Civilisation still affect us today?</p> <p>Significance</p> <p>National Curriculum Objectives Understand how people, events and developments from the past have influenced the wider world. Address historically valid questions about significance. Use evidence to make judgements about the past. Construct informed responses using relevant historical information.</p> <p>Sticky Knowledge Ancient Greece influenced democracy, philosophy, architecture and the Olympic Games. Early Islamic Civilisation contributed to mathematics, medicine, astronomy and scientific knowledge. Some achievements continue to affect society today. Historians use criteria to judge significance.</p>	<p>Connecting Learning Civilisation Retrieval Draw two columns. Ancient Greece Early Islamic Civilisation Write down everything you can remember about each civilisation. Try to include:</p> <ul style="list-style-type: none">Important peopleAchievementsPlacesIdeasDiscoveries <p>Challenge Which civilisation do you think has had the greatest impact on the modern world? Explain your initial thinking.</p>	<p>Task 1: What Legacies Did Ancient Greece Leave Behind?</p> <p>Objective To identify significant achievements from Ancient Greece.</p> <p>Teacher Input Revisit:</p> <ul style="list-style-type: none">DemocracyPhilosophyArchitectureOlympic Games <p>Discuss:</p> <ul style="list-style-type: none">Which achievements still exist today?How have they changed over time?Why are they remembered? <p>Task Complete the table.</p> <table><tr><th>Achievement</th><th>How Does It Influence Today?</th></tr><tr><td>Democracy</td><td></td></tr><tr><td>Olympic Games</td><td></td></tr><tr><td>Architecture</td><td></td></tr><tr><td>Philosophy</td><td></td></tr></table> <p>Then answer: Which Greek achievement has had the greatest impact on the modern world?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">A significant Greek achievement was _____.We can still see this today because _____.	Achievement	How Does It Influence Today?	Democracy		Olympic Games		Architecture		Philosophy		<p>Historian's Verdict Which civilisation left the greater legacy: Ancient Greece or Early Islamic Civilisation?</p> <p>Reflection What makes a civilisation significant enough to be remembered hundreds or even thousands of years later?</p>
Achievement	How Does It Influence Today?												
Democracy													
Olympic Games													
Architecture													
Philosophy													

<p>Lasting legacies can influence people's lives hundreds or even thousands of years later.</p> <p>Substantive Knowledge Questions</p> <p>Which Greek achievements have had a lasting impact?</p> <p>Which Islamic achievements continue to influence our world today?</p> <p>Key Vocabulary</p> <p>Legacy: Something handed down from the past that continues to have an impact today.</p> <p>Achievement: Something important that has been accomplished successfully.</p> <p>Influence: The power to affect people, ideas or events.</p> <p>Significance: The importance of a person, event, idea or achievement.</p> <p>Impact: A strong effect or influence on something.</p> <p>Disciplinary Skills</p> <p>Apply criteria to judge historical significance.</p> <p>Compare the impact of different achievements.</p> <p>Use evidence to justify a judgement.</p> <p>Construct historical arguments about significance.</p>		<ul style="list-style-type: none"> • Its impact can be seen in _____. <p>Challenge</p> <p>Rank the achievements from most significant to least significant and justify your choices.</p> <p>Oracy Questions</p> <ul style="list-style-type: none"> • Which achievement affects your life today? • Why is democracy still important? • Why are the Olympic Games remembered? • How do we know a legacy is significant? <p>Task 2: Which Civilisation Left the Greater Legacy?</p> <p>Objective</p> <p>To evaluate the significance of achievements from Ancient Greece and Early Islamic Civilisation.</p> <p>Teacher Input</p> <p>Review achievements from both civilisations.</p> <p>Ancient Greece</p> <ul style="list-style-type: none"> • Democracy • Olympics • Philosophy • Architecture <p>Early Islamic Civilisation</p> <ul style="list-style-type: none"> • Algebra • Medicine • Astronomy • House of Wisdom <p>Introduce criteria for significance:</p> <ul style="list-style-type: none"> • Lasting over time • Affecting many people • Changing lives • Influencing later developments 	
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		<p>Task</p> <p>Complete the comparison table.</p> <table><tr><th>Achievement</th><th>Civilisation</th><th>How Does It Affect Us Today?</th><th>Significance Score</th></tr><tr><td>Democracy</td><td></td><td></td><td></td></tr><tr><td>Algebra</td><td></td><td></td><td></td></tr><tr><td>Medicine</td><td></td><td></td><td></td></tr><tr><td>Olympic Games</td><td></td><td></td><td></td></tr></table> <p>Then answer:</p> <p>Which civilisation left the greater legacy?</p> <p>Sentence Stems</p> <ul style="list-style-type: none">I think _____ left the greater legacy because _____.One important achievement was _____.This continues to affect us today because _____. <p>Challenge</p> <p>Can a civilisation be significant even if most people know very little about it? Explain your answer.</p> <p>Oracy Questions</p> <ul style="list-style-type: none">What makes an achievement significant?Which civilisation influenced more people?Which achievement has lasted the longest?Can different people judge significance differently?	Achievement	Civilisation	How Does It Affect Us Today?	Significance Score	Democracy				Algebra				Medicine				Olympic Games				
Achievement	Civilisation	How Does It Affect Us Today?	Significance Score																				
Democracy																							
Algebra																							
Medicine																							
Olympic Games																							
<p>Showcase: Why do some civilisations leave a lasting legacy?</p> <p>Significance</p> <p>National Curriculum Objectives</p>	<p>Connecting Learning Enquiry Retrieval Challenge</p> <p>Without looking in your books, write down:</p> <ul style="list-style-type: none">3 things you learned about Ancient Greece	<p>Showcase Option 1: Legacy Museum Exhibition</p> <p>Enquiry Question</p> <p>Which civilisation left the most lasting legacy for the modern world? (<i>Significance, Sources and Evidence</i>)</p> <p>Learning Outcome</p>	<p>Reflecting on Our Learning Audience Feedback</p> <p>After presentations,</p>																				

<p>Address historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from evidence.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Present reasoned conclusions using historical knowledge and evidence.</p> <p>Sticky Knowledge</p> <p>Ancient Greece and Early Islamic Civilisation both made important contributions to the world.</p> <p>Legacies can be political, scientific, mathematical, cultural or social.</p> <p>Historians use evidence to judge significance.</p> <p>Different people may have different views about which achievements are most important.</p> <p>Civilisations leave lasting legacies when their achievements continue to influence people's lives.</p> <p>Substantive Knowledge Questions</p> <p>What makes a civilisation's achievements significant?</p> <p>Why have some achievements from Ancient Greece and Early Islamic Civilisation survived and influenced the modern world?</p>	<ul style="list-style-type: none"> • 3 things you learned about Early Islamic Civilisation • 2 achievements that still influence us today • 1 reason why civilisations leave a lasting legacy <p>Challenge: Complete the sentence:</p> <p>A civilisation leaves a lasting legacy when _____.</p>	<p>Apply historical knowledge and evidence from across the enquiry to evaluate the achievements of Ancient Greece and Early Islamic Civilisation and make a reasoned judgement about their lasting impact.</p> <p>Task 1: Investigating Historical Legacies</p> <p>Objective</p> <p>To identify and evaluate the most significant achievements of Ancient Greece and Early Islamic Civilisation.</p> <p>Task</p> <p>You are a team of historians creating a museum exhibition.</p> <p>Using your learning from the enquiry:</p> <ul style="list-style-type: none"> • Identify key achievements from both civilisations. • Consider how these achievements still affect life today. • Discuss which achievements have had the greatest impact. <p>Complete a planning sheet:</p> <table border="1"> <thead> <tr> <th>Achievement</th> <th>Civilisation</th> <th>Evidence</th> <th>Impact Today</th> </tr> </thead> </table> <p>Oracy Questions</p> <ul style="list-style-type: none"> • Which achievement has lasted the longest? • Which achievement affects the most people? • How do we know an achievement is significant? • Which evidence best supports your view? • Can both civilisations be considered significant? <p>Task 2: Create Your Museum Exhibition</p> <p>Objective</p> <p>To present historical evidence and communicate a judgement about significance.</p> <p>Task</p> <p>Create a museum exhibition panel.</p> <p>Pupils may choose to create:</p>	Achievement	Civilisation	Evidence	Impact Today	<p>audience members answer:</p> <p>What was the most interesting achievement you learned about?</p> <p>Which piece of evidence was most convincing?</p> <p>Which civilisation do you think left the greatest legacy?</p> <p>Self-Reflection</p> <p>Complete the sentences:</p> <p>One thing I am most proud of is...</p> <p>One significant achievement I learned about was...</p> <p>One piece of evidence that helped me was...</p> <p>I think the civilisation with the greatest legacy is...</p>
Achievement	Civilisation	Evidence	Impact Today				

<p>Disciplinary Skills</p> <p>Evaluate different interpretations of significance.</p> <p>Select and organise evidence from across the enquiry.</p> <p>Construct a balanced historical argument.</p> <p>Reach a substantiated conclusion using evidence.</p>		<ul style="list-style-type: none"> • A poster • An exhibition board • A digital presentation • An information leaflet <p>Your exhibition should include:</p> <ul style="list-style-type: none"> ✓ Key achievements ✓ Historical evidence ✓ Why the achievement was significant ✓ How and why the achievement still influences life today ✓ A final judgement <p>Oracy Questions</p> <ul style="list-style-type: none"> • Which achievement is your strongest example? • Why should visitors remember this civilisation? • What evidence supports your conclusion? • How does this achievement influence people today? • Why do some legacies survive for thousands of years? <p>Showcase Option 2: Historians' Legacy Debate</p> <p>Enquiry Question</p> <p>Why do some civilisations leave a lasting legacy while others are less remembered?</p> <p><i>(Significance, Historical Interpretation)</i></p> <p>Learning Outcome</p> <p>Develop and present a balanced historical argument, using evidence to justify a judgement about the significance of Ancient Greece and Early Islamic Civilisation.</p> <hr/> <p>Task 1: Planning Your Historical Argument</p> <p>Objective</p> <p>To select evidence and develop a reasoned argument.</p> <p>Task</p> <p>You are historians preparing for a debate.</p>	<p>Final Enquiry Reflection</p> <p>Why do some civilisations leave a lasting legacy?</p> <p>Pupils write a short paragraph using evidence from across the enquiry to answer the overarching historical question.</p>
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Using your learning from the enquiry:

- Identify significant achievements.
- Gather evidence from both civilisations.
- Consider different viewpoints.

Complete a planning sheet:

Civilisation

Achievement

Evidence

Why Is It Significant?

Oracy Questions

- Which achievement had the greatest impact?
- What evidence supports your view?
- Could someone reach a different conclusion?
- Why might historians disagree?
- What makes evidence convincing?

Task 2: Present Your Recommendation

Objective

To communicate a justified historical conclusion.

Task

Prepare a debate, speech or presentation answering:

Why do some civilisations leave a lasting legacy?

Your response should include:

- ✓ Evidence from Ancient Greece
- ✓ Evidence from Early Islamic Civilisation
- ✓ Examples of lasting achievements
- ✓ Reference to significance
- ✓ A final judgement

Oracy Questions

- What is your strongest evidence?
- Which achievement still influences us most today?
- How did these civilisations change the world?

		<ul style="list-style-type: none">• Why are some achievements remembered more than others?• What makes a civilisation significant?	
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