

**Year 3/4**

**The Historical Association's  
Scheme of Work for Primary History**

**Unit X: Early Islamic civilisation, including Baghdad c. AD 900**

©Copyright Historical Association 2015



**About this unit**

Children can be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still. They can learn about some of the differences in way of life between citizens of Baghdad and London c. AD 900. Links can be made with other cultures that contributed to the formation of theories that are still used within modern day Britain. Children will also be introduced to personalities who undertook challenges on a huge scale to leave behind fascinating legacies. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

**Unit Structure**

This unit is structured around 5 sequential history enquiries:

1. How different was Baghdad to London around 900AD?
2. What was in the House of Wisdom?
3. Who was Ibn Battuta and how did his Rihla help us?
4. Who was Al-Zahrawi and what could we learn from Muslim medicine?
5. What did early Islamic civilisation leave behind?

**How this unit links to the new national curriculum for primary history**

A non-European society that provides contrasts with British history – early Islamic civilisation, including a study of Baghdad c. AD 900

Allows pupils to make a comparison with the 'Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor' unit

## Enquiry 1: How different was Baghdad to London around 900AD?

Learning objectives	Key content and suggested lesson ideas	Suggested resources	Assessment Criteria
<p><b>Children should learn:</b></p> <p>To place Baghdad in a spatial and temporal framework</p>	<p><b>Where Baghdad and what is/was its place in the world?</b></p> <ul style="list-style-type: none"> <li>• Map work - where is Baghdad</li> <li>• Individual or class timelines about where is this period of time in relation to what was happening around the world and wider framework of history learnt so far. Important to see China/Islamic Empires as the driving force of 'civilisation' in this period, successor to the Greeks/Romans, forerunner of European expansion</li> <li>• Maps of different parts of the world – what was happening elsewhere? At a time when Europe was in its "Dark Ages", Baghdad was central in developing new thinking – but the early origins often lay elsewhere and the ideas did not spread or develop merely by chance</li> <li>• Brief history of Baghdad</li> </ul>	<p>Maps</p> <p>Show slides 1-3 of PPT Baghdad 900 AD , 287 AH</p> <p>Timelines</p> <p>Brief history of Baghdad:</p> <ul style="list-style-type: none"> <li>• City of Baghdad has a long and rich history; it became the central hub of the Islamic empire</li> <li>• City was established by Al-Mansur, the second caliph of the Abbassid Empire, in 762-764</li> <li>• City was designed to be circular in shape, and was known to many as 'The Round City'</li> <li>• Al-Mansur strategically chose Baghdad as the administrative capital of the Abbassid Empire due to its proximity to water and its links to trade routes</li> <li>• Naturally under these circumstances, Baghdad flourished economically, socially</li> </ul>	<p>Children can place Baghdad on a map of the world</p> <p>Children can place Baghdad on a timeline of the history they have studied</p> <p>Children can suggest reasons for studying Baghdad around 900AD</p>

		<p>and culturally, as a cosmopolitan city that attracted people of all cultures and backgrounds to trade, study and work</p> <ul style="list-style-type: none"> <li>• Baghdad was regarded not only as a cultural capital in which many artists, poets, and writers were cultivated, but also as a learning hub in which scholars and intellectuals were able to share, research and advance in their knowledge</li> <li>• City had a number of libraries, research institutions, and universities set up by the many scholars that travelled to Baghdad</li> <li>• Some of the greatest intellectual achievements of the Islamic world took place within these institutes</li> </ul>	
<p><b>Children should learn:</b></p> <p>About everyday life in Baghdad</p>	<p><b>What kind of people were the citizens of Baghdad?</b></p> <ul style="list-style-type: none"> <li>• Pictures of Baghdad citizens – look at their clothing, cultural customs, and food. Ensure coverage of different groups such as men, women, labourers, scholars</li> <li>• Pictures of London citizens as for Baghdad</li> <li>• Hot seat interviews of a ‘citizen’ of each city, London and Baghdad</li> <li>• Role play/reconstruct imaginary scenes as life in Baghdad</li> <li>• Architecture of Baghdad, - Show the main buildings and how the city was organised. Ask the children why it was decided that the city was round? Children to draw and label a sketch of the round city.</li> </ul>	<p>Pictures, film clips/images of Baghdad citizens</p> <p>This page shows images and maps of the original of Baghdad in the 8th century:  <a href="https://www.epoch-magazine.com/post/the-city-of-peace-reconstructions-of-the-round-city-of-baghdad">https://www.epoch-magazine.com/post/the-city-of-peace-reconstructions-of-the-round-city-of-baghdad</a></p> <p>This is a short video introducing the <a href="#">city of Baghdad</a></p>	<p>Children can identify similarities and differences between life in Baghdad and in London</p>

<p><b>Children should learn:</b></p> <p>How important learning was to some people in Baghdad</p>	<p><b>Learning in Baghdad</b></p> <ul style="list-style-type: none"> <li>• How important were schools and education, and learning in general?</li> <li>• How did Baghdad's position in the world help this?</li> <li>• What form did schools and education take in London in 900 AD</li> <li>• Write a letter from one scholar in Baghdad to another elsewhere in the world explaining why Baghdad is such an exciting city to study in</li> </ul>	<p>Pictorial or written evidence of Baghdad</p> <p>Imaginative writing</p> <p>Show slides 4-5 of PPT Baghdad 900 AD</p>	<p>Children can explain the importance of learning to the life of Baghdad</p>
<p><b>Children should learn:</b></p> <p>To draw conclusions from their learning and make a comparison between life in Baghdad around 900AD and life in London</p>	<p><b>FINAL ACTIVITY</b></p> <p>This final activity provides pupils with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly by considering:</p> <ul style="list-style-type: none"> <li>• What the key differences between London and Baghdad were at that time</li> <li>• The differences and similarities between the daily lives of a family in London and a family in Baghdad</li> <li>• Time travel to Baghdad 900AD - how would you survive without 'modern day' devices/technology?</li> </ul>	<p><i>[Short film in which four teenagers discuss their forthcoming year on the (fictional) reality TV show City 1250. Each teenager tells of his or her worries about living in a reconstructed city in the Islamic world in the year 1250. Film clip and resources <a href="#">previously available here</a>, but unfortunately currently unavailable.]</i></p>	<p>Children can reach a judgement based on the evidence</p> <p>Children can compare life in 900 AD to life today</p>

### How will this enquiry help children to make progress in history?


It will help them build up a 'bigger picture' of history by exploring life in other areas of the world. It will also show that Islam had a positive role in world history

**Points to highlight:**

At the time Baghdad was one of the biggest cities in the world, purpose built by Harun al-Rashid to run his empire. Its circular shape and 'zoned' areas with lots of irrigation and green areas make it a very modern city. It might be worth comparing it with a modern 'garden city' as well as London 900AD

## Enquiry 2: What was in the House of Wisdom?

Learning objectives	Key content and suggested lesson ideas	Suggested resources	Assessment Criteria
<p><b>Children should learn:</b></p> <p>That Baghdad was a great centre of learning over 750 years ago</p> <p>About the House of Wisdom and how it became a centre for learning drawn from far and wide</p>	<p><b>What is the House of Wisdom?</b></p> <ul style="list-style-type: none"> <li>• Translation of its Arabic name – why was it called that? It was a library and research facility which collected and translated scientific writings from many languages including Persian, Indian, Ancient Greek, and Roman texts</li> <li>• Harun al-Rashid, what kind of a ruler was he that he felt such importance in setting the HoW up? Why was knowledge so important to the Caliph? Harun-al-Rashid gave great encouragement to learning. He was a scholar and poet himself and whenever he heard of learned men in his own kingdom, or in neighbouring countries, he invited them to his court and treated them with respect (relate to Enquiry 1, importance of learning)</li> <li>• Images of the House of Wisdom – what do artists think it looked like, drawing on the architecture from Enquiry 1</li> </ul>	<p><a href="#">Muslim Heritage in our Schools</a> presented by Bettany Hughes</p> <p>More information on <a href="#">Harun al Rashid</a></p> <p>Images of the House of Wisdom can be found <a href="#">here</a> and <a href="#">here</a></p>	<p>Children can explain what the House of Learning was, and what went on there</p>
<p><b>Children should learn:</b></p> <p>How varied learning was at the House of Wisdom</p>	<p><b>What was the House of Wisdom for?</b></p> <ul style="list-style-type: none"> <li>• What subjects did they study – look at sources which show remnants of books/objects/observatories</li> <li>• Design an advertisement or prospectus for the</li> </ul>	<p>Information about the House of Wisdom, see <a href="http://en.wikipedia.org/wiki/House_of_Wisdom">http://en.wikipedia.org/wiki/House_of_Wisdom</a></p>	<p>Children can compare the contents of the House of Wisdom to a library – perhaps the school library – and make</p>

<p>To use evidence to reach a conclusion</p>	<p>House of Wisdom explaining all the things people can learn there. Include information about the library and the translation work</p>	<p><i>[Brief YouTube clip with an overview of studies in the House of Wisdom can be found <a href="#">here</a> - currently unavailable but search YouTube for 'House of Wisdom']</i></p> <p>Imaginative writing</p>	<p>comparisons</p>
<p><b>Children should learn:</b></p> <p>How diverse a society Baghdad was</p> <p>The success Baghdad had in trading with other countries</p>	<p><b>Who used the House of Wisdom?</b></p> <ul style="list-style-type: none"> <li>• Sources showing scholars of different faiths working together</li> <li>• Sources looking at the passing of knowledge to, through and from the HoW and the prominence of Baghdad due to trade - a good illustration of the extent to which trading occurred with Europe is the story of Offa's coin</li> </ul>	<p>Show slides 8-9 of PPT Baghdad 900 AD</p> <p>Brief details about Offa's coin can be found <a href="#">here</a></p>	<p>Children can follow the trade links bringing materials to the House of Wisdom</p> <p>Offa's coin presents a great opportunity to link this work to Anglo-Saxon England [Offa was King of the Mercians]</p>
<p><b>Children should learn:</b></p> <p>That some cultures did not value learning and books as highly as Baghdad did.</p>	<p><b>FINAL ACTIVITY</b></p> <p>This final activity provides pupils with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly by considering:</p> <ul style="list-style-type: none"> <li>• What happened to the House of Wisdom? The House of Wisdom came to a sad end in the 13<sup>th</sup> Century, when Baghdad was invaded and ransacked by the Mongols. Following the Siege of Baghdad, along with all other libraries, the House of Wisdom was destroyed by the army of Hulagu, where books from Baghdad's libraries were thrown into the Tigris River in such quantities that is said the river ran black with ink.</li> </ul>	<p>Show slides 6-7 of PPT Baghdad 900 AD</p> <p>Look at this <a href="#">tapestry</a> showing the fall of Baghdad</p> <div style="text-align: center;">  <p>25</p> <p>Fall_Baghdad_Source</p> </div>	<p>Children explore where the Mongols came from? Why were they so anti-books and learning?</p> <p>Children could explore other times in history when cities were 'sacked.'</p>

	<ul style="list-style-type: none"> <li>• Why was the House of Wisdom so important – so much so, it still matters today?</li> <li>• Map work showing conflicts in surrounding areas of Baghdad at the time of the Fall of Baghdad (relate to Enquiry 1)</li> <li>• The sacking of Baghdad - things change! Baghdad gradually lost its status and was then crushed by the Mongols. But for various reasons, the ideas lived on in Europe where they were developed further and have shaped aspects of life today.</li> </ul>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

**How will this enquiry help children to make progress in history?**

Through developing their understanding that the modern world has its roots in many different and diverse societies in the past, including that of the Islamic Empire of the 7<sup>th</sup> to 13<sup>th</sup> centuries.

Introduce a range of sources and how to draw upon and evaluate them to build up our knowledge of Islamic civilisation

**Points to highlight:**

The links with Ancient Civilisations through the Muslim world and on to Europe of the Renaissance – the Muslim world played a major role in preserving the writings of Ancient Greece and Rome, and making them accessible to Europe.



### Enquiry 3: Who was Ibn Battuta and how did his Rihla help us?

Learning objectives	Key content and suggested lesson ideas	Suggested resources	Assessment Criteria
<p><b>Children should learn:</b></p> <p>Sources sometimes raise more questions than they answer</p>	<p><b>Who was Ibn Battuta?</b></p> <ul style="list-style-type: none"> <li>• Where was he born and when?</li> <li>• Do we know what he was like as a young boy?</li> <li>• What influence did his schooling, faith and family have on him later on?</li> </ul>	<p>More <a href="#">information</a> about Ibn Battuta (more information can be found in a <a href="#">detailed article and scheme of work here</a>)</p> <p>The Prophet Muhammad's traditional injunction to "seek knowledge, even as far as China" had the effect of legitimating travel in the Islamic middle ages, gave rise to the concept of <i>al-rihla fi talab al-'ilm</i>, travel in search of knowledge</p>	<p>How significant was Ibn Battuta?</p>
<p><b>Children should learn:</b></p> <p>How difficult travelling was at this time</p>	<p><b>Why did he leave home?</b></p> <ul style="list-style-type: none"> <li>• Hajj – highlight his faith, understanding of the basic duties of a Muslim and expand on the importance of said pilgrimage</li> <li>• Map work – where did he set off from and where was he aiming to travel to, trace his route</li> </ul>	<p>An <a href="#">explanation</a> about Hajj</p> <p>Detailed explanation and images(maps) showing his <a href="#">travels</a></p>	
<p><b>Children should learn:</b></p>	<p><b>How far did he travel and for how long?</b></p> <ul style="list-style-type: none"> <li>• How did he travel – what modes of</li> </ul>	<p>Time line showing Ibn Battuta's travels</p>	<p>Imaginative writing piece, asking</p>

<p>The view of the world that people had at this time</p>	<p>transportation did he use?</p> <ul style="list-style-type: none"> <li>• Map work – showing his eventual journey and all the different countries he visited</li> <li>• What challenges would he have faced?</li> <li>•</li> </ul>	<p>and other related information, including the nature of what Hajj means, can be found <a href="#">here</a>. This site also includes extra teacher notes and activities for pupils (may need to be amended depending on ability. Note: Care to be taken when pupils are role playing or simulating individuals from the past</p> <p><i>[Lesson idea focussing on <a href="#">areas</a> visited by Ibn Battuta - currently unavailable]</i></p> <p>Examples of related <a href="#">lessons</a></p>	<p>pupils to write home to describe some of the people and places he has seen</p>
<p><b>Children should learn:</b></p> <p>The uses and limitations of personal diaries as evidence</p>	<p><b>FINAL ACTIVITY</b></p> <p>This final activity provides pupils with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly by considering:</p> <ul style="list-style-type: none"> <li>• What does Ibn Battuta’s Rihla tell us? Ibn Battuta and his Rihla are very important because of the fact that he actually documented all of his travels. Wherever he went and whatever civilisations he encountered, Ibn Battuta always documented his own feelings towards their customs and traditions, political and social setup. His recordings were all put into a book called the Rihla. What is important about this is that without his recordings, there would have been many undiscovered civilisations/practices.</li> <li>• Comparisons of the map of his intended journey</li> </ul>	<p><i>[Recommend the viewing of this excellent <a href="#">film</a> by National Geographic - unfortunately no longer available.]</i></p> <p>In his Rihla, he embraces geography, politics, personalities, natural history, local customs and his own exploits, all mostly very far afield from the Holy Cities and the established routes of the pilgrimage.</p>	<p>How reliable are diaries as evidence?</p>

	<p>for Hajj and the map of his eventual journey</p> <ul style="list-style-type: none"> <li>• The diary entries of his travels outlining new ideas and cultures unknown. Ibn Battuta offers the clearest and broadest glimpse available to us of the daily workings of a civilisation that was arguably as successful in its worldwide reach 700 years ago as ours is today. He lets us gaze closely at unfamiliar people who, like us, were confident in their civilisational purpose. With Ibn Battuta we can vicariously travel the world during the age when Islam was the very definition of global civilisation.</li> </ul>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

**How will this enquiry help children to make progress in history?**

By focusing on one individual it is possible to highlight many of the differences between then and now. Individuals like Ibn Battuta had a great thirst for knowledge and helped spread ideas around the known world.

**Points to highlight:**

The length of time Ibn Battuta’s journeys took, and the detail in his journal. Could he remember everything, or are there likely to be inaccuracies? How reliable are his travel writings as evidence?

## Enquiry 4: Who was Al-Zahrawi and what could we learn from Muslim medicine?

Learning objectives	Key content and suggested lesson ideas	Suggested resources	Assessment Criteria
<p><b>Children should learn:</b></p> <p>The effect one person can have</p>	<p><b>Who was Al-Zahrawi?</b></p> <ul style="list-style-type: none"> <li>• When and where was Al-Zahrawi born?</li> <li>• Do we know what he was like as a young boy?</li> <li>• What influence did his school or family have on him later on?</li> <li>• If you could interview Al-Zahrawi – what questions would you want to ask him about his patients</li> </ul>	<p>Who was <a href="#">Al-Zahrawi</a>?</p> <p>Written accounts or evidence</p> <p>The great surgeon also known as the <a href="#">father of medicine</a>, with details about his renowned <i>al-Tasrif</i></p> <p>Imaginative writing, posing questions to each other</p>	<p>How significant was Al-Zahrawi?</p>
<p><b>Children should learn:</b></p> <p>Where Arab ideas of medicine came from</p> <p>How ideas spread across the world</p>	<p><b>How and what did we learn from Al-Zahrawi?</b></p> <ul style="list-style-type: none"> <li>• What have we learnt from his <i>al-Tasrif</i>?</li> <li>• Why did so many scholars travel to see him? How did many of his innovative ideas spread to Europe? How did the translation of his writings help this?</li> <li>• Bring to life one of Al-Zahrawi’s pharmaceutical experiments – the results of which we still rely on today</li> </ul>	<p>Front <a href="#">cover</a> of the Latin translation of Al-Zahrawi’s <i>al-Tasrif</i></p> <p>Artistic <a href="#">scene</a> of Al-Zahrawi treating a patient whilst students look on</p> <p>Practical on drug delivery systems – how do they work and why is it so important from the 1001 Inventions <a href="#">teachers pack</a></p>	<p>Why was Muslim medicine so advanced compared to European medicine?</p>
<p><b>Children should learn:</b></p>	<p><b>Who else made important contributions to Muslim medicine?</b></p>	<p>Brief overview of <a href="#">Ibn al-Nafis</a></p>	

<p>The significant contributions made to modern medicine by scholars over 1000 years ago</p>	<ul style="list-style-type: none"> <li>• Ibn al-Nafis famously discovered and explained correctly the movement of blood in the body, correcting mistakes made by Galen</li> <li>• Ibn Sina, also known as Avicenna left behind a legacy of books dedicated to a range of subjects including medicine and healthcare</li> </ul>	<p>More <a href="#">information</a> about Ibn al-Nafis</p> <p>Who was <a href="#">Ibn Sina</a>?</p>	
<p><b>Children should learn:</b></p> <p>Why medicine and healing was so important to the people of Baghdad</p> <p>How ideas about medicine change over time</p>	<p><b>FINAL ACTIVITY</b></p> <p>This final activity provides pupils with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly by considering:</p> <ul style="list-style-type: none"> <li>• The differences and similarities between Al-Zahrawi's medicine and modern day medicine</li> <li>• The differences and similarities between Al-Zahrawi's medicine and medicine in Western Europe, including Britain, at the time he lived</li> <li>• Comparisons of surgical instruments used by Al-Zahrawi and instruments used in surgeries today</li> <li>• Why was progress in medicine, hospitals and healthy living so important to many Muslim scholars?</li> </ul>	<p><a href="#">Muslim Heritage in our Hospitals</a> presented by Bettany Hughes</p> <p>From an Islamic perspective health is viewed as one of the greatest blessings that God has bestowed on mankind; improving medicine and pursuing cures for ailments was seen as a duty of faith</p>	<p>Would Al-Zahrawi's ideas still work today?</p>

### How will this enquiry help children to make progress in history?


To realise that different cultures and civilisations have strengths, as well as weaknesses, and the opportunity to explore change over time.






### Points to highlight:

The great emphasis Islam placed on medicine and medical advances, and the sheer number of inventions that happened in this period and in this part of

the world. The debt the West owes Islamic medicine.

## Enquiry 5: What did early Islamic Civilisation leave behind?

Learning objectives	Key content and suggested lesson ideas	Suggested resources	Assessment Criteria
<p><b>Children should learn:</b></p> <p>The importance of written sources in studying the past [might compare Baghdad with Shang China, Sumer or Indus Valley where there are no written sources]</p>	<p><b>How far can we trust surviving evidence about the Islamic Civilisation?</b></p> <ul style="list-style-type: none"> <li>• Look at written accounts of ideas from the Muslim world that have been used and developed by later scholars in Europe. Scholars, of many faiths, sought to gather and translate the world's knowledge into Arabic in the Translation Movement. Many classic works of antiquity that would otherwise have been forgotten were translated into Arabic and later in turn translated into Turkish, Sindhi, Persian, Hebrew and Latin. Knowledge was synthesised from works originating in ancient Mesopotamia, Ancient Rome, China, India, Persia, Ancient Egypt, North Africa, Ancient Greece and Byzantine civilisations</li> <li>• Look at images of some ideas/inventions – match them to the personality behind them (see resource links)</li> <li>• How do books such as Ibn Battuta's <i>Rihla</i> and Al-Zahrawi's <i>Tafsir</i> help strengthen the evidence?</li> </ul>	<div style="text-align: center;">               mage_Sources &amp; captions .pdf         </div> <p>BBC Science and Islam, 3 part documentary presented by Professor Jim Al-Khalili – teachers can choose to show parts of film to show evidence and roots of modern day ideas can be found <a href="#">here</a></p>	<p>How do we know about the world of Islam around 900AD? Which sources do we have? Which sources should we trust?</p>
<p><b>Children should learn:</b></p>	<p><b>What other contributions have been made by the Islamic civilisation?</b></p> <ul style="list-style-type: none"> <li>• An overview of some of the other great</li> </ul>	<p>1001 Inventions and the Library of Secrets can be found <a href="#">here</a></p>	<p>What has Baghdad done for us? How has it influenced our life</p>

<p>What other artefacts can tell us about Baghdad</p>	<p>thinkers who flourished during this period of time – show pupils A Library of Secrets short film (see YouTube link)</p> <ul style="list-style-type: none"> <li>• Touch upon a few ideas that sprung from this time – including Coffee, Algebra, Cameras. Look at the 1001 Inventions book and related websites <a href="http://www.1001inventions.com">www.1001inventions.com</a> and <a href="http://www.Muslimheritage.com">www.Muslimheritage.com</a></li> </ul>	<p>You may want to include a practical based on perfumery, architecture, flight or cameras from the 1001 Inventions <a href="#">teachers pack</a></p>	<p>today?</p>
<p><b>Children should learn:</b></p> <p>Understand how Islamic learning reached Europe by various methods / routes</p> <p>Be able to identify examples of factors at work in spreading Islamic learning</p>	<p><b>How much from the Islamic Civilisation times do we use today?</b></p> <ul style="list-style-type: none"> <li>• Highlight the spread of ideas from the Muslim world to Europe via imaginative stories of those who lived at that time (see resource links)</li> <li>• Show them the film clip (<a href="#">How did that get there?</a>) and ask pupils to work in groups to fill out the pupil survey (see resource link)</li> </ul>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">         26 Monk_Story 3.pdf     </div> <div style="text-align: center; margin: 5px;">         27 Princess_Story 3.pdf     </div> <div style="text-align: center; margin: 5px;">         28 Doctor_Story 3.pdf     </div> <div style="text-align: center; margin: 5px;">         29 Trader_Story 3.pdf     </div> <div style="text-align: center; margin: 5px;">         34 Pupil_Survey 3.pdf     </div> </div>	
<p><b>Children should learn:</b></p>	<p><b>FINAL ACTIVITY</b></p> <p>This final activity provides pupils with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly by considering:</p> <ul style="list-style-type: none"> <li>• Making individual or class timelines – showing Baghdad 900 AD in a wider framework of history so far covered in KS1/2 and in relation to present day</li> </ul>		<p>Big Question: Why should we remember Baghdad 900AD?</p>



	<ul style="list-style-type: none"> <li>• How did the fall of Baghdad impact on the ideas spread to Europe?</li> <li>• Whether it would it have been better if the ideas from Baghdad never spread?</li> <li>• Discuss the great achievements of the early Islamic society that created Baghdad. What were the main successes they had? What could they have done differently?</li> </ul>		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

**How will this enquiry help children to make progress in history?**  
 Provide an opportunity to review their learning on the topic and put it in context within their prior learning in history

**Points to highlight:**  
 The achievements of Islam in many areas of society, and their legacy today.