

## Unit planner: What was the 'Golden Age' of Islam? Year 5 2 weeks

<p><b>Key Concepts:</b> Belonging, Curiosity, Beliefs, Diversity, Respect</p>	<p><b>Intent:</b> To gain an understanding as to why the 'Golden Age' of Islam was so successful.</p>													
<p><b>National Curriculum Statements (Target Tracker)</b></p>	<p><b>Starter:</b> Create a class piece of Art Work using traditional Geometric patterns/Visit The Leicester Madani School <b>Outcome:</b> Eid Assembly and Weaving project</p>													
<p><b>Pupils will be taught to –</b> <u>RE</u> See SACRE document – Unit 5 <u>Art</u> Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Evaluate his/her work against their intended outcome. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. <u>DT</u> Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Make careful and precise measurements so that joins, holes and openings are in exactly the right place. <u>Geography</u> Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Identify the physical characteristics and key topographical features of the countries within North America. Know about the wider context of places e.g. county, region and country. Know and describe where a variety of places are in relation to physical and human features. Understand how humans affect the environment over time. <u>History</u> Use dates to order and place events on a timeline. Compare sources of information available for the study of different times in the past. Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source. Give some reasons for some important historical events.</p>	<p><b>Re Unit 5- What does it mean to be a Muslim?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> <p>Can I understand what Muslims believe? Can I example how these beliefs affect how Muslims choose to live their life? Can I understand who or what inspires Muslims? Can I explain what I am committed to? Can I write a recount of our visit to The Leicester Madani School? Can I recount the Eid story? 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