ROWLATTS MEAD
PRIMARY ACADEMY

Intent:	To gain an understanding as to why the 'Golden Age' of Islam was so successful.	
Starter:	Visit The Leicester Madani School	
Core Texts:	Planet Omar	
Key Concepts:	Belonging, Curiosity, Beliefs, Diversity, Respect	
Outcome Pieces:	Eid Assembly and Weaving project	
Enrichment:	Visit The Leicester Madani School, Visit the Mosque	
Subject Area:	Statements:	Key Vocabulary:
Science		
	National Curriculum:	
Geography		
	National Curriculum:	
History	• Can I create a class timeline of the Golden Age of Islam and the main events? (Photos) • Can I locate areas where the Golden Age of Islam was most prominent in history? (Topic books) • Can I understand why Baghdad was important during the Golden Age of Islam? (Topic books) • Can I understand the importance of the Silk Road? (Topic books) • Can I understand the House of Wisdom and why it was so important? (Topic books)	Golden Age of Islam, House of Wisdom, Silk Road, Continent, Country, City, Baghdad, Scholar
	National Curriculum: *Pupils should be taught about:* • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130.	
Design Technology	• Can I taste and appraise a range of traditional Islamic ingredients? (Sketch books) • Can I create a recipe for a traditional Islamic celebration meal? (Sketch books) • Can I follow a recipe? (Photos in sketch books) • Can I use equipment safely and appropriately? (Discussion) • Can I evaluate the taste and texture of a dish I have made? (Sketch books) These will be taught on dates that are yet TBC due to external provider: • Can I research Islamic weaves? (Sketch books) • Can I create Weaves with a professional Weaver? (Photos in sketch books and display)	Colours, Weave, Patterns, Traditional, Representation, Instructions, Recipe, Taste, Texture Smell, Appraise, Traditional, Equipment
	National Curriculum: Pupils should be taught about: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking • techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • elect from and use a wider range of tools and equipment to perform practical tasks • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	

		• investigate and analyse a range of existing products • valuate their ideas and products against their own design criteria and consider the views of others to improve their work	
Art		• Can I research Islamic art which uses geometric patterns? (Sketch books) • Can I plan a collage tile that is inspired by Islamic art? (Sketch books) • Can I create an Islamic tile using the collaging technique? (Photos in sketch books) • Can I evaluate my Islamic tile? (Sketch book)	Geometric, Patterns, Collage, Tile, Inspiration
	National Curriculum:	Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • bout great artists, architects and designers in history	
Music			
	National Curriculum:		
PSHE		• Can I research Malala Yousafzai? (Topic book) • Can I understand why Malala Yousafzai is a hero to many? (Topic book) • Can I explain the impact that Malala Yousafzai has had on our world? (Topic book) • Can I use the story of *King of the Sky* to help understand how people feel when they move to a new country? (PSHE book)	Impact, Change, Hero, Moral, Migration, Immigration, Home, Belonging
	National Curriculum:	See PSHE Subject Lead Document.	
RSE			
	National Curriculum:		
Religious Studies		• Can I understand why Muslims show respect to Muhammed and explain the significance of prayer? (Drama videos – Twitter) • Can I explain why charity is important to Muslims and to myself? (Photos – Twitter) • Can I research and explain why Muslims fast? (Topic Books) • Can I understand why sacred texts, such as the Qur'an, are important in religions? (Topic Books) • Can I explain what is meant by Jihad? (Discussion) • Can I understand the five pillars of Islam and find similar commitments in my own life? (Photos of posters – Twitter) • Can I recount the Eid story? (Assembly – Twitter)	Muslim, Religion, Festival, Belief, Faith, Pilgrimage, Mosque, Peace, Similarities, Differences, Consequences, Quran
	National Curriculum:	See SACRE Document.	
Computing		• Can I continue to develop my understanding and skills on PowerPoint? • Can I independently use search engines to find information? **E-Safety – Project Evolve** Recap Previous Strands dependent on need. See Project Evolve Document.	PowerPoint, Embed, Search Engine, Reliability Vector, drawing tools, shapes, object, icons, toolbar Vector drawing, object, move, resize, colour, rotate, duplicate/copy Organise, zoom, select, rotate, object, alignment grid, resize, handles, consistency, modify

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NCEE Unit 6: Selection in Quizzes

| To explain how selection is used in computer programs |
| To relate that a conditional statement connects a condition to an outcome |
| To explain how selection directs the flow of a program |
| To design a program which uses selection |
| To create a program which uses selection |
| To evaluate my program |

Layers, object, front, back, order
Copy, paste, group, ungroup, duplicate, object, vector drawing, reuse
Improvement, evaluate, alternatives, vector drawing

National Curriculum:	Pupils should be taught to:
	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
	• use sequence, selection, and repetition in programs; work with variables and various forms of input and output
	• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
	• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Sequence of Lessons			
Subject	**Learning Challenge**	**Outcomes**	**Concepts**
1. RE	Can I understand why Muslims show respect to Muhammed and explain the significance of prayer?		Respect, Beliefs, Belonging
2. RE	Can I explain why charity is important to Muslims and to myself?		Beliefs, Respect
3. RE	Can I research and explain why Muslims fast? Can I explain what is meant by Jihad?		Beliefs, Respect
4. RE	Can I understand why sacred texts, such as the Qur'an, are important in religions? Can I write a short online encyclopaedia entry for the Qur'an?		Beliefs, Respect, Diversity

5.	RE	Can I understand the five pillars of Islam and find similar commitments in my own life?		Beliefs, Respect, Diversity, Belonging
6.	PSHE	Can I research Malala Yousafzai?		Curiosity, Beliefs
7.	PSHE	Can I understand why Malala Yousafzai is a hero to many? Can I explain the impact that Malala Yousafzai has had on our world?		Curiosity, Beliefs
8.	PSHE (Short collective worship)	Can I use the story of *King of the Sky* to help understand how people feel when they move to a new country?		Belonging
9.	History	Can I create a class time line of the Golden Age of Islam and the main events? Can I locate areas where the Golden Age of Islam was most prominent in history?		Curiosity
10.	History	Can I understand why Baghdad was important during the Golden Age of Islam? Can I understand the importance of the Silk Road? Can I understand the House of Wisdom and why it was so important?		Curiosity, Respect
11.	History			
12.	DT – cooking	Can I taste and appraise a range of traditional Islamic ingredients?		Curiosity, Diversity
13.	DT – cooking	Can I create a recipe for a traditional Islamic celebration meal?		
14.	DT - cooking	Can I follow a recipe? Can I use equipment safely and appropriately?		
15.	DT - cooking	Can I evaluate the taste and texture of a dish I have made?		
16.	Art	Can I research Islamic art which uses geometric patterns? Can I plan a collage tile that is inspired by Islamic art?		Respect, Beliefs, Belonging
17.	Art	Can I create an Islamic tile using the collaging technique?		
18.	Art	Can I evaluate my Islamic tile?		