Year 6 Topic MTP: Summer Term **Early Islamic Civilization**	NC Pos: National Curriculum Programme of study ES: Cornerstones Essential Skills

Week	Subject	NC PoS	ES	Activity
1	History RE	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 900-1300 (H9) Islamic beliefs (RE)	H1	Have a range of Islamic artefacts out and chn to complete analysis table and share findings through group discussion.
1	Computing History	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (C5) 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 (C6) 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 900-1300 (H9)	C2 H1	Teach chn about the early history of Islam and give them research opportunities to plan then create a flowchart in ICT on the history of early Islam and it's spread. Group presentation.
1	Art	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] (A2)	A8 A13	Look at geometric patterns and their history within Islamic culture. Create a 3D collage in the style of Islamic geometry.
2	Geography	Locate the world's countries, using maps to	GP7	Use maps and atlases to study the countries associated with the early Islamic

		focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (G LK2)		empire. Teach children about time zones on maps. Children to answer Maths questions based time zones and cities within the Islamic world.
	Maths	Convert between units of measure - time (Math)		
2	Geography	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (G HP2)	C10 C11	Look at the population of Islamic countries and further analyse the demographics of them including employment and literacy rates. Pupils to create a data table in excel for their findings and convert into charts.
	Computing	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (C5) 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 (C6)		
2	Geography	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (G HP2)	GK2	Use this data to lead into looking at Muslim populations in Britain. Study the Muslim community in our major cities and compare and contrast to local population. Complete comparison table and present findings.
3	ICT	Use technology safely, respectfully and responsibly; recognise Acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (C7) Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for	C9 C11	Start by looking at the internet, email and their pros/cons. Complete table and discussion on this. Look at the advent of the Islamic State in relation to online grooming. Discuss thoughts about why people would go there. Evaluate the safety of a set of fictitious search results in relation to this. Create a poster about using the internet safely.

		communication and collaboration (C4) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (C5)		
3	DT	Understand and apply the principles of a healthy and varied diet (DT 5) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (DT 6)	H2 DT M 2 DT M13-15	Plan, prepare, cook and evaluate an Islamic (mid-eastern) meal.
4	Music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (M5)	M2 C6	Listen to Islamic prayer songs and discuss their significance. Pupils to recreate, record and adapt using software package.
	Computing	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 (C6)		
4	Geography	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (G HP2)	GK3	Lead in from Islamic prayers to focus on Mecca. Research and notes on Mecca. Present findings.
4	English	Audience, purpose, style (English)	English	Children to write a persuasive letter asking a relative to visit Mecca.
5	History	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 900-1300 (H9)	H9	Research and notes on Mohammed.
5	English	Audience, purpose, style (English)	English	Children to write a biography of Mohammed.
Innovate: prepare a lesson to give to the local Imam in the mosque (?) about what they have learnt and ask him to evaluate their product.				