

<u>Curriculum Rationale</u>	Curriculum Big Question: Why was the Early Islamic Civilisation a significant turning point in history?	Targeted phase: UKS2 (Years 5 & 6)
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	Curriculum Content	
What prior knowledge needs to be used? - <i>Does everyone share the same faith? What are the key principles of the Islamic religion (R.E.)</i>	Chronology	Communicating History
About the Unit	<i>(Including tier 2 vocabulary and tier 3 vocabulary)</i>	
What knowledge and procedures need to be learnt by the end point? <i>By the end of the unit, the children will understand why the Early Islamic Civilisation was a significant turning point in history. They will have a good understanding of where this period sat in terms of wider history as well as understanding how the Early Islamic Civilisation came to be. In addition to this, they will also understand who Muhammad was and why he was so significant as well as recognising the significance of Baghdad in the rise of this era. They will have a solid understanding of the role of the House of Wisdom and will be able to explain what happened to it during the fall of Baghdad. They will recognise the four caliphs and understand how this concept was created. Finally, they will be able to analyse the significance of this era and explore the role trading had to play in this.</i>	Pupils will begin the unit by exploring where the Early Islamic Civilisation sat in relation to other major historical events. They will use timelines to help them develop a chronological knowledge of when the major events during this time period occurred.	The children will spend time at the beginning of the topic exploring the new key vocabulary for this unit so that they are familiar with it to be able to use it fluently in their work. They will also ask and answer key questions throughout the topic whilst developing a chronological understanding of this period in history.
Why are these important? <i>It is important that the children are aware of this era so that they can begin to develop a critical yet factual view of the modern world as well as understanding how everything came to be. Exploring this topic may also lead to discussions about the true nature of Islam as this is a very prevelant topic of debate in today's society. Through analysis of sources they will begin to develop their critical thinking skills which are important to help the child develop their own ability to make judgements about the reliability of evidence.</i>	Investigating the past	Thinking like a historian
Which threshold concepts need to be emphasised? <ul style="list-style-type: none"> ● Chronology ● Communicating history ● Investigating the past ● Thinking like a historian 	Pupils will be presented with varying sources and will interpret these to gather more information. They will begin to critically evaluate the reliability of each source they encounter.	Throughout the unit, the children will use source material to compare and contrast what life was like in Baghdad to London. They will also explore the cause and effects of key events that occurred during this period. Finally, they will conclude the unit by critically evaluating the significance of this period in time.
How will you assess if the knowledge and procedures have been secured? <i>Assessment will take place through a quick recap each lesson (3 questions - 3 minutes). We will also assess their understanding of and use of historical techniques throughout the unit. Finally, we will conclude the unit with an extended writing assessment piece, short</i>	Wider Curriculum Links:	
	Career: Archeologist, teacher, lecturer, historian.	PHSE: Discussion around current perceptions of the Islamic faith and practices. Children will be given the opportunity to ask questions and challenge their existing beliefs.
	British Values: Tolerance, liberty, respect, understanding, compassion.	Virtues: Liberty, justice, friendship, friendliness, truthfulness.

<p><i>chronology test and a knowledge quiz which will link all aspects taught.</i></p> <p>How will this create readiness for subsequent units?</p> <p><i>Through exploring this topic, the children will be better equipped to explore different religions in R.E. They will also be able to apply their understanding of this to develop their chronological awareness of other events in history.</i></p>		
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<p><u>Sequential components of learning</u></p>	<p>When and How did the Early Islamic Civilisation begin?</p> <p>(Timeline of events during this period and understanding how this fits with the wider historical timeline)</p>	<p>Who was Muhammad and why was he so significant?</p> <p>(The importance of the prophet Muhammed)</p>	<p>Why was the establishment of Baghdad so significant to the rise of the Early Islamic Civilisation?</p> <p>(The rise of Baghdad and how important was this to the development of the Islamic civilisation)</p>	<p>How significant was the House of Wisdom and what happened to it?</p> <p>(Learning and discovery in the Early Islamic Civilisation and the fall of Baghdad)</p>	<p>Who lead the Early Islamic Civilisation after Muhammad’s death?</p> <p>(The four caliphs)</p>	<p>How powerful was the Early Islamic Civilisation and how significant was trade in this?</p> <p>(The significance of this era and trading)</p>	<p>Assessment task:</p> <p>Why was the Early Islamic Civilisation a significant turning point in history?</p> <p>(Applying understanding of all aspects of the topic)</p>
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
<p>When and How did the Early Islamic Civilisation begin?</p> <p>(Timeline of events during this period and understanding how this fits with the wider historical timeline)</p>	<p>Big Q: When and how did the Early Islamic Civilisation begin?</p> <ul style="list-style-type: none"> - Chronology - examine where the Early Islamic Civilisation sat on the wider historical timeline. Explore what key events came before and after this era. - Investigating the past - source analysis and enquiry - Thinking like a historian - evaluate how this era began beginning to develop an 	<p>Introduce the Early Islamic Civilisation by posing the big question: ‘why was the Early Islamic Civilisation a significant turning point in history?’</p> <p>Recap what the chn should already know about this unit. (You may choose to use the circle map which has been included in the resources folder).</p> <p>Discuss the big question for the lesson and discuss the key themes which will run through this lesson. Invite the class to discuss where we have met these themes before in other units e.g. empire through our work on the Romans etc.</p> <p>Introduce the significant wheel. Discuss what the word significance means and then introduce the five different aspects of significance.</p>	<ul style="list-style-type: none"> - Timeline with key events. - Slides <p>Please display the significance prompt card on your class display for this unit. It should be available to the children either in books or on tables too.</p>

understanding of how this fits within the wider historical timeline.

Key Themes:

- **Beliefs** - The chn will recap their knowledge of Islam. They will be reminded that Muslims worship this religion. They will also discuss where we have encountered beliefs prior to this unit e.g. Romans, Anglo- Saxons etc.
- **Empire** - The chn will be exposed to the development of the Islamic Empire. They will be presented with the countries that Islam spread to during this time period.
- **Settlement** - The chn will explore where the Islamic Civilisation settled before and after the move.

Invite the chn to record their thoughts about Islam now (Ideally this is not done in books so that it can be referred to at the end of the unit).

Explain that when the children move through school into KS3 and beyond, they may be introduced to more categories of significance but for now these are the key ones to focus on.

Draw the chn's attention to a timeline. As a class, examine the Early Islamic Civilisation's place in time and discuss the chronology of this e.g. in relation to other key time periods, how long ago this was etc. If required recap the term BC and AD. **(You may choose to get the chn to plot each event onto a timeline in their books).**

Expose the chn to the new vocabulary for this topic through the learn it, link it sheet. You may choose to stick this into books as a reference point.

Work through the teaching slides for the content of this lesson. Make sure to stress the importance of sources and how they help us learn about history and recap, if required, what primary and secondary sources are.

Suggested activities:

- Placing the following events onto the timeline in chronological order. Discussion about where the Early Islamic Civilisation era would sit and why.

2000 BC	1000 BC	0	1000 AD	2000 AD
1500 BC	500 BC	500 AD	1500 AD	

Tudors (1485 - 1603 AD)	Romans (27 BC - 467 AD)	Anglo Saxons (410 - 1066 AD)	Vikings (793 - 1066 AD)
Early Islamic Civilisation (570 AD - 750 AD)	Jesus' birth (0)	Victorians (1837 - 1901 AD)	Present day (2020 AD)

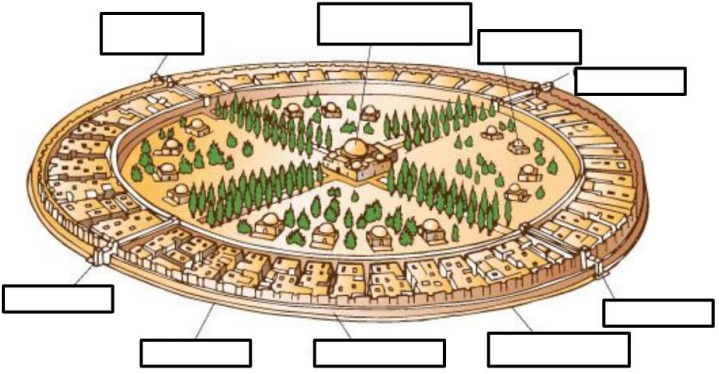
Task 1: Can you place the events in the table beside onto the timeline?

Task 2: Consider where would the Early Islamic Civilisation fit on the timeline?

- Recount of the establishment of the Early Islamic Civilisation.
- Sort the key reasons for the development of this era into categories. Take pictures/videos and use SeeSaw to add QR codes into books for evidence.
- BOLT: What were the key reasons behind the establishment of this era? / Why was Muhammad so significant in the establishment of this era?

		<p>Suggested differentiation:</p> <p>LA - The chn will be provided with a series of questions to answer to help scaffold their response. They will also be given a magpie bank to use.</p> <p>MA - The chn will be provided with a magpie bank and will work with support.</p> <p>HA - The chn will work independently without the aid of additional resources.</p>	
<p>Who was Muhammad and why was he so important?</p> <p>(The importance of the prophet Muhammed)</p>	<p>Big Q: Who was Muhammad and why was he so significant?</p> <ul style="list-style-type: none"> - Chronology - Understand when Muhammad was born/died and the chronology of events during his life time. - Investigating the past - source analysis and enquiry. - Thinking like a historian - exploring why Muhammad's life was so critical to the Early Islamic Civilisation era and the importance of his key achievements. <p>Key Themes:</p> <ul style="list-style-type: none"> ● Beliefs - The chn will recap their knowledge of Islam. They will be reminded that Muslims worship this religion. They will also discuss where we have encountered beliefs prior to this unit e.g. Romans, Anglo- Saxons etc. They will be exposed to the beliefs that Muhammad introduced and why this became crucial to this unit. ● Conflict - The chn will learn about the Battle of Badr and will look at how this resulted in developments in the Early Islamic Civilisation. 	<p>To begin the lesson, use the 3 questions, 3 minutes to recap the previous lessons content. Spend time revisiting the timeline and reminding the children of what events occurred before, during/after the Early Islamic Civilisation.</p> <p>Introduce the big question for the lesson 'who was Muhammad and why was he so significant?'. Discuss what we already know about Muhammad as a class and how we can tell whether something is significant (you may choose to have the significance detection sheets available for pupils).</p> <p>Work through the teaching slides to introduce Muhammad. Invite the chn to think about the following question: <i>Why was Muhammad so significant?</i> (You may choose to make a class mind map of the ideas they share with you).</p> <p>Once complete, spend some time discussing how we analyse sources. What can help us? What sorts of things are we looking for? Model how to analyse the sources on the teaching slides as an example for the children.</p> <p>Introduce the main sources of the lesson to the chn (these can be found in the resources folder). Talk about whether each source would be a primary, secondary or tertiary source and why. Next, spend time reviewing them as a group before letting the chn analyse them individually and make notes about the information they gather from them.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - Create a fact file all about Muhammad. Use sources or iPads/computers to research additional facts about the Prophet Muhammad and then create a fact file. This could be either done digitally or in books. - Create a biography of Muhammad. Use iPads/computers to research additional facts about the Prophet Muhammad and then create a biography. - Create an iMovie all about Muhammad. The children could 	<ul style="list-style-type: none"> - iPads/computers - Sources - Slides - Image of Muhammad

	<ul style="list-style-type: none"> ● Settlement - The chn will explore where the Islamic Civilisation returned to and what life was like after they settled here. 	<p>write a script all about the prophet and could then record themselves using iMovie.</p> <ul style="list-style-type: none"> - Challenge question: How reliable (how much can we trust) are the sources we have just looked at? <p>Suggested differentiation:</p> <p>The chn will be seated in mixed ability pairs. Before starting independent work, the chn will be given 15 minutes to look at each source and together to write some notes that can be referred to later.</p> <p>LA - The chn will be given a prompt sheet which will help them to decide what information is factual/ inferred. They will be given support where needed.</p> <p>MA - The chn will analyse each source without additional prompts.</p> <p>HA - The chn will analyse each source without additional prompts. The chn will also consider how reliable each source may be through their history challenge.</p>	
<p>Why was the establishment of Baghdad so crucial to the rise of the Early Islamic Civilisation?</p> <p>(The rise of Baghdad and how important was this to the development of the Islamic civilisation)</p>	<p>Big Q: Why was the establishment of Baghdad so significant to the rise of the Early Islamic Civilisation?</p> <ul style="list-style-type: none"> - Chronology - Understanding when Baghdad was established and where this fits in the wider timeline. - Investigating the past - source analysis and enquiry. - Thinking like a historian - recognising why the establishment of Baghdad was so important to the success of this era and how powerful this city became. Critically comparing and contrasting this city to a UK city. <p>Key Themes:</p> <ul style="list-style-type: none"> ● Power - The chn will explore the impact Baghdad had on how powerful this civilisation became. 	<p>To begin the lesson, use the 3 questions 3 minutes questions as a chance to review the previous lessons content and draw the chn's attention to the significant events/ideas that we have already discovered.</p> <p>Next, introduce the chn to the big question for the lesson 'why was the establishment of Baghdad so significant to the rise of the Early Islamic Civilisation?' Also draw the chn's attention to the key skills that are going to be covered during this lesson. Discuss where we might have met these themes before and why.</p> <p>Work through the teaching slides to introduce the content surrounding Baghdad. Make reference to the timeline of when each of these events occurred and where this establishment sits on the wider timeline.</p> <p>Invite the chn to share what their impressions of Britain during this period are. <i>Would Britain be more/less advanced why?</i> Discuss as a class.</p> <p>Once complete, introduce the comparison grid and draw attention to the fact that the Islamic Empire was actually far more advanced than Europe. Discuss why this might have been the case.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - Starter: Label the following image of Baghdad. Research facts about each different place on the image and write about 	<ul style="list-style-type: none"> - Image of Baghdad to label - Slides

	<ul style="list-style-type: none"> ● Beliefs - The chn will recap their knowledge of Islam. They will be reminded that Muslims worship this religion. They will also discuss where we have encountered beliefs prior to this unit e.g. Romans, Anglo- Saxons etc. They will be exposed to the beliefs that Muhammad introduced and why this became crucial to this unit. ● Settlement - The chn will explore the build up of Baghdad, they will briefly discuss where people would have settled in this area. ● Empire - The chn will explore how Baghdad impacted upon the expansion of the empire. 	<p>each feature.</p>  <p>- Main activity: Compare and contrast Baghdad to Europe during the same time period. What was the same/what was different?</p> <p>- Challenge questions:</p> <ol style="list-style-type: none"> What are the major differences between the two areas? Which area was most advanced? Why do you think this is the case? <p>Suggested differentiation:</p> <p>LA - The chn will be given a prompt grid to help them to compare and contrast Baghdad to Europe. They will also work with support.</p> <p>MA - The chn will be given a prompt grid to help them to compare and contrast Baghdad to Europe. They will work independently.</p> <p>HA - The chn will compare and contrast the two areas without the aid of additional scaffolding.</p>	
<p>How important was the House of Wisdom and what happened to it?</p> <p>(Learning and discovery in the Early Islamic Civilisation and the fall of Baghdad)</p>	<p>Big Q: How significant was the House of Wisdom and what happened to it?</p> <ul style="list-style-type: none"> - Chronology - Exploring when the House of Wisdom existed and where this sits within the wider timeline. - Investigating the past - source analysis and enquiry. - Thinking like a historian - recognising the impact of the House 	<p>To begin the lesson, recap the previous lesson’s learning by using the three questions, three minute questions.</p> <p>Introduce the new big question ‘how significant was the House of Wisdom and what happened to it?’ Discuss why this place might have been significant and recap what being ‘significant’ actually means.</p> <p>Work through the teaching slides about the House of Wisdom and use the sources to discuss the sorts of work that was done here.</p> <p>Next, using the teaching slide to introduce the siege of Baghdad and again use the source to analyse what happened to the House of</p>	<ul style="list-style-type: none"> - Image of House of Wisdom - Magpie Bank for LA and MA. - Source (if you decide to use it) - Slides -

	<p>of Wisdom and understanding how the fall of Baghdad affected this.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> ● Beliefs - The chn will recap their knowledge of Islam. They will be reminded that Muslims worship this religion. They will also discuss where we have encountered beliefs prior to this unit e.g. Romans, Anglo- Saxons etc. They will be exposed to the beliefs that Muhammad introduced and why this became crucial to this unit. ● Empire - The chn will look at the impact the House of Wisdom had on the empire. ● Society - The chn will analyse how the House of Wisdom helped the society to become more literate. 	<p>Wisdom during the siege. (You may choose to provide each student with a copy of the source and invite them to work together in pairs to analyse what information they can glean from them).</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - Create an advert for the House of Wisdom. Why should students come here to study? - Create a prospectus for the House of Wisdom. - BOLT - Discuss the pros and cons for studying at the House of Wisdom. Create a table to reflect the discussions. <p>Suggested differentiation:</p> <p>LA - The children will be provided with a magpie bank to use in their advert. They will also work with support. MA - The chn will be provided with a magpie bank to use in their advert. HA - The children will create their advert without additional scaffolding.</p>	
<p>Who lead the Early Islamic Civilisation after Muhammad's death?</p> <p>(The four caliphs)</p>	<p>Big Q: Who lead the Early Islamic Civilisation after Muhammad's death?</p> <ul style="list-style-type: none"> - Chronology - Exploring when each caliph existed and linking this to key events that occurred during these time periods. - Investigating the past - source analysis and enquiry. - Thinking like a historian - understanding what a caliph is and their significance in the Early Islamic Civilisation. Recognising how important Muhammad actually was to this era. <p>Key Themes:</p>	<p>Begin the lesson by reviewing the 3 questions, 3 minutes to recap the previous lesson's content. Discuss questions/thoughts.</p> <p>Introduce the new big question for the lesson '<i>Who lead the Early Islamic Civilisation after Muhammad's death?</i>' Allow time to discuss why this was such a significant thing.</p> <p>Next, work through the teaching slides. Introduce the Sunni and Shia Muslims and the impact that this has had throughout history. After that, introduce the first four caliphs.</p> <p>Model how to research information about the caliphs and record this in their own words.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - Research the Sunni and Shia Muslims. Create an information leaflet about each one. - Create an information leaflet about the first four caliphs. - Split the class into four groups. Each group has to research one of the first four caliphs and gather arguments as to why that caliph would be the best leader of the Islamic 	<ul style="list-style-type: none"> - Slides - iPads/ computers - Challenge questions.

	<ul style="list-style-type: none"> ● Conflict - The chn will explore the conflict that occurred when the caliphs were being elected. ● Beliefs - The chn will recap their knowledge of Islam. They will be reminded that Muslims worship this religion. They will also discuss where we have encountered beliefs prior to this unit e.g. Romans, Anglo- Saxons etc. They will be exposed to the beliefs that Muhammad introduced and why this became crucial to this unit. ● Empire - The chn will explore how the empire evolved when the caliphs were placed in power. ● Power - The chn will discuss the power the caliphs had and how this helped to instil order and stability. 	<p>Civilisation. Conclude the lesson with a class debate where each group gets to share the reasons they have gathered as to why their caliph would be the most appropriate candidate. (To evidence, you could take photographs and videos, upload them to SeeSaw and then use a QR in your books).</p> <p>IMPORTANT NOTE: IF THE CHN RESEARCH THE CALIPHS, ENSURE THEY TYPE INTO GOOGLE THE FIRST FOUR CALIPHS NOT THE NAMES OF THE INDIVIDUALS.</p> <p>Suggested websites:</p> <ul style="list-style-type: none"> - https://www.coolaboo.com/world-history/islamic-empire/first-four-caliphs/ - https://www.ducksters.com/history/islam/four_caliphs.php - https://kids.kiddle.co/Caliph - https://academickids.com/encyclopedia/index.php/Four_Righteously_Guided_Caliphs <p>Suggested differentiation:</p> <p>LA - The children will work with support to conduct their research. MA/HA - The chn will work independently to conduct their research.</p>	
<p>How powerful was the Early Islamic Civilisation and how significant was trade in this?</p> <p>(The significance of this era and trading)</p>	<p>Big Q: How powerful was the Early Islamic Civilisation and how significant was this for trade?</p> <ul style="list-style-type: none"> - Chronology - Looking at when major trading events occurred and how this fits with the wider timeline of events. - Investigating the past - source analysis and enquiry. - Thinking like a historian - understanding how significant this era was and why. Recognising the importance that trading placed in creating this power. Critically analysing and comparing this to other areas. 	<p>Begin the lesson by reviewing the 3 questions, 3 minutes questions as an opportunity to review the previous lesson's content. Discuss any questions or thoughts.</p> <p>Introduce the big question of the lesson '<i>How powerful was the Early Islamic Civilisation and how significant was this for trade?</i>'</p> <p>Next, work through the teaching slides. Be sure to incorporate the key themes of this lesson throughout making reference to where we have met these themes before and why.</p> <p>Spend time looking at the Silk Road trade route and where it went to. You may choose to provide the chn with a copy of the map so that they are able to view it and analyse it in pairs. Discuss why it was so important and the places that were on this route.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - A written explanation of why the Islamic Civilisation was so powerful, including a description of the role trading had to play. 	<ul style="list-style-type: none"> - Image for books - Magpie bank for LA/MA - Key questions for LA - Challenge questions.

	<p>Key Themes:</p> <ul style="list-style-type: none"> ● Ideas - The chn will explore the ideas the Islamic civilisation generated and how this made them so much further advanced than other areas at the time. ● Beliefs - The chn will recap their knowledge of Islam. They will be reminded that Muslims worship this religion. They will also discuss where we have encountered beliefs prior to this unit e.g. Romans, Anglo- Saxons etc. They will be exposed to the beliefs that Muhammad introduced and why this became crucial to this unit. ● Empire - The chn will look at how trading helped to develop the Islamic Empire and how this in turn then made them more powerful. ● Power - The chn will explore the power that the Islamic Civilisation had and why they were so powerful. 	<ul style="list-style-type: none"> - Research a famous Islamic trading route e.g. Silk road and describe the process of trading a common item. <p>Suggested differentiation:</p> <p>LA - The children will be given key questions to answer about the golden age and trading to help structure their response. They will also be given a magpie bank.</p> <p>MA - The children will be given a magpie bank to help structure their response. They will use paragraphs to explain why the Islamic Civilisation was so powerful.</p> <p>HA - The chn will work independently without the aid of additional scaffolding. They will use paragraphs to explain why the Islamic Civilisation was so powerful.</p>	
<p>Why was the Early Islamic Civilisation a significant turning point in history?</p> <p>(Applying understanding of all aspects of the topic)</p>	<p>Big Q: Why was the Early Islamic Civilisation a significant turning point in history?</p> <ul style="list-style-type: none"> - Chronology - Understanding where the major events during this rule sat and when this era occurred. - Investigating the past - source analysis and enquiry. - Thinking like a historian - applying knowledge of the topic to critically discuss why this era was a turning point. 	<p>Begin the final lesson by using the 3 questions, 3 minutes questions to reflect on the topic.</p> <p>Take time, before beginning the lesson, to revisit what being <i>significant</i> actually means by using the significance wheel. Explore two different events 1. A teacher taking a trip to a local supermarket and 2. The COVID-19 pandemic to compare significance as a class. Encourage the chn to make use of this wheel throughout the lesson.</p> <p>Recap the learning journey for the unit and introduce the final big question of the lesson.</p> <p>Next, work through the teaching slides taking adequate time to consider the four areas listed of how the Islamic Empire has had a lasting impact on modern day. Invite the chn to share (or you could write these down) their thoughts about Islam now (at the end of this</p>	<ul style="list-style-type: none"> - Image for books - Magpie bank for LA/MA - Success criteria grid. - Challenge questions.

Key Themes:

- **Ideas** - The chn will explore the ideas the Islamic civilisation generated and how this made them so much further advanced than other areas at the time.
- **Beliefs** - The chn will recap their knowledge of Islam. They will be reminded that Muslims worship this religion. They will also discuss where we have encountered beliefs prior to this unit e.g. Romans, Anglo- Saxons etc. They will be exposed to the beliefs that Muhammad introduced and why this became crucial to this unit.
- **Society** - The chn will analyse what society was like during this era.
- **Power** - The chn will explain the reasons as to why the Islamic Civilisation was so powerful.
- **Empire** - The chn will write about where the empire expanded to and the impact of this in terms of the civilisation.

topic) compare these to those of the beginning of the topic.
Opportunity for a discussion about fact rather than opinion.

Begin modelling how to set out the essay style answer. At this point, you may choose to provide the children with a suggested structure. Ideally model the introduction and one of the main paragraphs before allowing the children to work independently. If required, you may also bring the chn back together to model the conclusion as this may be a tricky concept at this age.

Suggested structure for the essay:

- **Introduction: An introduction to why this era was so significant using the significance wheel.**
 - **The significance of Muhammad.**
- **The significance of Baghdad and the House of Wisdom.**
 - **The significance of the caliphs.**
- **The significance of the Golden Age and trading.**
- **Conclusion detailing the lasting impacts (medicine, hygiene, hospitals and education).**

Suggested activities:

- An essay style answer to the following question: ‘*Why was the Early Islamic Civilisation a significant turning point in history?*’ **Use the ‘convince me’ to gather convincing ideas.**
- Create an information leaflet to answer the big question.
- Create an iMovie to answer the big question. The chn could create a script to go alongside this so that there is written evidence in books. **You could also get the children to upload their finished videos to SeeSaw and then put a QR in your books.**
- Challenge: This week’s challenge will be dependent on where the children’s strengths and weaknesses lie. Therefore, a challenge sticker with a blank section has been created so that you can print and write your own challenge which may be different for each child so that it is specific to their needs.

Suggested differentiation:

LA - The children will be provided with a magic bank to use and will also work with support.
MA - The children will be given a magpie bank but will work independently.
HA - The children will work independently and without the aid of additional resources.

		<p>You could use this as an opportunity for peer assessment. They could look at each other's work and get them to convince you that they are right.</p>	
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