



Robert Shaw Primary School History Curriculum

Curriculum Vision

At Robert Shaw, we believe that it is important for our children to develop a fascination for history and a desire to learn more about the lives of people, events and places of the past. Through the progression of our History curriculum, our children will gain understanding of how the past has shaped how we live today. Big questions are used to encourage critical thinking about the past especially in relating it to our lives today.

Throughout the Robert Shaw curriculum for History, our vision is to develop children's understanding of the key historical concepts:

- **Continuity and change:**
Children study things that have changed or continued over time and the reasons for this.
- **Cause and consequence:**
Children analyse the causes and consequences of key events.
- **Similarity and difference:**
Children analyse the similarities and differences within and across time periods.
- **Significance:**
Children explore the importance of events, developments and people in terms of impact and legacy.
- **Chronology:**
Children develop an understanding of the sequence of events, including the use of BCE – Before Common Era and CE – Common Era.
- **Use of sources:**
Children develop their historical enquiry skills through examining a range of resources such as pictures, photographs, written evidence and artefacts.

Some concepts are revisited across the curriculum:

1. 'empire':

- Y2 – the naming of London by the Romans
- Y3 – the Roman empire in its conquest of Britain
- Y4 – Ancient Greek empire of Alexander the Great, Windrush generation
- Y5 – the role of soldiers from the British Empire in WW2
- Y6 – the Islamic empire during the Golden Age of Islam

2. 'conflict':

- Y2 – Boudicca fighting back against the Romans
- Y3 – invasion of Britain by various people groups
- Y4 – conflict between the city states of Ancient Greece
- Y5 – World War 2
- Y6 – the end of the Golden Age of Islam



Robert Shaw Primary School History Curriculum

3. 'democracy'

- All year groups through annual voting for class School Council members
- Y4 -Suffragette movement, democracy was born in Ancient Greece
- Y5-World War 2 Allies were fighting against Axis countries that were not democracies

4. 'civilisation'

- Y3-Roman civilisation expanding its empire to Britain
- Y4-Ancient Greeks
- Y6-Ancient Sumer and the Golden Age of Islam



Robert Shaw Primary School History Curriculum

	Autumn	Spring	Summer
Nursery		Developing an understanding of events in the recent past 'can you remember when?'	Life Cycles including 'when I was a baby' Begin to make sense of own life story and history
Reception	<p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.</p> <p>Key Vocabulary: Today, yesterday, tomorrow, past, present, future, day, week, month, old, new, remember, order, time, events, birthday, Family Tree</p>		<p>Comment on images of familiar situations in the past e.g. travel, places visited</p>



Robert Shaw Primary School History Curriculum

	Autumn-Belonging topic	Spring	Summer-History
Year 1	Spaced retrieval on history learning from reception	Spaced retrieval on history learning from reception	Who makes a difference to our world?
Year 2	Spaced retrieval on history learning from Y1	Spaced retrieval on history learning from Y1	How has the history of London affected our country's history?
Year 3	Clothing through the ages Spaced retrieval on history learning from Y2	Spaced retrieval on history learning from Y2	Why do people settle in Britain?
Year 4	Suffragette movement Windrush generation Spaced retrieval on history learning from Y3	Spaced retrieval on history learning from Y3	How did the Ancient Greeks change the world?
Year 5	Spaced retrieval on history learning from Y4	Spaced retrieval on history learning from Y4	Can conflict ever be fair for all?
Year 6	Spaced retrieval on history learning from Y5	Spaced retrieval on history learning from Y5	How does the past affect how we live today?



Robert Shaw Primary School History Curriculum

Year 1: Who makes a difference to our world?

NC Objectives:

Pupils should be taught about:

- Changes within living memory
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

Key Factual Learning:

- ✓ Elizabeth II was born in 1926.
- ✓ Elizabeth II parents were King George VI and Queen Elizabeth, the Queen Mother
- ✓ Elizabeth II has reigned since 1952 and is the longest reigning monarch as 2022 is her Platinum Jubilee year celebrating 70 years as queen.
- ✓ Elizabeth II was married to Prince Phillip and they had 4 children-Charles, Anne, Andrew and Edward.
- ✓ Prince Phillip died in 2021
- ✓ Toys have changed greatly since Victorian times, although some are still played with today such as skipping, football and board games.
- ✓ Transport became much faster in Victorian times with the invention of the steam train.
- ✓ Victoria was born in 1819 and died in 1901.
- ✓ Victoria was Queen from 1837-1901 and we call this time in the past the Victorian age.
- ✓ Victoria celebrated her Diamond Jubilee (60 years as queen) in 1897
- ✓ Victoria was married to Prince Albert and they had 9 children, 5 girls and 4 boys-Vicky, Bertie, Alice, Alfred, Leopold and Beatrice.
- ✓ Mary Seacole was a British-Jamaican nurse who lived during the reign of Queen Victoria.
- ✓ Mary Seacole was born in Jamaica in 1805 and died in 1881.
- ✓ Mary Seacole is famous for being a brave, determined and caring nurse.
- ✓ From 1854-1856, Mary Seacole nursed injured and sick soldiers in the Crimean War, this earned her the name "Mother Seacole."

Suggested Activities:

- Compare the lives of Queen Elizabeth II and Queen Victoria using a Venn diagram to sort statements-same/different
- Look at a range of paintings and photographs depicting Queen Elizabeth II and Queen Victoria at different points in their lives-what do they tell us about her?
- Watch extracts of the coronation of Queen Elizabeth II
<https://www.youtube.com/watch?v=52NTjasbmgw>
- Look at examples of Victorian toys and compare them with modern toys. Which toys are still played with today? Which toys are different?
- Look at pictures of Victorian transport e.g Penny Farthing, steam trains, barges, horse drawn carriage, early motor car. Compare them with modern day forms of transport.
- Watch the film clip about the life of Mary Seacole
<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt>
and do the sequencing activity about 4 events in her life

Key Vocabulary:

Queen, prince, reign, coronation, palace, jubilee, monarch, Victorian times., invention



Robert Shaw Primary School History Curriculum

Year 2: How has the history of London affected our country's history?

NC Objectives:

Pupils should be taught about:

- Events beyond living memory that are significant nationally or globally
- Significant historical events, people and places in their own locality

Key Factual Learning:

- ✓ London was established by the Romans in 49CE – they called it Londinium
- ✓ In 60CE, the Iceni led by Boudicca destroyed London
- ✓ London was rebuilt and in c200CE it became the capital of Roman Britain
- ✓ There are many very old buildings in London dating from c1040CE
- ✓ Kings and queens of England (and Britain) rule the country from London
- ✓ On 5th November 1605, a group of men including Guy Fawkes plotted to blow up the Houses of Parliament and kill King James I
- ✓ In 1665CE to 1666CE, the last 'Great Plague' broke out in London.
- ✓ The Great Plague was ended by the Great Fire.
- ✓ On the 2nd September 1666CE, the Great Fire of London broke out.
- ✓ The fire started in a baker's shop in Pudding Lane.
- ✓ We know about the fire from the diary of Samuel Pepys
- ✓ About 60% of London was destroyed in the fire.
- ✓ New buildings were built to replace the ones that burnt using different materials and how they were spaced
- ✓ St Paul's Cathedral was redesigned by Sir Christopher Wren
- ✓ Since Roman times, London has been a very important place for trade
- ✓ The River Thames allows for good access to the sea for trading ships
- ✓ In 1762, Buckingham Palace became the main home of the King or Queen in London

Suggested Activities:

- Cause and consequence of Boudicca's revolt-explore the events of her life, then consider-was Boudicca right or wrong to fight the Romans?
- Link to geography –River Thames-what makes the location of London a good place for a city?
- Compare the effects of the plague on London and Nottingham
- Compare the Great Plague with Covid 19 – plague masks,etc.
- Animated clips to develop understanding of cause and consequence of the Gunpowder Plot
<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb>
Why do we still remember Guy Fawkes today? How do different people 'celebrate' 5th November?
- Develop empathy by 'visiting' 17th century Pudding Lane watching the 3D fly through clip <https://www.openculture.com/2013/11/fly-through-17th-century-london.html>
- Use www.fireoflondon.org.uk/the-game/ to 'live' through the events and understand how different sources of evidence help us learn about the Great Fire
- Make a video about the Great Fire of London using the Clips app
- Read extracts from Samuel Pepys' diary – what can we learn?
- Compare how buildings changed pre and post fire
- Timeline of key events

Key Vocabulary:

Warrior, tribe, revolt, army, evidence, plague, diary, architect, CE-Common era, plot, traitor, Catholic, Protestant, Houses of Parliament, treason



Robert Shaw Primary School History Curriculum

Year 3: Why do people settle in Britain?

NC Objectives:

Pupils should be taught about:

- Changes in Britain from Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

Key Factual Learning:

- ✓ People have settled in Britain for a number of reasons since before the Stone Age including refugees, economic migration, invasion and for family reasons.
- ✓ Refugees are people who have been forced to leave their country to escape war, persecution or natural disaster.
- ✓ Economic migrants are people who choose to leave their country to get a better job and to lead a better life.
- ✓ Invaders are people who come to new country and take it over by force.
- ✓ Settlers are people who come from other countries and choose to make their home here.
- ✓ People came to Britain during the Ice Age following herds of wild animals which they hunted for food and skins.
- ✓ The Stone Age followed the Ice Age (c.800,000BCE – c2,300BCE). Early humans used stones for tools and weapons.
- ✓ The Bronze Age followed the Stone Age (c.2,300BCE – c.800BCE). At this time humans started to make tools from bronze using tin and copper. It began when the Beaker people arrived in Britain.
- ✓ The Iron Age followed the Bronze Age (c.800BCE – 43CE). Humans were now making tools from iron.
- ✓ During the Iron Age, Britain was ruled by the Celts. These were different tribes that had come from central and Northern Europe.
- ✓ The Romans led by Emperor Claudius invaded Britain in 43CE. They left in about 410CE. (link to Y2 – Londinium and Boudicca)
- ✓ The Romans came from Italy wanting to expand their empire, take revenge on those who had helped the Gauls (French), to take slaves and resources like gold, silver, leather, corn and wool.
- ✓ The Anglo-Saxons first tried to invade Britain in 350CE but were beaten by the Romans. They returned and successfully invade in 450CE.
- ✓ The Anglo-Saxons were tribes from Germany, Denmark and the Netherlands. They all spoke the same language and were looking for new places to farm and settle.
- ✓ The Vikings came to Britain in 700CE from Scandinavia: Norway, Sweden and Denmark. They also wanted more and better farmland which was in short supply in their homeland. Some were attracted to plunder wealth from the monasteries here such as Lindisfarne in the north east.
- ✓ Viking long ships and their navigation skills enabled the Vikings to travel long distances.
- ✓ Over time, the way people lived changed.
- ✓ Each group of people left their own mark on Britain which we can still see today.

Suggested Activities:

- Visit to Creswell Crags or Yorkvik Centre
- Detailed study of life during the Stone Age and Viking Britain-use animation clips to explore different eras through the eyes of a family of the time <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-story-of-britain/zj4r7nb>
- Create a timeline to show the chronology of different settlers arriving in Britain
- Continuity and change-consider how the way people lived changed over time
- Use Google Expeditions to take 'virtual visits' to different time periods
- Cause and consequence-compare the reasons why people came to Britain in the past and why people come to Britain today –use real life examples from the children's own families.
- Explore artefacts-what do the Stone Age and Viking artefacts tell us about life then? How are they similar and different to objects used today?

NB: Windrush taught in Y4 as part of their Belonging topic and some work on the Romans and Boudicca's revolt is covered in Y2 in their history of London topic.

Key Vocabulary:

Migration, refugees, invasion, economic migrants, settlers, Stone Age, Bronze Age, Iron Age, Celts, Romans, Anglo-Saxons, Scots, Vikings, long ship, monastery, Empire



Robert Shaw Primary School History Curriculum

Year 4: How did the Ancient Greeks change the world?

NC Objectives:

Pupils should be taught about:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world: government; sport; maths and science; philosophy

Key Factual Learning:

- ✓ The time of the Ancient Greeks can be split into 6 time periods each with distinct characteristics and stories
- ✓ The Ancient Greeks worshipped many different gods
- ✓ The first Olympic Games were held c776BCE in Olympia and were a religious festival in honour of Zeus (king of the gods) as well as a sporting competition.
- ✓ Winners were given a wreath of leaves and only men, boys and unmarried girls were allowed to attend the games.
- ✓ The Classical Golden Age of Ancient Greece was from 500BCE to 323BCE
- ✓ Until the 338 BCE, under Alexander the Great, Ancient Greece was made up of city states
- ✓ Athens and Sparta were 2 city states – they were rivals and had their own laws, money and rulers
- ✓ Early forms of democracy included citizens of Athens deciding the city's laws and who should be on the ruling council. Only men could be citizens.
- ✓ Alexander the Great created one of the largest empires in history from Greece to India
- ✓ The Ancient Greeks were powerful fighters with hoplite phalanxes and trireme warships
- ✓ Hippocrates was a Greek doctor who he treated people's symptoms and knew illnesses were not caused by gods.
- ✓ Archimedes was a mathematician and scientist who discovered the law of buoyancy.
- ✓ Plato, Socrates and Aristotle were Greek philosophers who tried to understand truths about people, the world and their relationship with the world.
- ✓ The Ancient Greek style of architecture with columns, capitals, use of proportion etc is evident in many public buildings today
- ✓ Theatre as a form of entertainment with large audiences watching performances originated in Ancient Greece.
- ✓ Herodotus was a geographer and historian. We know about life in Ancient Greece from his writing.
- ✓ Hypatia of Alexandria (earliest known female mathematician) invented the astrolabe which allows the user to tell them time and the time of sunrise and sunset by taking measurements from the sun.
- ✓ Agnodice of Athens disguised herself as a man to study medicine. She led to a law against female doctors in Athens being changed.

Suggested Activities:

- Virtual visit to the Acropolis
- Hold an Ancient Greek day with input from a visiting Greek soldier
- Consider the similarities and differences in life in the city states of Athens and Sparta.
- Compare democracy in Ancient Athens with democracy in Britain today
- Research and compare the ancient and modern Olympic Games
- Plan and hold an Ancient Greek sports event for another year group
- Consider reasons why Alexander the Great was a significant ruler.
- Compare the stories of the Ancient Greek gods with today's superhero stories
- Examine Ancient Greek artefacts – what can we learn about their way of life? Consider the limitations of using artefacts in isolation from other historical sources
- Look at photos and plans of Ancient Greek archaeological sites – what can we infer from these?
- Research Ancient Greek theatre
- Look at the Greek alphabet and language – what links can see in English today? Etymology of words such as democracy, history, school, place, story, telescope
- Compare some of the thoughts of Plato, Socrates and Aristotle with how we think about Big Questions today.
- Look at pictures of Ancient Greek architecture like the Parthenon and compare with the Council House and Theatre Royal in Nottingham. Discuss-should the Elgin Marbles be returned to Greece?

Key Vocabulary:

City states, democracy, hoplite phalanx, triremes, philosopher, architecture, etymology, archaeology, empire



Robert Shaw Primary School History Curriculum

Year 5: Can conflict ever be fair for all?

NC Objectives:

Pupils should be taught about:

- A local history study: impact of WWII on Nottingham and the East Midlands
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII

Key Factual Learning:

- ✓ World War 2 lasted from 1939 – 1945
- ✓ WW2 was the conflict between the Allies (led by Britain, USA and USSR) and the Axis powers (Nazi Germany, Fascist Italy and Imperial Japan)
- ✓ Soldiers from all over the British Empire came to fight for the Allies.
- ✓ In 1940, the Allies were forced to retreat and were evacuated from Dunkirk in France.
- ✓ One group of soldiers evacuated from Dunkirk were the Muleteers. These were Indian soldiers whose job it was to look after mules. They were 90% Muslim. The muleteers were evacuated to Derbyshire for 2 years.
- ✓ During the war, factories changed what they produced to help the 'war effort' – the Raleigh factory in Nottingham changed from just making bicycles to also making munitions
- ✓ Both the Allies and the Axis powers carried out bombing to try to destroy factories, ports, capital(government) cathedrals They also bombed civilians. Nottingham's worst bombing was in May 1941.
- ✓ Some cities in Britain were bombed far more heavily than Nottingham. Children from these cities were evacuated to safer places in the country. Many children were evacuated to the East Midlands.
- ✓ During the war, Wollaton Park was used to house Dunkirk evacuees, a prisoner of war camp and as a base for the 508th Infantry regiment of the American 82nd Airborne Division.
- ✓ The 508th regiment were paratroopers preparing for D Day.
- ✓ D Day was 6th June 1944 – this was a turning point of the war as the Allies landed in France and began to defeat the Nazis.
- ✓ The role of women changed during WW2 e.g. working in factories, armed forces and land army

NB. Y6 RE curriculum covers Kindertransport

Suggested Activities:

- Watch film clips on different aspects of life in WWII
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>
- Use photographs of the time such as evacuees, bombed buildings, examples of letters from the time and war time posters(propaganda)e.g Dig for Victory, Careless Talk Costs Lives-consider the usefulness of these sources of evidence
- Look at maps showing where bombs fell on Nottingham especially in close proximity to school
- Interview people who lived in Nottingham during WW2
- Use archive video from the Imperial War Museum
- Watch news reports, speeches, interviews with families on video clips from the BBC archive
<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-index/zjc8cqt>
- Look at photographs and other records of the 'Derbyshire Muleteers' including a visit from the King and Queen
- Read 'Now or Never' by Bali Rai
- Read memories of WW2 in Nottingham(shire) BBC WW2 People's War to consider the impact of WW2 on the children of Nottingham(shire)
- Create information videos in the style of 1940s information films, e.g. how to out on a gas mask, what to do during an air-raid
- Use fiction to compare the portrayal of evacuees, e.g. Carrie's War, Goodnight Mister Tom, The Lion and the Unicorn
- Consider different groups of people in Nottingham and the effect of WW2 on each group – compare and contrast
- Compare the lives of women and men during this time

Key Vocabulary:

Allies, Axis, British Empire, Muleteers, mules, Blitz, Dunkirk, D Day, paratroopers, evacuated, land army, munitions, propaganda, air raid, air raid shelter



Robert Shaw Primary School History Curriculum

Year 6: How does the past affect how we live today?

NC Objectives:

Pupils should be taught about:

- The achievements of the earliest civilisations: Ancient Sumer
- A non-European society that provides contrasts with British history: Golden Age of Islam including a study of Baghdad c. AD900

Key Factual Learning (Ancient Sumer):

- ✓ The Sumerian civilisation lasted from c5300 BCE to c1940 BCE
- ✓ Sumer was made up of city states in the region of Mesopotamia (modern Iraq) and is regarded as the first civilisation
- ✓ Mesopotamia means between rivers – Tigris and Euphrates
- ✓ The area between the 2 rivers was very fertile so crops grew well. The Sumerians developed irrigation to bring the water to their fields from the rivers.
- ✓ The city states were made up of farms, house and a temple complex called a Ziggurat.
- ✓ The Ziggurat was dedicated the city's main god
- ✓ The Ziggurat controlled trade, agriculture and taxes forming an early form of government
- ✓ The city states were often at war with each other
- ✓ The first written language was derived in Sumer in c.3500BCE
- ✓ The writing was made on clay tables with sharpened reeds. It developed from pictograms to cuneiform (wedge shaped symbols)
- ✓ The Standard of Ur(2500BCE) is an elaborately decorated box found in 1920 that has helped archaeologists draw many conclusions about Sumerian life and culture.
- ✓ Sundials were used to tell the time and the system we use today for time was devised in Sumer – 60 minutes in an hour, etc.
- ✓ They divided the circle in 360°
- ✓ Ancient Sumerians invented the wheel-first used for potter's wheels and later for chariots.

Suggested Activities:

- Watch the Introducing Ancient Sumer clip-a young boy describes life and some of the early inventions. Also gives some reasons for end of this civilisation.
<https://www.bbc.co.uk/teas-clips-video/history-ks2-introducing-ancient-sumer/zmgvkv7>
- Link with Science – light – create sundials
- Make connections with learning in Y4 about the ancient Greeks and their city states; Y3 with the Bronze Age in Britain
- Use timelines to establish the place of Ancient Sumer relative to other periods of history studied and the Golden Age of Islam
- Visit the British Museum look at artefacts from Ancient Sumer such as the Standard of Ur-what can we learn about life then?
- Link to Geography and climate change compare the ancient climate with that of today
- Make videos or presentations about the technological developments of Sumer
- Consider the impact of the people of Sumer on how we live today in the 21st century

Key Vocabulary:

Civilisation, Sumer, Mesopotamia, Tigris, Euphrates, Ziggurat, fertile, cuneiform



Robert Shaw Primary School History Curriculum

Year 6: How does the past affect how we live today?

NC Objectives:

Pupils should be taught about:

- The achievements of the earliest civilisations: Ancient Sumer
- A non-European society that provides contrasts with British history: Golden Age of Islam including a study of Baghdad c.900 CE

Key Factual Learning:

- ✓ The city of Baghdad was formed in 762 CE becoming the capital of the Muslim world and centre of knowledge, learning and culture.
- ✓ Europe at this time was in the Dark Ages where there were few scientific or cultural developments.
- ✓ It was close to the established trade routes such as the Silk Road.
- ✓ Baghdad was situated on the banks of the River Tigris-made it accessible for trade and visiting scholars
- ✓ The Muslim world (empire), at this time, stretched from Spain to India
- ✓ The Muslim world was reigned by a Caliph – the first was called Caliph Al-Mansur
- ✓ Baghdad was built as two large semi-circles at the heart of which was the mosque and the House of Wisdom
- ✓ The House of Wisdom was a library in which were stored books translated into Arabic from all over the world
- ✓ Islamic scholars were using paper rather than papyrus or parchment – they learnt how to make paper from Chinese prisoners of war
- ✓ Men and women from many faiths and ethnicities came to the House of Wisdom to learn from its books
- ✓ Besides Shi'ite and Sunni Muslims, Baghdad was home to many different religions
- ✓ Baghdad was destroyed in 1258 CE by the Mongols
- ✓ From 762 CE to 1258 CE is known as the Golden Age of Islam
- ✓ When the Mongols attacked Baghdad, they killed thousands and threw many books into the Tigris
- ✓ Modern hospitals have their origins in the hospitals of this period
- ✓ Ibn Al-Haytham discovered that light travels in straight lines
- ✓ Mariam Al-Ijliya created astrolabes which allow the user to tell them time and the time of sunrise and sunset by taking measurements from the sun (links to Y4 – Ancient Greeks)
- ✓ Islamic art and design flourished during this period
- ✓ The Hindi symbol for zero and style of numerals (1,2,3,4,5,6,7, etc.) were adopted
- ✓ Algebra was first written about by Al-Khwarizmi

Suggested Activities:

- Watch the Baghdad in 900AD clip-Ali a young servant describes the city of Baghdad.
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8>
- Learn about the many discoveries and inventions of the Golden Age watch www.youtube.com/watch?v=SxJ2OC7iXo0
- Link to Science – study Ibn al-Haytham and how he discovered how we see. Watch: www.youtube.com/watch?v=MmPTTff44k
- Make an astrolabe based on the work of Mariam Al-Ijliya
- Create designs using the complex geometric designs including tessellating shapes
- Consider the impact of the Golden Age of Islam on how we live today
- Compare the impact of Ancient Sumer and the Golden Age of Islam on the 21st century
- Make videos or presentations about the inventions from this period
- Find out what it was like in Britain at this time (Viking/Norman era) then compare and contrast
- Read/listen to stories from 1001 Nights
- Link to Y3 – why do people come to Britain and compare with why people came to Baghdad
- Make a virtual visit to the British Museum and look at the artefacts they have on display
- Link to Y4 – Ancient Greek writing of scholars was translated and included in the House of Wisdom

Key Vocabulary:

Baghdad, Golden Age of Islam, Mongols, invention, papyrus, parchment, House of Wisdom, Caliph, the Silk Road, scholars, tessellating, astrolabe, algebra.