Year: 7	Subject: History	Unit title: The Rise of Islam	Term: Spring

Knowledge (Learn that):

- Scholars know that Muhammad's message of belief in one God, justice and care for the poor offered unity beyond tribal divisions and helped Islam spread across Arabia.
- Scholars know that established trade routes, Muslim merchants, shared laws and the Arabic language helped Islam spread peacefully across Africa and Asia.
- Scholars know that Muslim armies expanded rapidly because the Byzantine and Persian empires were weakened, while Muslim forces were mobile, disciplined and united, and stable rule helped consolidate conquest.
- Scholars know that Baghdad, the House of Wisdom, the translation movement and developments in mathematics, medicine and astronomy gave the Islamic world prestige and extended its influence.
- Scholars know that shared practices such as the Hajj, a common religious text and Arabic helped connect a diverse Islamic world and enabled its influence to endure even as political unity weakened.
- Scholars understand that Islam spread far and fast because trade, warfare and conquest, and knowledge and culture worked together. The appeal and unifying power of Islam was intertwined with each factor.

Core Vocabulary:

Islam, Allah, Prophet, Revelation, Quran, Kaaba, Hijra, Caliph, Caravan, Merchant, Trade Route, Byzantine Empire, Persian Empire, Garrison Town, People of the Book, Baghdad, House of Wisdom, Translation Movement, Arabic, Hajj, Consolidation, Legacy

Vocabulary to Encounter:

Mecca, Medina, Tribe, Battle of Yarmouk, Battle of Qadisiya, Tigris, Córdoba, Pilgrimage, Astrolabe, Algebra, Euclid's Elements, Siddhanta, Manuscript, Parchment, Paper

Vocabulary to retrieve:

Empire, Monotheism, Polytheism, Christianity, Pope, Constantinople, Byzantine, Province, Conquest, Trade, Tax, Monastery

Teaching Sequence:

Lesson 1: Origins of Islam
Lesson 2: Trade and Travel
Lesson 3: Warfare and Conquest
Lesson 4: Knowledge and Culture
Lesson 5: Consolidation and Legacy
Lesson 6: Planning Lesson
Lesson 7: Essay Writing Lesson
(There will also be a knowledge test and whole class feedback lesson related to this content)

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **causation and historical argument.**

Scholars will be encouraged to:

- Identify religious, commercial, military and cultural causes of Islamic expansion.
- Explain how particular causes helped Islam spread both far and fast.
- Distinguish between factors that enabled initial expansion and those that consolidated Islam's influence over time.
- Understand that the appeal of Muhammad's message was intrinsically intertwined with trade, conquest, government and culture rather than operating as an isolated cause.
- Examine how background conditions, including tribal division and the weakness of neighbouring empires, created opportunities for expansion.
- Explain how causes interacted, for example how trade carried religious ideas, conquest opened new regions and knowledge increased cultural prestige.
- Use precise historical evidence to support causal claims and avoid treating each factor as a disconnected list.
- Construct an argument about why Islam spread across such a large area with remarkable speed.

This enquiry develops scholars' understanding that major historical developments emerge from combinations of conditions, actions and beliefs. The final essay organises explanation around trade, warfare and conquest, and knowledge and culture, while recognising that the appeal and unifying power of Islam underpinned each factor.

Writing curriculum:

Throughout this unit, scholars use writing to practise historical explanation and multi-causal argument.

- Scholars are introduced to disciplinary and substantive terms such as expansion, consolidation, trade route, conquest, prestige and legacy and are expected to use them accurately in writing.
- Vocabulary and prior knowledge are continually revisited through retrieval practice, cause-and-effect tasks and extended responses.
- Scholars regularly use structures such as "because, but, so" to explain causation, qualification and consequence.
- Writing progresses from explaining the appeal of Muhammad's message to analysing how individual factors enabled Islam to spread far and fast.
- Scholars categorise evidence, link causes to effects and explain connections between religious belief, trade, warfare and knowledge.
- The final essay is organised around trade, warfare and conquest, and knowledge and culture. Scholars must explain how each factor contributed to both the geographical extent and speed of expansion.
- The final judgement requires scholars to present a coherent multi-causal explanation rather than treating factors as isolated or simply listing them.

Links to other units:

Why this and why now?

The Rise of Islam enquiry broadens the Year 7 curriculum beyond England and introduces scholars to the emergence of a major world religion and civilisation. It is deliberately positioned after the Roman, Anglo-Saxon and Norman enquiries to:

- Return to causation at greater complexity: Scholars have already explained the fall of the Western Roman Empire and the development of an English nation. This unit requires them to explain rapid expansion through several interconnected causes.
- Extend geographical horizons: The enquiry moves from England to Arabia, the Middle East, North Africa, Spain, Central Asia and the Indian Ocean world.
- Connect belief, power and exchange: Scholars examine how religious ideas interacted with trade, military conquest, government and culture.
- Challenge single-cause narratives: The unit makes clear that Islam did not spread only through warfare, but also through merchants, shared institutions, knowledge and cultural prestige.

How does this speak to what came before?

Earlier Year 7 enquiries provide substantive and disciplinary foundations for this unit. This booklet:

- Retrieves Roman knowledge of empire, provinces, trade, military organisation, religious change, Constantinople and the Byzantine Empire.
- Builds on earlier understanding of monotheism, Christianity and the relationship between belief and political authority.
- Returns to multi-causal explanation, but asks scholars to explain the rise and spread of a civilisation rather than decline or nation formation.
- Uses the previous study of conquest and consolidation under the Normans as a comparative foundation for considering how rulers established lasting control.

How does this prepare scholars for what comes next?

This unit lays the groundwork for later enquiries across KS3:

- In Year 7, it prepares scholars for encounters between Christian and Muslim societies, including pilgrimage, crusading, trade and the importance of sacred places.
- In Year 8, knowledge of translation, scholarship and the preservation and development of classical learning supports study of the Renaissance.
- In Year 9, the scale and diversity of the Islamic world provides a reference point for enquiries into empire, migration, cultural exchange and global connections.

Links to the national curriculum:

This unit supports the key stage 3 requirement to study at least one significant society or issue in world history and contributes to a coherent understanding of how Britain and the wider world have interacted. It provides a study of the origins, expansion, consolidation and cultural influence of the Islamic world.

Linking to the KS3 National Curriculum

- Scholars study the emergence of Islam in seventh-century Arabia and the rapid expansion of Muslim rule across former Byzantine and Persian territories.
- Scholars examine trade networks across Africa, Asia and the Mediterranean and the role of cities such as Baghdad in connecting regions.
- Scholars explore scholarship, translation, medicine, mathematics and astronomy within the Islamic world and their wider influence.
- The enquiry develops understanding of causation by requiring scholars to make historical claims supported by precise evidence.

Moving Beyond the KS3 National Curriculum

1. Multi-causal Reasoning

- The unit requires scholars to explain how religious, commercial, military and cultural causes combined rather than selecting a single explanation.
- Scholars distinguish the causes of rapid expansion from the processes that sustained and consolidated influence.

2. Connected World History

- Trade routes, pilgrimage and scholarly exchange reveal connections between Arabia, Africa, Europe, India, China and Southeast Asia.
- The enquiry presents the medieval world as interconnected rather than divided into isolated civilisations.

3. Religion, Empire and Cultural Exchange

- Scholars examine Islam as both a faith and a civilisation whose influence was carried by institutions, languages, merchants, armies and scholars.
- The unit avoids reducing expansion to conquest by giving equal attention to peaceful exchange, governance and cultural prestige.

4. Disciplinary Literacy and Structured Argumentation

- Cause-and-effect activities, categorisation and “because, but, so” sentences prepare scholars to construct sustained historical explanations.
- The final essay requires scholars to organise evidence thematically and repeatedly connect each factor to the wording “far and fast”.