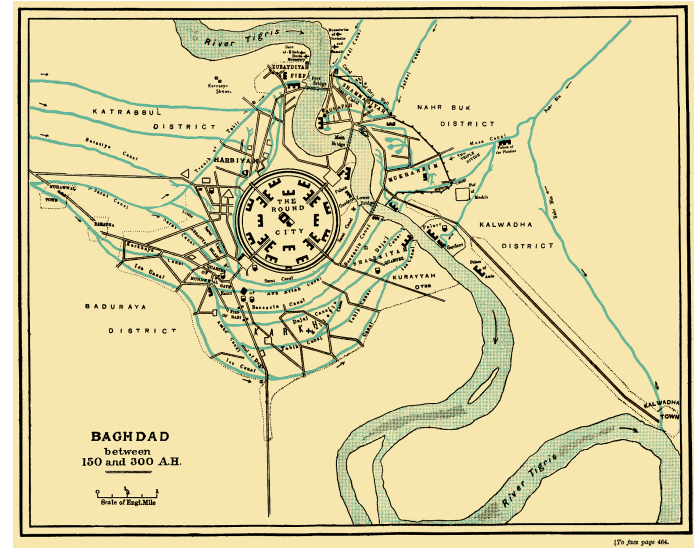


History retrieval practice booklet

Year 7

Worldviews in 1000CE



Name: _____

History teacher: _____

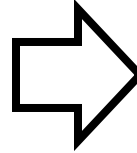
Tutor group/room: _____

Homework day: _____

How we complete home study



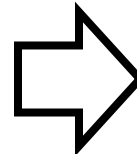
1. Complete the retrieval activity which you have been set on scrap paper. Make sure you **cover up the answers** and the **knowledge organiser** and that you complete the answers **from memory**. Attempt **every question**.



Scientific research suggests that you can remember things better over a long period of time if you spend time retrieving them from your long-term memory without support, even if you get the answers wrong and then correct them. This is called the testing effect.



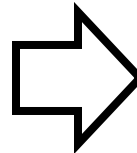
2. Mark and **correct** your answers using green pen.



You need to be aware of what you have got wrong so you don't accidentally embed misconceptions. Scientific research suggests that attempting a question, getting it wrong, and then correcting your answer is better than not attempting a question and then just reading the correct answer.



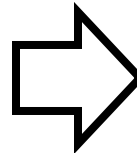
3. Go back to the **knowledge organiser** to strengthen your knowledge for any questions you answered incorrectly.



Reading the knowledge organiser after a retrieval activity will strengthen your understanding and allows you to make connections between pieces of information. This will make pieces of information easier to remember.



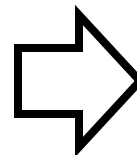
4. Fill in your score on the '**Track your scores**' page.



Tracking your scores allows you to see where you need to improve and where you have made progress. This will make it much easier for you to revise on your own and will allow teachers to easily see how they can help you.



5. Bring the scrap paper you have used with you to your Humanities lesson.



Teachers need to see that you have completed your home study and that you have completed it to a high standard. Checking your answers also allows teachers to collect information on any topics which you are finding difficult or where you might need further support.

Track your scores!

Use these tables to track how your retrieval of key information improves over time and to identify which areas you need to focus on.

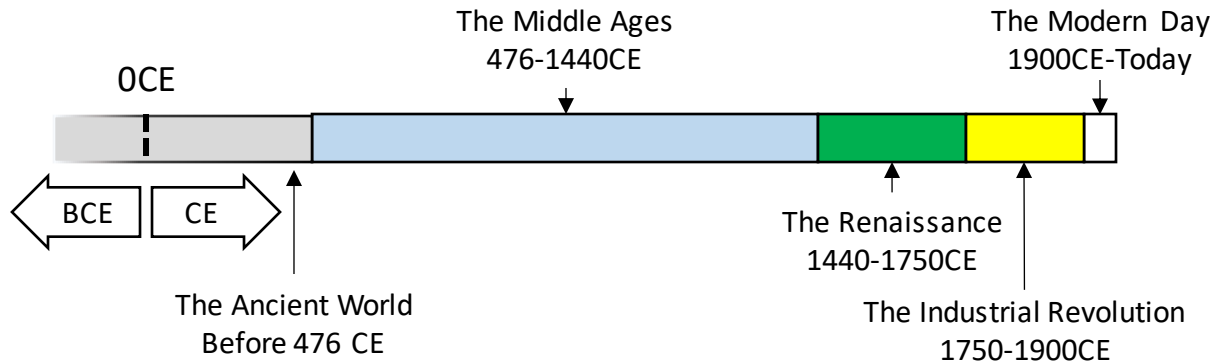
Remember: you don't have to get 100% straight away!

	1	2	3	4	5
1. History timeline					
a.					
b.					
c.					
2. Constantinople and the Byzantine Empire					
a.					
b.					
c.					
3. The Islamic Empire and Baghdad					
a.					
b.					
c.					
4. The development of knowledge in the Islamic Empire					
a.					
b.					
c.					

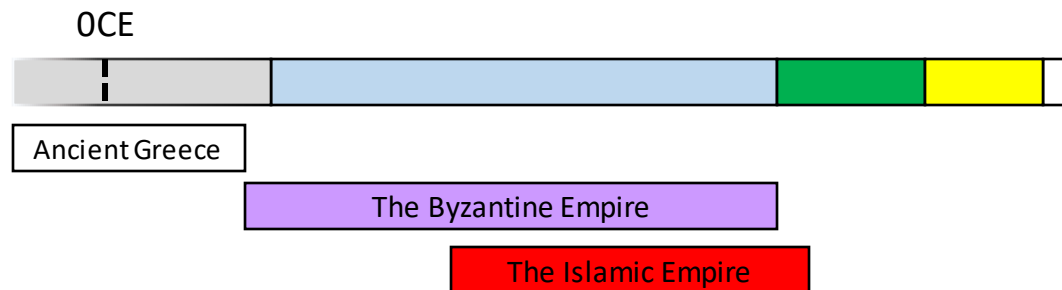
History Knowledge Organiser: Worldviews

1. History timeline:

- Years are split into years before the common era (BCE) and years after year 0 of the common era (CE).
- These years can also be referred to as BC and AD.
- The years in the common era are broken down into different groups, called time periods. For example, the Middle Ages happened roughly between 476 and 1440 of the common era.



- In this topic, you will study two empires: the Byzantine Empire and the Islamic Empire.
- Both of these empires existed during the Middle Ages.
- However, both of these empires also controlled land and were heavily influenced by Ancient Greece.
- Ancient Greece was an empire which existed for over a 1000 years before the common era. However, it collapsed in the early common era.



Keywords:

era:

A long period of history

empire:

A group of countries ruled by a single government

to influence:

To have an effect on something

Retrieval practice: 1. History timeline

a. Quiz questions:

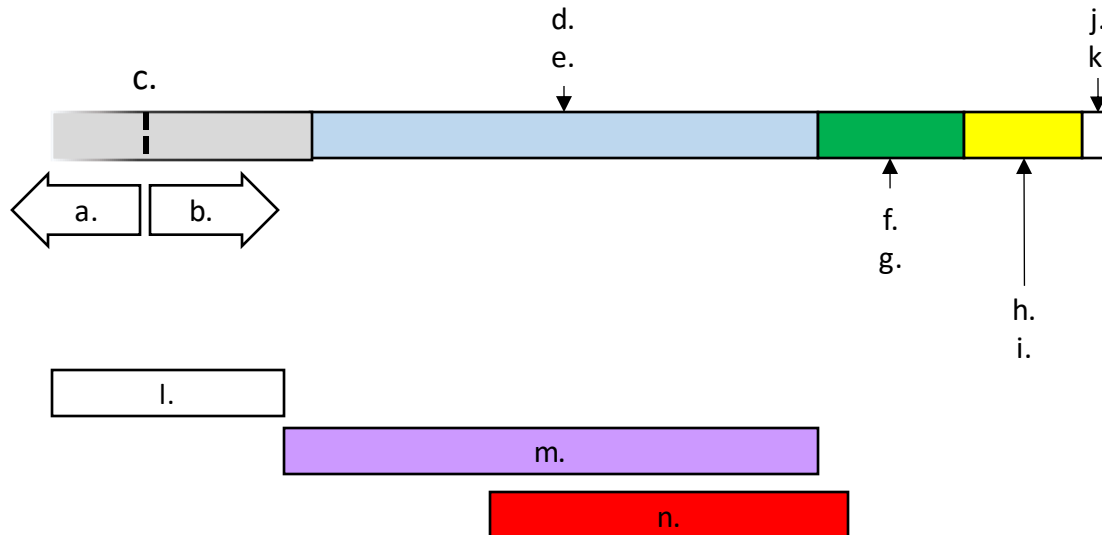
1. What are the two overall periods which time is split into?
2. What can the two overall periods of time also be referred to as?
3. What are the five time periods which occurred after the year 0 CE?
4. What are the names of the two empires which we will study in this unit?
5. Which ancient empire heavily influenced both of these empires?

c. Chronology practice:

Put the following time periods into the correct order (earliest first):

1. The Modern Day
2. The Ancient World
3. The Industrial Revolution
4. The Renaissance
5. The Middle Ages

b. Timeline practice:



Retrieval practice: 1. History timeline (ANSWERS)

a. Quiz questions:

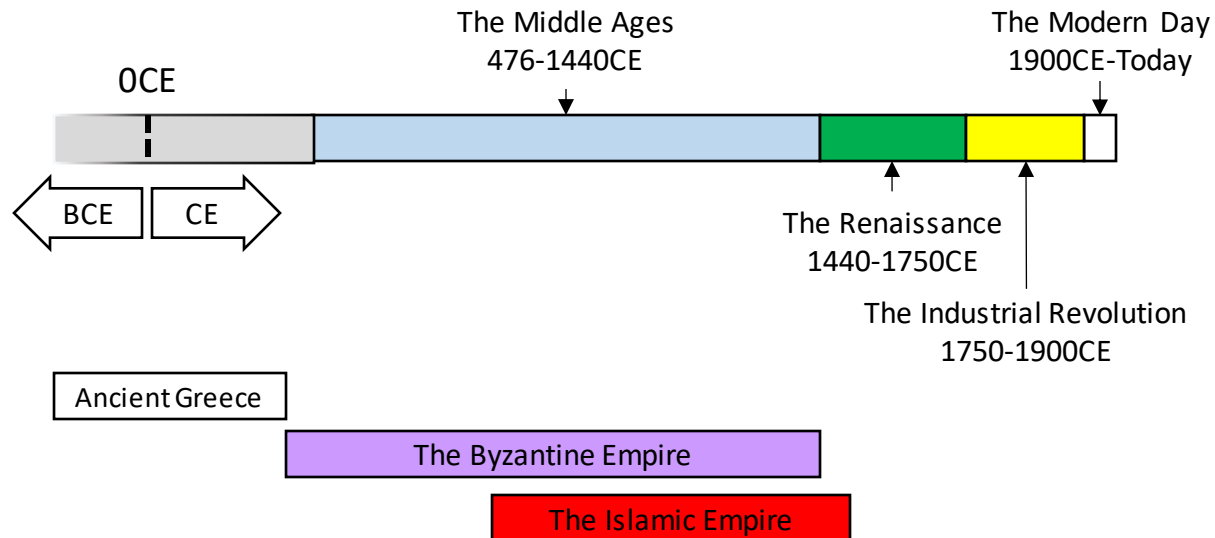
1. Before the common era (BCE) and the common era (CE)
2. BC and AD
3. The Ancient World, The Middle Ages, The Renaissance, The Industrial Revolution, and the Modern Day
4. The Byzantine Empire and the Islamic Empire
5. Ancient Greece

c. Chronology practice:

Put the following time periods into the correct order (earliest first):
25431

1. The Modern Day
2. The Ancient World
3. The Industrial Revolution
4. The Renaissance
5. The Middle Ages

b. Timeline practice:



History Knowledge Organiser: Worldviews

2. Constantinople and the Byzantine Empire:

- Constantinople was the capital city of the Byzantine Empire in the Middle Ages.
- The Byzantine Empire included a lot of the land which had previously been controlled by the Roman Empire.

Religion in Constantinople and the Byzantine Empire:

- Most people in the Byzantine empire were Christians.
- Many people in Europe were also Christian, including people as far away as Russia.
- In Constantinople there was a very important Christian church, called the Hagia Sophia.
- People from within the Byzantine empire and other Christians would travel long distances on pilgrimages to see the holy relics inside the Hagia Sophia.

Trade in Constantinople and the Byzantine Empire:

- Many people would travel to Constantinople to trade products, such as silk, with other people.
- These people would travel from within the Byzantine Empire and from far away lands, such as China.
- Traders from China and other areas of Asia would travel along the Silk Roads to reach Constantinople.

Keywords:

empire:

A group of countries ruled by a single government

pilgrimage:

A journey to a place of religious importance

relic:

An important religious object

to trade:

To buy or sell goods and services

trade route:

A series of pathways used to transport goods over a long distance so they can be bought and sold

The Silk Road:

A network of trade routes which connected China and the Far East with the Middle East and Europe



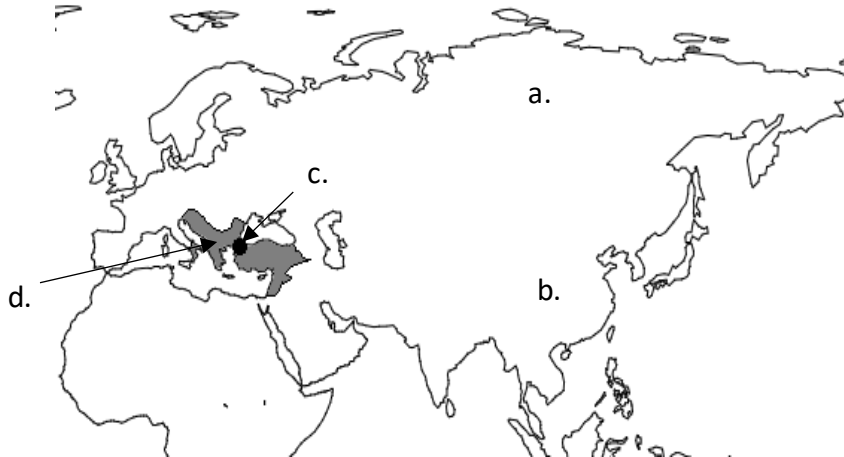
Retrieval practice: 2. Constantinople and the Byzantine Empire

a. Quiz questions:

1. Of which empire was Constantinople the capital?
2. A large amount of land of which ancient empire did the Byzantine Empire control?
3. Which religion did most people in the Byzantine Empire follow?
4. What was the name of the important church in Constantinople?
5. Give one reason why many people travel long distances to visit the important church in Constantinople.
6. What is the name for a journey to a place of religious importance?
7. What is the name for an important religious object?
8. Give an example of a product which was traded in Constantinople.
9. Give an example of a country outside of the Byzantine Empire from which people would travel to trade in Constantinople.
10. Along which route did many traders travel to reach Constantinople?

b. Diagram practice:

Label the map using the letters (do not write on the sheet!).



c. Gap fill:

In the Middle Ages a powerful empire developed in after the fall of the a. _____ empire. This empire was called the b. _____ Empire and had Constantinople as its capital city.

Most people in the Byzantine Empire followed the religion of c. _____ and Byzantine's capital city, d. _____, contained a huge cathedral called the e. _____. In this cathedral there were many Christian f. _____, such as a piece of wood from Noah's Arc, and Christians from within the Byzantine Empire and from other countries would complete g. _____ over huge distances to visit the cathedral and the objects within it.

Constantinople was also a centre of trade within the Byzantine Empire. People would travel from within the Mediterranean and on trade routes, such as the h. _____ from i. _____ to trade goods in Constantinople, such as j. _____.

Retrieval practice: 2. Constantinople and the Byzantine Empire (ANSWERS)

a. Quiz questions:

1. The Byzantine Empire
2. The Roman Empire
3. Christianity
4. The Hagia Sophia
5. People would travel long distances to see the relics in the Hagia Sophia.
6. A pilgrimage
7. A relic
8. Silk
9. China
10. The Silk Road

c. Gap fill:

In the Middle Ages a powerful empire developed in after the fall of the a. **Roman** empire. This empire was called the b. **Byzantine** Empire and had Constantinople as its capital city.

Most people in the Byzantine Empire followed the religion of c. **Christianity** and Byzantine's capital city, d. **Constantinople**, contained a huge cathedral called the e. **Hagia Sophia**. In this cathedral there were many Christian f. **relics**, such as a piece of wood from Noah's Arc, and Christians from within the Byzantine Empire and from other countries would complete g. **pilgrimages** over huge distances to visit the cathedral and the objects within it.

Constantinople was also a centre of trade within the Byzantine Empire. People would travel from within the Mediterranean and on trade routes, such as the h. **Silk Road** from i. **China** to trade goods in Constantinople, such as j. **silk**.

b. Timeline practice:

Label the map using the letters (do not write on the sheet!).



History Knowledge Organiser: Worldviews

3. The Islamic Empire and Baghdad:

- In the 7th century (the 600s), the prophet Muhammad and his followers created the religion of Islam.
- This religion was led by a caliph who believed that God wanted him to bring Islam to more people.
- By the year 1000, the Islamic Empire or **caliphate** covered a large amount of land.
- Much of this land had originally been controlled by the Greek and Roman empires before they collapsed.
- In the year 762CE, the caliph **Al-Mansur** ordered the creation of a perfect city which would become the capital of the Islamic Empire. This city was Baghdad.
- Islamic **scholars** used **astrology** to decide on the best time to begin building the city.

Religion in Baghdad and the Islamic Empire:

- Most people in the Islamic Empire were Muslims.
- Muslims have to pray five times a day in the direction of Makkah, a city which was in the Islamic Empire.
- There were many mosques in Baghdad, including a large mosque next to the caliph's palace.
- The caliph would lead special prayers in the mosque next to his palace on Fridays.

The location and building of Baghdad:

- Al-Mansur had walls built around Baghdad in a perfect circle.
- The walls of Baghdad had four gates in them for roads leading to different parts of the Islamic Empire.
- Baghdad was built between two rivers. This allowed people to easily travel to Baghdad to trade.
- In the middle of Baghdad was the luxurious caliph's palace.

Keywords:

prophet:

A messenger of God

caliph:

The supreme religious leader in Islam

caliphate:

The area ruled by a caliph

scholar:

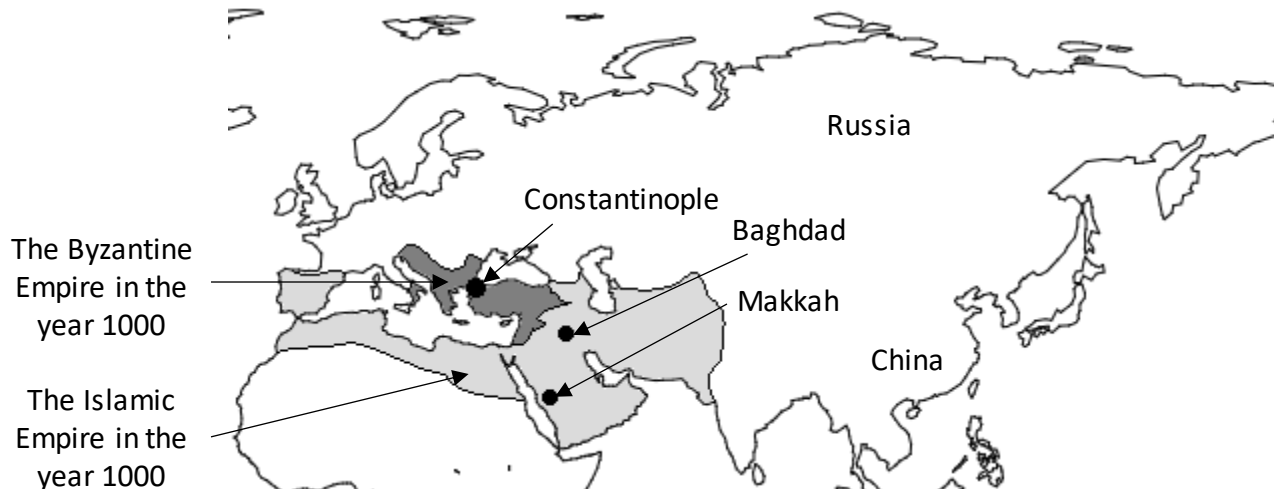
A person who studies one subject in a lot of detail

astrology:

The practice of using the position of the stars and the planets in order to make decisions and predictions

mosque:

A Muslim place of worship



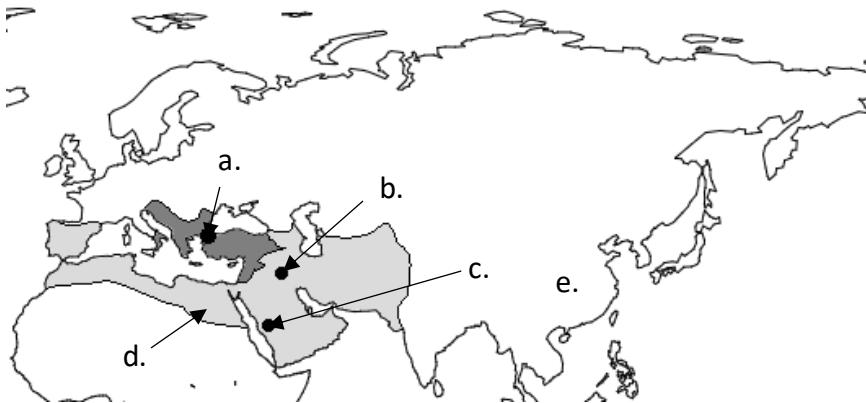
Retrieval practice: 3. The Islamic Empire and Baghdad

a. Quiz questions:

1. During which century was the religion of Islam created?
2. What is the name of the supreme religious leader in Islam?
3. Why did the leader of Islam create the Islamic Empire?
4. What is the name for an area ruled by a caliph?
5. A large amount of land of which ancient empires did the Islamic Empire control?
6. Which caliph ordered the creation of the city of Baghdad?
7. In which year did the building of Baghdad begin?
8. How did the caliph decide when to begin building Baghdad?
9. Towards which city do Muslims have to pray?
10. What is the name of a Muslim place of worship?
11. Give a piece of evidence from Baghdad which shows how important religion was to the caliph and his people.
12. Why were there four gates leading out of Baghdad?
13. Give one fact about Baghdad's location which made it a good place for people to trade goods.

b. Timeline practice:

Label the map using the letters (do not write on the sheet!).



c. Gap fill:

In the 600s (the a. ___th century), the prophet b. _____ and his followers created the religion of Islam. The most important city in Islam is the city of c. _____ and Muslims must pray in the direction of this city five times a day.

The supreme leader in Islam is called a d. _____ and these leaders believed that God wanted them to bring Islam to other people. As a result, by the year 1000, the Islamic Empire controlled a large amount of land. Much of this land used to be controlled by the e. _____ and f. _____ empires.

A caliph in the 8th century, g. _____ wanted to create the perfect city. The caliph and his h. _____ studied the position of the stars and the planets to decide when to begin building the city. This process is called i. _____. The walls of Baghdad were built in a perfect j. _____ and had four gates, each of which led to a different part of the k. _____. Baghdad was also built between two l. _____ which made it easier for people to travel to Baghdad to m. _____.

In the middle of Baghdad was the caliph's n. _____. This building was extremely luxurious, containing silks and ceramics which had been bought through o. _____. The palace also had a p. _____ next to it, from which the caliph would lead q. _____.

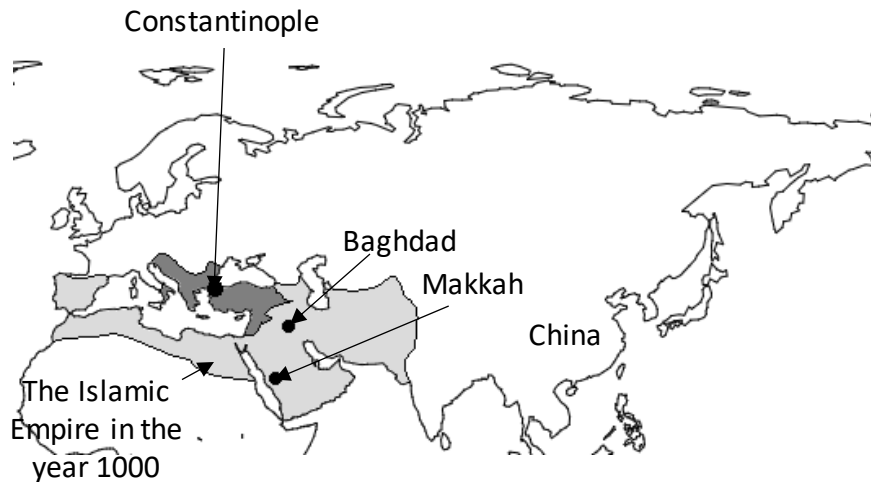
Retrieval practice: 3. The Islamic Empire and Baghdad (ANSWERS)

a. Quiz questions:

1. The 7th century (the 600s)
2. A caliph
3. Caliphs believed God wanted them to bring Islam to more people.
4. A caliphate
5. Ancient Rome and Ancient Greece
6. Al-Mansur
7. 762CE
8. The caliph and his scholars used astrology.
9. Makkah
10. A mosque
11. There were many mosques in Baghdad/a mosque was built next to the caliph's palace
12. Each gate was for a road to a different part of the Islamic Empire
13. Baghdad was built between two rivers.

b. Timeline practice:

Label the map using the letters (do not write on the sheet!).



c. Gap fill:

In the 600s (the a. **7th** century), the prophet b. **Muhammad** and his followers created the religion of Islam. The most important city in Islam is the city of c. **Makkah** and Muslims must pray in the direction of this city five times a day.

The supreme leader in Islam is called a d. **caliph** and these leaders believed that God wanted them to bring Islam to other people. As a result, by the year 1000, the Islamic Empire controlled a large amount of land. Much of this land used to be controlled by the e. **Greek** and f. **Roman** empires.

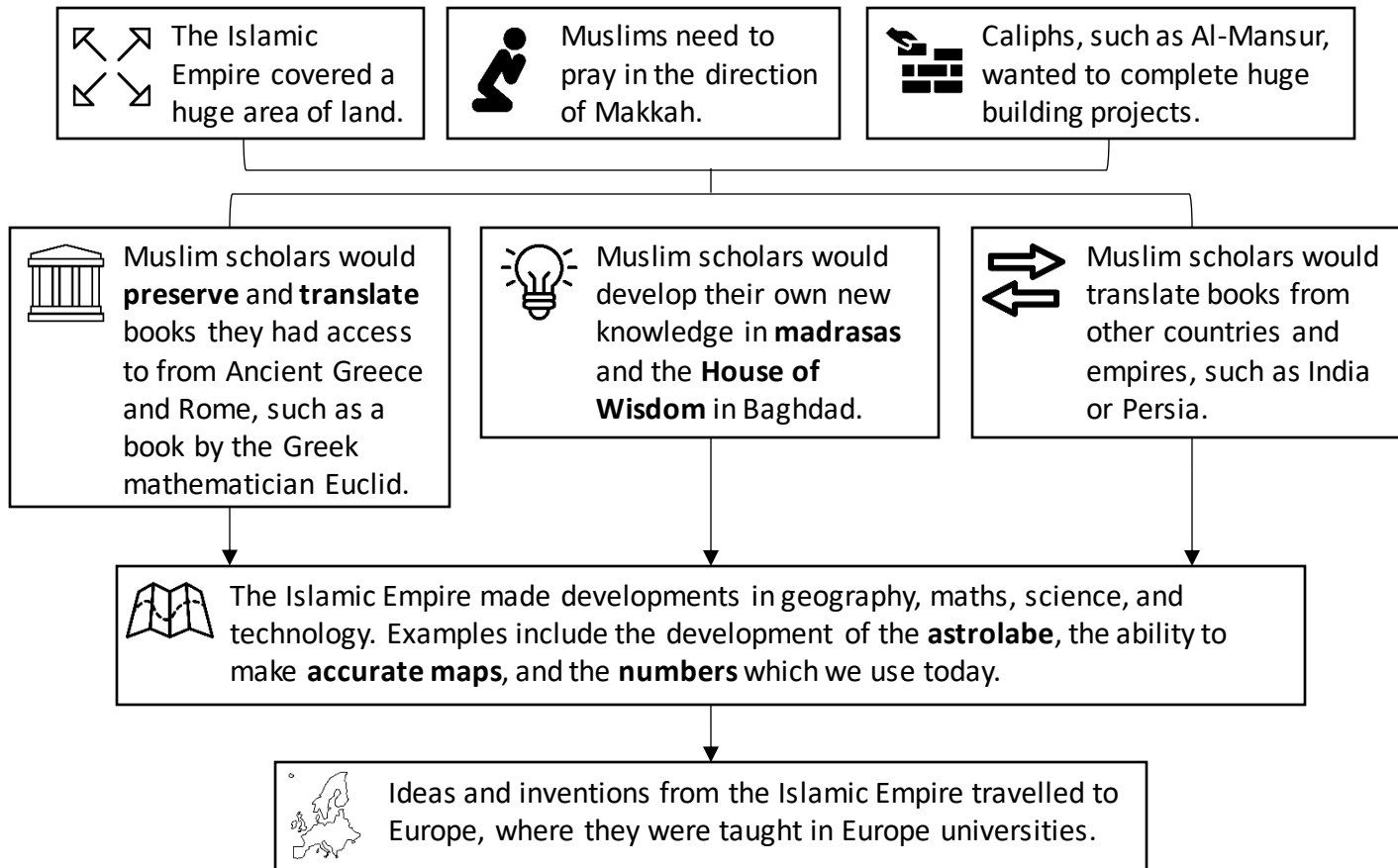
A caliph in the 8th century, g. **Al-Mansur** wanted to create the perfect city. The caliph and his h. **scholars** studied the position of the stars and the planets to decide when to begin building the city. This process is called i. **astrology**. The walls of Baghdad were built in a perfect j. **circle** and had four gates, each of which led to a different part of the k. **empire**. Baghdad was also built between two l. **rivers** which made it easier for people to travel to Baghdad to m. **trade**.

In the middle of Baghdad was the caliph's n. **palace**. This building was extremely luxurious, containing silks and ceramics which had been bought through o. **trade**. The palace also had a p. **mosque** next to it, from which the caliph would lead q. **prayers**.

History Knowledge Organiser: Worldviews

4. The development of knowledge in the Islamic Empire:

- Caliphs of the Islamic Empire believed that knowledge was extremely important.
- People in the Islamic Empire also needed knowledge about areas like geography and maths in order to travel around the empire, in order to practise their religion, and in order to building cities and buildings.
- As a result, caliphs put a lot of effort and money into **preserving knowledge** from Ancient Greece and Rome, **finding new knowledge** from other countries and empires, and **developing new knowledge**.
- In the 9th century (the 800s), a caliph built the **House of Wisdom** in Baghdad.
- The House of Wisdom was a giant library and observatory for Islamic scholars.



Keywords:

to preserve:

To keep safe from destruction or harm

observatory:

A room or building which people use to study the stars and planets

scholar:

A person who studies one subject in a lot of detail

madrasa:

A Muslim school or college

astrolabe:

A metal instrument that uses the stars to find direction and position

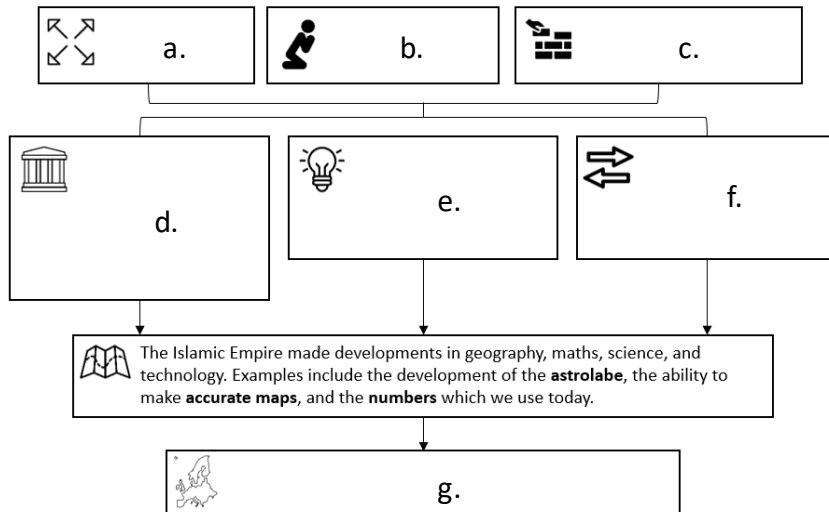
Retrieval practice: 4. The development of knowledge in the Islamic Empire

a. Quiz questions:

1. Give three reasons why people in the Islamic Empire believed that the development and preservation of knowledge was important.
2. Give an example of a text from the ancient world which Islamic scholars preserved and translated.
3. What is a madrasa?
4. Give an example of a famous library in the Islamic Empire.
5. Give an example of a civilisation with which the Islamic Empire traded in order to gain knowledge.
6. What is an astrolabe?
7. Give three examples of technology developed in the Islamic Empire.

b. Diagram practice:

Label the diagram using the letters (do not write on the sheet!).



c. Gap fill:

Caliphs in the Islamic Empire believed that knowledge was extremely a. _____. Caliphs needed knowledge of the stars and mathematics in order to be able to create b. _____ of their vast empire and to be able to complete huge c. _____ projects, such as the construction of the circular walls around the city of d. _____. All Muslims also needed knowledge about mathematics, geography, and the stars so they could be sure that when they e. _____ they were facing in the direction of the city of f. _____.

As a result of this need for knowledge, Caliphs and scholars put a lot of effort and money into g. _____ old knowledge from ancient empires, such as h. _____ and i. _____, developing new knowledge in j. _____ and the k. _____ in Baghdad, and trading with other countries, such as l. _____ and m. _____ to gain access to other knowledge.

The efforts which scholars in the Islamic Empire put into preserving and developing knowledge meant that people could create accurate n. _____ for huge distances, could use the stars to find direction and position using o. _____, and we have the p. _____ system which we use today.

Many of the ideas developed by Islamic scholars eventually reached q. _____ where they were taught at r. _____.

Retrieval practice: 4. The development of knowledge in the Islamic Empire (ANSWERS)

a. Quiz questions:

1. The Islamic empire covered a huge area of land (and therefore needed maps), Muslims needed to pray in the direction of Makkah, and caliphs wanted to complete huge building projects.
2. A book by the Greek mathematician Euclid
3. A Muslim school or college
4. The House of Wisdom
5. Persia or India
6. A metal instrument that uses the stars to find direction and position
7. Maps, the astrolabe, and the numbers we use today

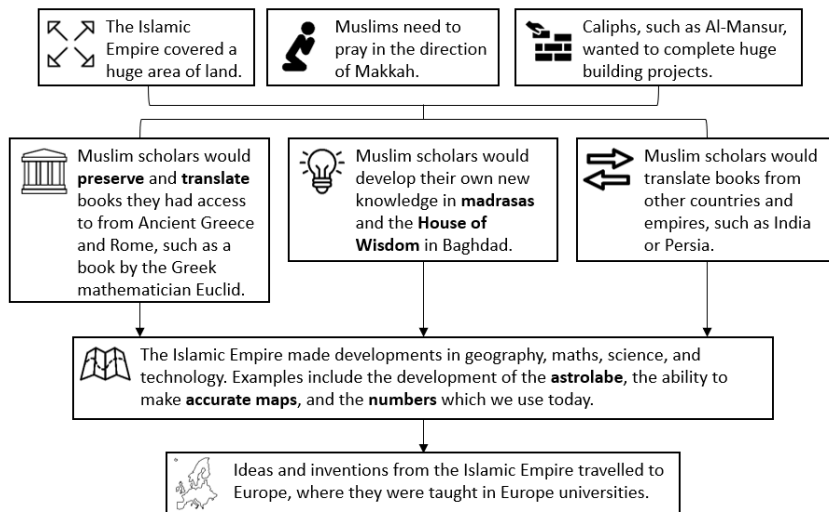
c. Gap fill:

Caliphs in the Islamic Empire believed that knowledge was extremely a. **important**. Caliphs needed knowledge of the stars and mathematics in order to be able to create b. **maps** of their vast empire and to be able to complete huge c. **building** projects, such as the construction of the circular walls around the city of d. **Baghdad**. All Muslims also needed knowledge about mathematics, geography, and the stars so they could be sure that when they e. **prayed** they were facing in the direction of the city of f. **Makkah**.

As a result of this need for knowledge, Caliphs and scholars put a lot of effort and money into g. **preserving** old knowledge from ancient empires, such as h. **Greece** and i. **Rome**, developing new knowledge in j. **madrasas** and the k. **House of Wisdom** in Baghdad, and trading with other countries, such as l. **India** and m. **Persia** to gain access to other knowledge.

b. Diagram practice:

Label the diagram using the letters (do not write on the sheet!).



The efforts which scholars in the Islamic Empire put into preserving and developing knowledge meant that people could create accurate n. **maps** for huge distances, could use the stars to find direction and position using o. **astrolabes**, and we have the p. **number** system which we use today.

Many of the ideas developed by Islamic scholars eventually reached q. **Europe** where they were taught at r. **universities**.