



Medium-term plan

Year group: 5		Term:
Topic/unit: National Curriculum: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		
Children make progress in	Evidence for knowledge/understanding developed	
Substantive knowledge (what we want children to know and remember)		
<ul style="list-style-type: none"> Knows who the four monarchs were, and when they reigned. Has an overview of the events in each monarch's reign and understands how they affected the relative power of the monarch or parliament. Understands terms such as: democracy, government, Royal Assent, etc. 	<ul style="list-style-type: none"> Can explain whether they agree/disagree with the placement of a particular monarch along the Power of the Monarchy spectrum line and give their reason(s). 	
Disciplinary knowledge (use HIAS AREs)		
<ul style="list-style-type: none"> Historical enquiry – can construct simple reasoned arguments about aspects of events, periods and civilisations studied. Can explain with examples why a source might be unreliable. 	<ul style="list-style-type: none"> In enquiry 5, step 4 will give a pertinent reason why a monarch should be in the Monarchy hall of fame or hall of shame. 	
Key question to drive the enquiry to promote children's progress: why does parliament run the country rather than the King?		
Knowledge specific vocabulary		Promoting SMSC
<ul style="list-style-type: none"> Act of Union. Baron. Cabinet. Catholic. Constitution. Democracy. Devolution. Dictator. Empire. Government. Head of State. House of Commons. House of Lords. 	<ul style="list-style-type: none"> King/Queen. Law. Magna Carta. Majesty. Noble/nobility. Parliament. Protestant. Royal assent. Royal family. Royal house. Sovereign. United Kingdom. 	<ul style="list-style-type: none"> Spiritual: Moral: Social: collaborative working/differing opinions. Cultural: development of our political system over centuries.
		Cross-curricular links
Resources		
<ul style="list-style-type: none"> Possible visit to Parliament. 		