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| **History medium term plan** | | | | **Text  Description automatically generated** |
| **Year group: Y5** | | **Term:** | |
| **Topic/unit: NC** 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)   * 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. | | | 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)  **Y5 ARE –Historical enquiry:**   * Can construct simple reasoned arguments about aspects of events, periods and civilizations studied. * Can explain with examples why a source might be unreliable. | | | In equiry 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/Queen?*** | | | | |
| **Knowledge specific vocabulary:** | | | **Promoting SMSC**  **Spiritual:**  **Moral:**  **Social:** Collaborative working/ differing opinions  **Cultural:** Development of our political system over centuries. | |
| Act of Union  Baron  Cabinet  Catholic  Constitution  Democracy  Devolution  Dictator  Empire  Government  Head of State  House of Commons  House of Lords | King/ Queen  Law  Magna Carta  Majesty  Noble/ Nobility  Parliament  Protestant  Royal assent  Royal family  Royal house  Sovereign  United Kingdom | |
| **Cross-curricular links:** | |
| **Resources/visits etc:**  Possible visit to Parliament | | | | |