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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 UnionBaron CabinetCatholicConstitutionDemocracy DevolutionDictatorEmpireGovernmentHead of StateHouse of CommonsHouse of Lords  | King/ Queen LawMagna CartaMajestyNoble/ NobilityParliamentProtestantRoyal assentRoyal familyRoyal houseSovereignUnited Kingdom |
| **Cross-curricular links:** |
| **Resources/visits etc:** Possible visit to Parliament |