



							EOY Assessment Point
							HT6: What is the legacy of Oliver Cromwell?
							<p><b>Overarching unit intent:</b> <b>Literacy</b> <b>Keywords Test</b></p> <p><i>What were the long / short term causes of the English Civil War and Why did Parliament win?</i></p> <p><i>Was Oliver Cromwell a hero or a villain? (The trial and execution of King Charles I) / Did Cromwell want to be King? / Drogheda / re-visit Cromwell's role in the ECW)</i></p>
							<p><b>HT5: How far did Henry VIII trigger an end to authoritarian rule?</b></p> <p><b>Overarching unit intent:</b> <b>Literacy</b> <b>Keywords Test</b></p> <p><i>How did Tudors change the Church? (Reformation / Edward VI / Mary I / Elizabeth I)</i></p> <p><i>The Religious Settlement</i></p> <p><i>How much of a threat was Mary Queen of Scots?</i></p> <p><i>The Spanish Armada</i></p>
							<p><b>HT4: What was life like for ordinary people in the Middle Ages?</b></p> <p><b>Assessment Point: Summative or AFL</b></p> <p><b>Overarching unit intent:</b></p> <p><i>What was the most important consequence of the Black Death?</i></p> <p><i>Why did the peasants' revolt?</i></p> <p><b>Literacy</b> <b>Oracy projects – The Middle Ages</b></p>
							<p><b>HT3: How successful were medieval authoritarian rulers?</b></p> <p><b>Overarching unit intent:</b></p> <p><i>How successful was William at controlling England? (Feudal System / Domesday)</i></p> <p><i>What was the life of a peasant like? (The farming year / The Church)</i></p> <p><i>Literacy</i></p> <p><i>Who was responsible for the murder of Thomas Becket?</i></p> <p><i>What sort of monarch was King John?</i></p>
							<p><b>HT2: Why was 1066 such a significant year?</b></p> <p><b>Assessment Point: Summative or AFL</b></p> <p><b>Overarching unit intent:</b> <b>Literacy</b> <b>Keywords Test</b></p> <p><i>Who was Edward the Confessor? (Edwards life / Edwards legacy / Contenders to the throne)</i></p> <p><i>Why did William win the Battle of Hastings? Luck or Skill? (Preparation / Stamford Bridge/ Battle Tactics)</i></p> <p><i>Whose story does the Bayeux Tapestry tell?</i></p> <p><b>Literacy</b> <b>Keywords Test</b></p> <p><i>How successful was William at controlling England? Castles</i></p>
							<p><b>HT1: What are the Viking connections to Britain's History</b></p> <p><b>Overarching unit intent:</b> <b>Literacy</b> <b>Keywords Test</b></p> <p><i>What is History?</i></p> <p><b>Literacy</b> <b>Keywords Test</b></p> <p><i>Why did the Anglo-Saxons and Vikings invade the British Isles? What impact did the Anglo-Saxon and Viking invasions have upon Britain? How do we find out about the Saxon invasions? A case-study of Sutton Hoo</i></p>
							<p><b>HT1 &amp; HT2</b> <b>Key disciplinary knowledge</b> <b>Enquiry / Evidence</b> <b>Interpretation</b> <b>Causation</b> <b>Significance</b> <b>Continuity and change</b> <b>Key Concepts</b> <b>Economic History</b> <b>Religious History</b> <b>Political History</b> <b>Social History</b> <b>British History</b> <b>Careers:</b> <b>Archaeology / Crime scene investigation / Heritage Manager / Conservator</b> <b>CST</b> <b>An individual's right to own property</b></p>
							<p><b>HT3 and HT4</b> <b>Key disciplinary knowledge</b> <b>Enquiry / Evidence</b> <b>Interpretation</b> <b>Causation</b> <b>Significance</b> <b>Continuity and change</b> <b>Key Concepts</b> <b>Economic History</b> <b>Religious History</b> <b>Political History</b> <b>Social History</b> <b>British History</b> <b>Careers</b> <b>Communications / Public Relations / The NHS / English Heritage / Doctor</b> <b>CST</b> <b>Dignity of Work / The Common Good / Solidarity / Rights &amp; Responsibilities / Care for the poor</b></p>
							<p><b>HT1 re-visit</b></p> <p><i>What are the basics of an historical enquiry?</i></p> <p><i>Anglo-Saxons and Vikings (Sutton Hoo)</i></p>
							<p><b>HT2: re-visit</b></p> <p><i>Edward the Confessor and the contenders for the throne of England</i></p> <p><i>Why did William win the Battle of Hastings?</i></p>
							<p><b>HT4 &amp; 5: re-visit</b></p> <p><i>What were the causes and consequences of the Black Death?</i></p> <p><i>The Tudors</i></p>
							<p><b>HT1 – HT6</b></p> <p><b>Key Disciplinary Knowledge</b></p> <p><b>Enquiry / Evidence</b> <b>Interpretations</b> <b>Significance</b> <b>Causation</b> <b>Continuity and Change</b></p> <p><b>Key Concepts</b> <b>Economic History</b> <b>Political History</b> <b>Religious History</b> <b>Social History</b> <b>British History</b></p> <p><b>Careers</b> <b>Charity / Chaplaincy / Community outreach / Civil service</b> <b>CST</b> <b>Pursuit of peace</b></p> <p>NB: Chronological understanding runs through this scheme as a thread through all topics.</p>



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