



YEAR 12 2023-2024 Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Background to Louis XIV and the Regency Government



Curriculum Intent	In addition to working further on objectives from Year 11, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2 - Analyse, and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Discussion of religious toleration and beliefs, e.g. treatment of Huguenots. Relationship between Church and state.</p> <p>PSHE/British Values: Toleration, comparisons with British systems.</p> <p>Skills Builder: Transferable skills e.g. research, debate, analysis.</p>
Numeracy	Understanding of population, chronology.
Literacy	<p>Vocabulary Tier 2: Analyse, value, significance, diverse, context, conformity, authority, exemplify, hierarchical, ideology, inferred, pivotal, renounce, subsequent.</p> <p>Vocabulary Tier 3: Huguenots, Jansenists, nobles of the sword, nobles of the robe, absolutism, regency, pays d'etat, pays d'election, provinces, intendant, parlement, remonstrance, provenance, Edict, lit de justice, conciliar system.</p> <p>Reading: Primary texts, extended historians' interpretations, historical articles.</p> <p>Writing: Questions are essay based, 30 mark and 25 mark. Students are taught specific essay writing skills e.g. intros, body paragraphs and conclusions.</p> <p>Oracy: Regular debate and discussion encouraged during lesson.</p>
Becoming future ready	Careers/Employability: Transferable skills e.g. research, debate, analysis.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEN Provision	<p>By product:</p> <p>By resource: additional reading provided for higher ability, support provided for lower ability e.g. glossaries.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> Describe the background of 17th century France & Louis XIV's reign. Identify key individuals in Louis XIV's reign. Understand Richelieu's impact on the French monarchy. Explain how the Regency government began after Louis XIII's death. Understand who Anne of Austria and Mazarin were and explain why they were unpopular. Understand the main events of the Thirty Years War and the Westphalia & Pyrenees Treaties. Understand and evaluate the main causes and events of the Fronde of the nobles/Ormée Fronde. Understand how Louis XIV's absolutism has been interpreted. Understand and evaluate the key influences on Louis' personality and outlook. Understand and analyse the social and geographical situation of France 1661.
Current learning to be developed in the future within:	All topics will be covered again in Y13 when students will build on understanding for second half of reign.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.