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| <div>  </div> <div> <p>YEAR 12 2023-2024 SUMMER TERM</p> <p>‘An ambitious curriculum that meets the needs of all’</p> <p>Medium Term Planning - Topic: Louis’ approach to religious minorities and how this affected his Absolute rule, Louis’ Foreign Policies, and an analysis of his wars. NEA – Civil Rights Movement</p> </div> <div>  </div> | |
| Curriculum Intent | 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> <p>AO3 - your understanding of how and why the past has been interpreted differently and making judgements</p> |
| Spiritual, moral, social, and cultural development | <p>SMSC: Discussion of religious toleration and beliefs, e.g. treatment of Huguenots, Jansenists and Quietists. Relationship between Church and state.</p> <p>PSHE/British Values: Toleration, comparisons with British systems. Civil Rights</p> <p>Skills Builder: Transferable skills e.g. research, debate, analysis.</p> |
| Numeracy | Understanding of population, chronology, patterns and categorising to match policies. Impact of losses in battle. |
| 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, absolutism, parlement, remonstrance, provenance, Edict, propaganda, cult, censorship, migration, Jansenism, Quietism, Jesuits, Divine Right, Papal Bull, Excommunication, Nuncio, Papal State, formulary, émigrés, Christendom, Calvinist, Fortifications, pré carré, salient, Habsburgs, devolution, Spanish Netherlands, Réunions. NEA: Slavery, prejudice, Jim Crow Laws, Emancipation Proclamation, American Civil War, lynching, marches, sit ins, grassroots movement, passive resistance.</p> <p>Reading: Primary texts, extended historians’ interpretations. Student’s wider research around NEA.</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. NEA which incorporates essay skills, as well as primary source and historical interpretation analyses.</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. Guided reading of academic texts.</p> <p>By Intervention: by providing different levels of supervision and support, lunchtime study lunches for catch up</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue, using devil’s advocate questioning to explore different facets of key concepts. Targeted questioning to individuals to build confidence in topics.</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. A range of tasks to be used across lessons.</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 | <p>To be able to:</p> <ul style="list-style-type: none"> • Explain who the Gallicans were and Louis’ changing policies towards them • Explain who the Jansenists were and Louis’ changing policies towards them • Explain who the Huguenots were and Louis’ changing policies towards them • Explain Louis’ Foreign Policy aims, and his military reforms • Explain the reasons for, causes, key details of the War of Devolution • Explain the significance and impact of the Treaty of Aix-La-Chapelle • Explain the reasons for, causes, key details of the Dutch War • Explain the significance and impact of the Treaty of Nijmegen • Explain the reasons for, causes, key details of the War of Réunions • Explain the significance and impact of the Treaty of Ratisbon <p>NEA TBAT:</p> <ul style="list-style-type: none"> • Understand the implications of the slave trade systems • Understand the causes of the Civil War and analyse the effectiveness of the reconstruction. • Understand why the reconstruction failed and the implications of its failure. • Understand the roles of B.T Washington, W.E. du Bois and Ida Wells-Barnett in the Civil Rights Movement. • Evaluate the way the Wars influenced the Civil Rights Movement. • Understand who Marcus Garvey was and his ideology • Understand the key events that were led by ordinary black mass action and pressure groups. • Understand Martin Luther King Jr’s role in the Civil Rights Movement. • Understand who Malcolm X was, and interpretations surrounding his influence on the civil rights movement. |
| Learning Outcomes (Most Powerful Knowledge) | |
| Current learning to be developed in the future within: | Students will revise over the key topics in Year 13, as well as building upon the religious persecution of minorities and exploring Louis’ military campaigns after the ‘watershed’ of 1685. |
| Assessment | Refer to assessment maps for formative and summative assessment opportunities. |
| Impact | Attainment and Progress – Refer to assessment results / data review documentation. |