



**YEAR 12 2023-2024 SPRING TERM**

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Louis' Majority Government, Versailles and Colbert's Economic policies.



<b>Curriculum Intent</b>	<b>Pupils will be taught, following National Curriculum guidelines, the following this term:</b>
<b>Skills/Assessment Objective Links</b>	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. AO2 - Analyse, and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
Spiritual, moral, social, and cultural development	<b>SMSC:</b> Discussion of religious toleration and beliefs, e.g. treatment of Huguenots. Relationship between Church and state. <b>PSHE/British Values:</b> Toleration, comparisons with British systems, political representation and social hierarchies. <b>Skills Builder:</b> Transferable skills e.g. research, debate, analysis. Communication and presentation skills.
<b>Numeracy</b>	Understanding of population, chronology, patterns and categorizing to match policies.
<b>Literacy</b>	<b>Vocabulary Tier 2:</b> Analyse, value, significance, diverse, context, conformity, authority, exemplify, hierarchical, ideology, inferred, pivotal, renounce, subsequent. <b>Vocabulary Tier 3:</b> Huguenots, nobles of the sword, nobles of the robe, absolutism, regency, pays d'état, pays d'élection, provinces, intendant, parlement, remonstrance, provenance, Edict, lit de justice, conciliar system, mercantilism, propaganda, cult, censorship, patronage, finance, economy, tariff, taxation, gloire. <b>Reading:</b> Primary texts, extended historians' interpretations. <b>Writing:</b> Questions are essay based, 30 mark and 25 mark. Students are taught specific essay writing skills e.g. intros, body paragraphs and conclusions. <b>Oracy:</b> Regular debate and discussion encouraged during lesson. Presentation skills to provide a virtual guided tour of Versailles.
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Transferable skills e.g. research, debate, analysis. Presentation/public speaking through presentations.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> <b>By resource:</b> additional reading provided for higher ability, support provided for lower ability e.g. glossaries. Guided reading of academic texts. <b>By Intervention:</b> by providing different levels of supervision and support, lunchtime study lunches for catch up <b>By Progressive Questioning:</b> 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. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> 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. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
<b>Implementation Curriculum Delivery</b>	To be able to: <ul style="list-style-type: none"> <li>Understand how Louis has been interpreted and key influences on him</li> <li>Understand the key influences on Louis' personality and how this would influence his kingship</li> <li>Analyse the social and graphical situation of France but also how this would shape Louis' personal rule</li> <li>Explain the reforms Louis made in government to centralise power and extend his Absolute authority</li> <li>Explain the role of characteristics of key ministers in Louis' reformed government, in particular Fouquet.</li> <li>Understand the roles of the Parlements, Provincial Governors and Intendants in the provinces and how Louis extended Louis' absolutism.</li> <li>Analyse contemporary views of Louis, especially Saint-Simon</li> <li>Understand why Louis built Versailles and explain the significance of the key features of both palace and Gardens.</li> <li>Understand how Louis patronised the Arts and Sciences and how this extended Louis' absolutism and gloire.</li> <li>Explain Colbert's role in the creation and distribution of propaganda.</li> <li>Explain the economic &amp; financial problems Louis faced in 1661.</li> <li>Explain how Colbert reformed finance and economy.</li> <li>Explain how Colbert shaped trade and his efforts in the colonies.</li> </ul>
<b>Learning Outcomes (Most Powerful Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	Students will revise over the key topics in Year 13, as well as building upon the economic and financial changes post 1685.
<b>Assessment Impact</b>	Refer to assessment maps for formative and summative assessment opportunities. Attainment and Progress – Refer to assessment results / data review documentation.