



**YEAR 13 2023-2024 Spring TERM**

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Challenges abroad and the issue of the Spanish Succession Crisis



<b>Curriculum Intent</b>	<b>In addition to working further on objectives from Year 12, 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.
<b>Spiritual, moral, social, and cultural development</b>	SMSC: Discussion of religious toleration and beliefs, e.g. treatment of Huguenots. Relationship between Church and state. PSHE/British Values: Toleration, comparisons with British systems. Skills Builder: Transferable skills e.g. research, debate, analysis.
<b>Numeracy</b>	Understanding of population, chronology.
<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> Scorched earth, Divine Right, Huguenots, Jansenists, absolutism, provinces, intendant, parlement, provenance, taille, capitation, dixieme, Protestant, Catholic, Glorious Revolution, propaganda, partition treaty <b>Reading:</b> Primary texts, extended historians' interpretations, historical articles. <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.
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Transferable skills e.g. research, debate, analysis.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEN Provision</b>	<b>By product:</b> <b>By resource:</b> additional reading provided for higher ability, support provided for lower ability e.g. glossaries. <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <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. <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:
<b>Learning Outcomes (Most Powerful Knowledge)</b>	<ul style="list-style-type: none"> <li>•Understand the significance and implications of the Glorious Revolution 1688</li> <li>•Explain why the Grand Alliance and the League of Augsburg formed against Louis</li> <li>•Understand how the Nine Years War began, who contributed to it's commencement</li> <li>•Explain the key events of the Nine Years War in Europe</li> <li>•Explain the key events of the Nine Years War in the Americas and Asia</li> <li>•Explain the strengths and weaknesses of the Treaty of Ryswick</li> <li>•Understand the significance of the partition treaties and Louis' changing relationship with the HRE</li> <li>•Explain how the War of Spanish Succession began</li> <li>•Explain the key events of the War of Spanish Succession</li> <li>•Explain the key events of the War of Spanish Succession in the Americas and Asia</li> <li>•Explain the strengths and weaknesses of the Treaty of Utrecht</li> <li>•Understand the challenges of Louis' final few years and the problems he left behind.</li> </ul>
<b>Current learning to be developed in the future within:</b>	All topics will be analysed across the two year course to draw out enquiry points but also to explore the rise and fall of Louis' policies.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.