



'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Challenges at home post-1685 (Influence of key individuals, strains on finance and economy, religious stability and pocket rebellions)

Curriculum Intent	In addition to working further on objectives from Year 12, 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: Scorched earth, Divine Right, Huguenots, Jansenists, absolutism, provinces, intendant, parlement, remonstrance, provenance, Edict, lit de justice, conciliar system, taille, capitation, dixieme</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	<p>To be able to:</p> <ul style="list-style-type: none"> •Analyse the strengths and weaknesses of Louis' personal monarchy, but also the influence of key individuals around him •Explain how far Maintenon shaped Louis' policies •Explain the economic problems after Colbert •Explain the changes to finance after Colbert •Explain the cost of war on France's economy and finance •Explain Louis' policies towards Gallicanism post-1685 •Explain Louis' policies towards Jansenism post-1685 •Explain Louis' policies towards the Huguenots post-1685 •Explain Louis' policies towards Quietism post-1685 •Understand social divisions after 1685 •Understand opposition faced by the French Monarchy post-1685
Learning Outcomes (Most Powerful Knowledge)	
Current learning to be developed in the future within:	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.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.