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| **History Medium Term Planning** | | | |
| **Year/Term** | Y8 Autumn 1 | **Unit** | The French Revolution |
| **Weeks** | 7 approx | **Themes** | Religion, Belief, Power, Monarchy, Church and State, Revolution |
| **Note** |  | **Curr. Link** | a significant society or issue in world history and its interconnections with other world developments |
| **Overview and Rationale for Unit**  Briefly outline the main issues covered in this unit. How does it fit into the larger programme of study? Why are these Key Question important ones to ask? How does it fit into our vision statement for History? | | | |
| When asked to comment on the significance of the French Revolution, Chinese Premier Zhou Enlai once famously said that it was “too early to say.” This long view of the significance of the Revolution is an important perspective on a series of events which not only caused enormous short-term upheaval in France, but also ushered in a new age of supposed reason and enlightenment in political discourse. The French Revolution is a complex, and therefore oft overlooked topic, however it is crucial to students’ understanding of modern politics, as well as highlighting the roots of concepts such as citizenship, and human rights, as well as influencing the development of the emergent United States.  The French Revolution unit ties together the themes of the English Civil War from the end of Year 7 and allows students to see how the power struggle played out very differently across the channel. It also allows students a good opportunity to begin studying events in more depth. The three enquiries structure students through a causal analysis of the revolution, to questions of evidence and impact. | | | |

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| **Resources** | | |
| TEXTBOOKS | WEBSITES | VIDEOS |
| * The French Revolution – Whittock (whole book – a low ability version of this is available) * Societies in Change (pp96-166) * Citizens’ Minds (whole book – teacher copy only) | * Schoolhistory links for the French Revolution [HERE](http://www.schoolhistory.co.uk/year8links/frenchrevolution.shtml) * Alpha History's French Revolution section - lots of documents and very good for images [HERE](http://alphahistory.com/frenchrevolution/) * BBC Class Clips French Revolution [HERE](http://www.bbc.co.uk/learningzone/clips/topics/secondary/history/france.shtml) * Primary Sources from the French Revolution [HERE](http://www.fordham.edu/Halsall/mod/modsbook13.asp) * Mr Donn on the French Revolution [HERE](http://wars.mrdonn.org/frenchrev.html) | * History Channel Story of the French Revolution (1h 30) [HERE](https://www.youtube.com/watch?v=LEq_lAx3ssE) and on HDD – a bit over dramatic in places – accompanying documents [HERE](http://www.history.com/images/media/interactives/frenchrevSG.pdf) * Horrible Histories French Revolution Report [HERE](https://www.youtube.com/watch?v=otnADq4Y0-A) * BBC History File - The French Revolution [HERE](https://www.youtube.com/watch?v=UFgXR60eIHI) and on HDD (very good – covers all aspects * Supersizers Eat – The French Revolution – a bit dodgy in places but looks at the excesses of the court [HERE](https://www.youtube.com/watch?v=HQlanfOun64) |

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| **These are the core concepts for History. Where suitable, particular SIGNPOSTS of historical mastery should be targeted as part of lessons. These should form a guide when deciding how to teach a particular aspect of the course. The aim is to get sound coverage over the year. In addition to these the KNOWLEDGE required is outlined in the Programme of Study.** | | | |
| **LO1) Causation** | | **LO4) Change & Continuity** | |
| **SIGNPOST 1**  Causal Webs | Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences. | **SIGNPOST 1**  Identifying Change | Past societies are not fixed, there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods. |
| **SIGNPOST 2**  Influence of Factors | Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes. | **SIGNPOST 2**  Interweaving Continuity and Change | Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time. |
| **SIGNPOST 3**  Personal and Contextual Factors | Historical changes happen because of two main factors: The actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors. | **SIGNPOST 3**  Flows of Continuity and Change | Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be said to TRENDS and have specific TURNING POINTS. |
| **LO2) Historical Evidence** | | **LO5) Historical Interpretations** | |
| **SIGNPOST 1**  Inferences from Sources | When we write history we need to create interpretations of the past based on evidence. INFERENCES are drawn from a variety of primary sources to create interpretations of the past. | **SIGNPOST 1**  Identifying Interpretations | Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through interpretations. |
| **SIGNPOST 2**  Cross Referencing Sources | Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources. | **SIGNPOST 2**  Drawing Inferences from Interpretations | It is possible to draw INFERENCES from interpretations of the past, just like with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation. |
| **SIGNPOST 3**  Source Utility | Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according to the specific enquiry or the questions being asked. | **SIGNPOST 3**  Evaluating Interpretations | The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and EVIDENCE chosen to build their interpretation |
| **SIGNPOST 4**  Evaluating Sources | Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT for a purpose. | **SIGNPOST 4**  Interpretations in Context | Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created and what conditions and views existed at the time. |
| **SIGNPOST 5**  Sources in Context | Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and what conditions and views existed at the time. |  | |
| **LO3) Historical World Views** | | **LO6) Knowledge & Communication** | |
| **SIGNPOST 1**  Appreciating World-Views | There are major differences between modern WORLD-VIEWS and those of people in the past, this means their beliefs, values and motivations. We must avoid PRESENTISM. | **SIGNPOST 1**  Knowledge | Historical knowledge and evidence is used to develop and prove an argument. Historical evidence should be ACCURATE and RELEVANT. |
| **SIGNPOST 2**  Perspectives in Context | The perspectives of HISTORICAL ACTORS are best understood by thinking about the CONTEXT in which people lived and the WORLD-VIEWS that influenced them | **SIGNPOST 2**  Structure | All writing needs a clear structure. This means introducing your work, developing ideas in paragraphs and reaching an overall conclusion. |
| **SIGNPOST 3**  Perspectives from Evidence | Looking at the perspective of an HISTORICAL ACTOR means drawing INFERENCES about how people thought and felt in the past. It does not mean using modern WORLD-VIEWS to imagine the past | **SIGNPOST 3**  Argument | All historical essays require some form of argument to develop. This means you need to clearly answer the question set and build a clear line of argument throughout your work. |
| **SIGNPOST 4**  Diversity | A variety of HISTORICAL ACTORS have very different (DIVERSE) experiences of the events in which they are involved. Understanding DIVERSITY is key to understanding history. |  | |

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| **Key Question 1** | | Why did the French overthrow their king in 1789? (5 lessons) | | | | | |
| **Target Concepts** | | LO1 – Causation (1.1, 1.2, 1.3); LO6 – Knowledge & Communication (6.1, 6.2, 6.3) | | | | | |
| **Aim for the end of the enquiry** | | This unit will tie into the Civil War unit which formed the end of Year 7. Students will now be looking to explain why the French Revolution broke out in 1789 using some similar approaches to the Civil War unit. By the end, students should be able to construct a plausible explanation for why the French overthrew their king, which takes into account: long and short term factors and the motives of different groups. The best students will be able to draw links between these. | | | | | |
| **Core Content** | | | | **Assessment** | | | |
| * A link between the events of the English Civil War and the French Revolution should form a starting point for this unit. * The nature of the Ancien Regime including:   + The Estates system; the Bourgeois, Sans-Culottes and Peasants; Louis’ personal rule * Long Term Causes of the Revolution including:   + Growing bourgeois class; declining living standards; Louis’ indecisive nature; the Enlightenment; Marie Antoinette; * Short Term Causes of the Revolution including:   + Poor harvests 1787-8; American War of Independence; Taxation & the Estates General; The Tennis Court Oath * The Revolution and the removal of the King – briefly cover the events of the storming of the Bastille and the removal of the monarchy | | | | **INFORMAL ASSESSMENT**  In-class/homework assessment – reasons for the overthrow of the king. Suggestions for tasks include:   * A news report explaining why the king was overthrown * A textbook double page spread covering political, social, economic and intellectual reasons for the overthrow of Louis * A simple essay on the subject with feedback   **FEEDBACK**  Comment marking and effort grade as part of normal marking cycle eg.  ☹☹=unacceptable, ☹=poor, 😐=below par, ☺=good, ☺☺=v good  Progress mark ie. (+) Making Progress; (=) Staying put (-) Going backwards! | | | |
| **Lesson** | **Enquiry Sub Question/Topic & LOs**  A set of potential Learning Objectives which might help answer each sub question | | **How could we answer these questions? (Activities)**  Think about ISM, main activities allowing extension, means of assessing understanding of the main questions asked | | **SIGNPOSTS**  Particular signposts to be targeted | **Resources**  List of specific resources for this lesson – if they are digital, where are they located? |
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| **Key Question 2** | | Why do people tell such different stories about the storming of the Bastille? (4 lessons) | | | | | |
| **Target Concepts** | | LO2 – Using Historical Evidence (2.1, 2.2, 2.3, 2.4, 2.5); LO6 – Knowledge & Communication (6.1, 6.2, 6.3) | | | | | |
| **Aim for the end of the enquiry** | | In this mini unit, students will focus in specifically on the events of the Storming of the Bastille. They will be investigating how far sources can tell the story of the Bastille, and will be considering the nature of evidence and its reliability for various purposes. The main aim here is to get students thinking about the nuances of evidence and how it might best support a particular enquiry. The best students will start thinking about the context of sources in addition to their purpose and author. We want to avoid embedding unhelpful terms such as “bias” here and focus more on issues of weight for a particular purpose. | | | | | |
| **Core Content** | | | | **Assessment** | | | |
| * The main events of the Storming of the Bastille * Primary source materials to test views of the Bastille – these should be cross referenced and worked with in detail * Competing versions of the storming of the Bastille: ie. the Bastille as the revenge of the people; the Bastille as a military target   + Dickens’ version of the Storming of the Bastille   + An analysis of why Dickens portrayed the Bastille in this way   + The historical interpretation of the Bastille as a military issue   + The modern view of the Bastille as a symbol of liberty | | | | In-class/homework assessment – to be done as book work through the unit.  **FEEDBACK**  Comment marking and effort grade as part of normal marking cycle eg.  ☹☹=unacceptable, ☹=poor, 😐=below par, ☺=good, ☺☺=v good  Progress mark ie. (+) Making Progress; (=) Staying put (-) Going backwards! | | | |
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| **Key Question 3** | | How Far did the French Revolution Change France? | | | | | |
| **Target Concepts** | | LO3 – World Views (3.4); LO4 – Change and Continuity (4.1, 4.2, 4.3); LO6 – Knowledge & Communication (6.1, 6.2, 6.3) | | | | | |
| **Aim for the end of the enquiry** | | This question will be formally assessed and ask students to examine flows of continuity and change in France after the Revolution. Students will first need to have a solid grasp of the chronology from 1789 until the arrival of Napoleon as Emperor. Students will then use this to assess the impact of the revolution on different groups including: the Bourgeois, the Peasants, the Sans Culottes and potentially the nobles. For each they will need to identify the pace and extent of change to their lives over the course of the revolutionary period. The “Impact Statements Resource” might be a good way of approaching this as a summary for each part of the timeline. | | | | | |
| **Core Content** | | | | **Assessment** | | | |
| * All of the following events should be considered in light of their impact on key groups such as the Peasants, Bourgeois, Sans-Culottes and Nobles:   + The Declaration of the Rights of Man & National Assembly – key changes brought about – Constitutional Monarchy   + The War with Austria – Reasons for the war and its impact on the National Assembly   + The Execution of Louis XVI – Reasons for and impact   + The Terror – Robespierre, the counter revolution, the impact on different groups   + Napoleon’s Coup & the Napoleonic Code including key changes and impact over time * There is scope to investigate each of these areas through a different question then draw together key changes afterwards. For example, it might be possible to look at the reputation of Robespierre and then come back to consider the impact of the Terror on the French | | | | **FORMAL ESSAY ASSESSMENT (2000 pts)**  In class essay task: “How Far did the French Revolution Change France?”  1 lesson should be spent planning the essay and another lesson writing up in controlled conditions.  Students need to answer the question with a focus on change and continuity LO 4.1; LO 4.2; LO 4.3, as well as knowledge and communication LO 6.1; LO 6.2 and LO 6.3  Full essay task and mark scheme will be available on the staff drive  **FEEDBACK**  Students should have formal, comment-based, responsive feedback.  Effort: ☹☹=unacceptable, ☹=poor, 😐=below par, ☺=good, ☺☺=v good  Progress mark:. (+) Making Progress; (=) Staying put (-) Going backwards!  Mastery Points: They should also be given a Mastery Points mark (0-2000 pts) taken from the mark scheme. This should be recorded in their books. | | | |
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