

AQA Unit 4 - Historical Enquiry based on a Study of France 1789 – 1905 (Taught Course)

Assessment Objectives;

A01a Recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner

A01b Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of;
Key concepts such as causation, consequence, continuity, change and significance within a historical context
The relationships between key features and characteristics of the periods studied

A02a As part of a historical enquiry, analyse and evaluate a range of appropriate source material with discrimination

A02b Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways

Key Questions	Content	Activities/Resources	Outcome
<p>What are the themes of this topic?</p> <p>What changed and what stayed the same in France 1789-1906</p>	<p>Absolutist Monarchy</p> <p>Constitutional Monarchy</p> <p>Republic</p> <p>Democracy</p> <p>Rights</p> <p>Catholic Church</p> <p>Secular State</p> <p>Empire</p>	<p>Discussion of summer homework task</p> <p>Table – what changed and what stayed the same</p> <p>Article from Doyle – what is the legacy of the French Revolution?</p>	<p>Students begin to identify the themes that they will be tackling over 100 year period (A02b)</p> <p>Students begin to devise questions about areas which interest them or about which they need clarification</p>

<p>Why did Absolute Monarchy collapse?</p> <p>Who was in control?</p> <p>Were things going further than the Convention wanted them to?</p> <p>What kind of ideas underpinned this stage of the revolution?</p>	<p>Absolutism</p> <p>First/Second/Third Estate</p> <p>King's financial problems</p> <p>Calling of Estates General, National Assembly</p> <p>Influence of Enlightenment ideas</p> <p>Great fear/unrest in Paris, National Guard formed</p> <p>Fall of the Bastille, October Days</p> <p>Declaration of Rights of Man and Citizen</p>	<p>Timeline – from chapter in Doyle</p> <p>Identify role of individuals and different groups ie peasantry, aristocracy, church</p> <p>Highlight ideals of revolution</p>	<p>Students start to identify conflict of ideas and conflict of groups</p>
<p>Why did Constitutional Monarchy fail?</p> <p>What was the role of the war in the downfall of the King</p> <p>Who is in control?</p> <p>What kind of divisions are emerging in France</p> <p>What kind of ideals?</p> <p>Why do things go so far?</p>	<p>Role of King – Flight to Varennes</p> <p>War, Prussia and Austria, Pillnitz</p> <p>Splits in the Assembly, role of radicals</p> <p>Civil Constitution of the Clergy</p> <p>Defeats in the war, fall of the King</p> <p>September Massacres</p> <p>Purging of the Assembly, rise of the radicals</p>	<p>Timeline</p> <p>Groups prepare arguments – role of the King, role of war etc</p> <p>How would you explain this – through cartoon, diagram etc</p>	<p>Students begin to get clarity on key events of revolution (AO1a) And identify ideals of revolutionaries</p> <p>Students evaluate impact of war on trajectory of revolution</p>
<p>Was the Terror necessary?</p> <p>How successful was the Republic?</p>	<p>Role of Robespierre, Marat, Danton, Desmoulin etc</p> <p>CPS, CGS, role of Sans Culottes, Maximum, Tribunals, Anarchic</p>	<p>Students identify arguments to justify terror even now</p> <p>'In our Time' – students listening to and evaluating historical</p>	<p>Students identify arguments to justify terror even now</p> <p>Students identify divisions</p>

<p>How far did Directory heal divisions? Why did Napoleon emerge?</p>	<p>terror, Great Terror Fall of Robespierre, Coup de Thermidor Directory – Coup de Fructidor, Coup de Floreal Rise of Napoleon – Coup de Brumaire</p>	<p>interpretations (A02b) Compare 2 contrasting views List apparatus of terror phase – how much is connected to war</p>	<p>caused in France by terror?</p>
<p>Did Napoleon betray the revolution? Was Napoleon a dictator and if so, what kind? Was he a popular dictator? What kind of ideas underpin his policies? Is there a legacy of revolution? What was the relationship of foreign policy to domestic policy? Why was Napoleon defeated?</p>	<p>Consul General, Emperor, Plebiscites, Code Napoleon, Concordat, Bank of France, Educational and Military reforms, Legion of Honeur, return of the nobility, censorship and surveillance Napoleon’s Empire, Annexed territories, alliances, Reasons for Napoleon’s military success Spanish campaign, Russian campaign, alliance, 100 days, Battle of Waterloo Concert of Europe – change in International Relations</p>	<p>Make table using google docs on change and continuity between Absolute Monarchy/Revolution/Napoleon Extract from History Today – how can we best describe Napoleon Account for the long term ‘popularity’ of Napoleon Timeline and interactive map Students take one cause each – why was Napoleon defeated</p>	<p>Students start to make comparisons and identify continuity and change across time period studied so far (A02b). They assess the significance of war to the changes, which take place in France.</p>
<p>Why did Constitutional Monarchy fail? (twice)</p>	<p>The Restoration of the Bourbons, Louis XVIII and</p>	<p>Students compare 2 monarchies and reasons for their overthrow</p>	<p>Students are able to start making judgements about</p>

<p>What kind of principles underpinned these monarchies?</p> <p>Who was left out (the poor, women)</p> <p>Was constitutional Monarchy appropriate for France</p>	<p>Charles X, the Charter The role of Ultras, church, radicals The July Monarchy 1848 Revolution – fall of Louis Phillipe</p>	<p>Students try to identify changes and continuities</p>	<p>different political systems employed in France and their degree of success</p>
<p>How far did the reign of Napoleon express continuity with the past?</p> <p>Who is included and how is left out?</p> <p>Is strong authoritarian government more important than democracy?</p> <p>NATIONALISM</p> <p>Is this all a throw back to the past - What is Napoleon trying to do in his foreign policy? Why doesn't it work?</p>	<p>Autocratic rule Napoleon listens to will of the people Expansion – Railways, Haussman, technical innovation Rise of bourgeois Paris?</p> <p>Foreign policy – Italy, Mexico, Spain, Prussia, Defeat at Sedan, Seige of Paris - Treaty</p>	<p>Extract from Randall</p> <p>How far is this an autocratic state – prepare arguments for and against</p> <p>Is it popular? List Napoleon achievements</p> <p>Timeline of foreign policy – why is it unsuccessful</p>	<p>Students starting to make assessments about types of political system used in France and their popularity</p> <p>Students starting to make judgements about the relationship between foreign policy and domestic policy</p> <p>Students make comparisons between the two Napoleons</p>
<p>What are we to make of the Third Republic</p> <p>Why does France become a Secular State?</p> <p>Have the ideals of the revolution been achieved?</p>	<p>Elections (role of Bismark) Legacy of Franco-Prussian War Paris Commune Colonialism Dreyfuss Affair Separation Act (1905) France (Paris) as centre of</p>	<p>What does the Dreyfuss affair tell us about France – article from History Today</p> <p>What are the arguments for and against monarchy, for and against secular state – why this</p>	<p>Students start to identify ideals and aims of different groups</p> <p>Students make judgments about the effect of foreign affairs on France</p>

For women, the poor, minorities?	Empire Bourgeois v Bohemian Paris France's relationship with Europe, especially Germany Entry into war	outcome Fin de Siecle Paris – talking about a novel, Clips Art exhibition	
Themes – What kind of country is France by 1906? What is the legacy of the revolution? What different kinds of political structures have been experimented with and to what effect?		Give each student a key idea Role of women Democracy Catholic church Warfare Art and culture Science and technology Industry – rise of middle class Nationalism Plot changes over 100 year period Students prepare their own timelines	Students are able to start identifying change, continuity and key features across the period. They are able to identify turning points or significant events and explain the causes and consequences of those Students identify areas of interest or areas that they would like to explore further

Books;