

Curriculum Plan	<i>Subject</i>	<i>A Level History Paper 2 (France in Revolution) and NEA</i>	<i>Year</i>	12
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		W/C 8th June	W/C 15 TH June	W/C 22 nd June	W/C 29th June	W/C 6th July	W/C 13 th July
Retrieval Focus How we will help you to recall previously learnt knowledge		Quick recap on the crises facing the new French Republic at the end of 1792	informal quiz on Assessment objectives and where they are assessed	Summary definition task on concept of Absolutism	Match the historical school to the general interpretation on Absolutism	Recap on the 5 strands of Royal Authority	What can you remember about the AO1/2/3 requirements for the NEA?
New Learning	Focus	Understanding the Machinery of the Terror, 1792 - 1793	Introduction to the NEA and the concept of 'Absolutism' and Royal Authority	Introduction to the Historical Debate on 'Absolutism' and Royal Authority	A guide to measuring the changing royal authority of the period 1610 - 1715, and the key turning points.	Understanding how to measure changing royal authority with an example from Louis XIII's reign.	An introduction to how the analysis and evaluation of primary sources (AO2) and historical interpretations (AO3) will fit into your NEA
	What you will be learning about this week	The creation, purpose and use of government organisations, laws, initiatives, official posts and policies which helped the Terror to function - these were its machinery, the parts that allowed it to work.	<ul style="list-style-type: none"> • Mr Robinson will give an overview of what the NEA involves and answer any questions • Mr Dowdeswell will explain the key idea that your NEAs will need to focus on - Absolutism and Royal Authority 	Mr Robinson will give you an overview of the different loosely grouped 'schools' of Historians who have studied Absolutism and Royal Authority in the 17 th / 18 th century. We'll look at their differences in interpretation and argument.	<ul style="list-style-type: none"> • Mr Robinson will discuss how to begin coming to your own judgements about Royal authority and how/why it changed between 1610 - 1715. • Mr Dowdeswell and Mr Robinson will also run through the key turning points you need to know about. 	Mr Dowdeswell will focus on the very start of the period and put into practice what we discussed last week, by showing you how to measure changing royal authority and the reasons for those changes.	Mr Robinson will go into some more detail about how the NEA combines AO2 and AO3 with AO1, and what this looks like in simple terms. This will set you up for your programme of independent summer study on your NEA. Mr Dowdeswell will offer some guidance on which question to choose.
	How we will help recap things you've learned in the past that will help with this topic	We'll begin each session with a brief retrieval task, followed by a summary reminder from Mr Robinson or Mr Dowdeswell and an opportunity for you to raise any questions about this content.					

	<p>How we will teach you the new knowledge or ideas</p>	<p>Your teachers will provide reading in advance of each MS Teams lesson, and will send out the notes or presentation that we will display during the lesson for you to follow. We will guide you through each lesson and prompt you as to when you need to annotate or take notes. You will have the opportunity to ask questions and raise issues during and at the end of each session.</p>
	<p>Activities that will help you learn and practice what you've been taught</p>	<p>Prescribed reading before each session and instructions for follow-up tasks will help you put into practice what has been discussed, and begin to build the resources that will help you develop an in-depth plan for your NEA. When and where appropriate we'll use modelled examples of what you are aiming to achieve at the thinking, planning and writing stages.</p>
	<p>What you can do if you're stuck</p>	<p>Most importantly, raise any questions or confusion you have during the lesson itself - if you are confused, it's likely others might be too. If you think of something afterwards, email your class teacher right away. If it's on a Thursday or Friday, feel free to email Mr Robinson as Mr Dowdeswell does not work on these days.</p>
<p>Checking in How we will check in with you to support you with your remote learning</p>		<p>We will have the opportunity to check in with each of you during the weekly lesson, and will be making calls home to any absentees to ensure they catch up. If you feel you would benefit from a one-to-one phone call, just ask.</p>

