
Scheme of work

A-level History 7041/7042

The Sun King: Louis XIV, France and Europe, 1643–1715, 2F

Introduction

To help teachers in planning a course of study for the new A level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

Please note that this option will be withdrawn for AS after summer 2020 with final assessment in 2021.

Scheme of work

HISTORY: The Sun King: Louis XIV, France and Europe 1643–1715

Component 2 Depth Study (Teacher 2)

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

General Introduction (Component 2)

Learning Objectives AO1 and AO2

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1 (The remaining 6 weeks of the school /college year to be spent on NEA Component 3)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books. Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable.

	<p>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Please refer to the Specification for the different types A-level questions.</p>	<p>The suggested learning activities below are intended to develop the required skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>Note that students will need to practise exam-style questions throughout the course.</p> <p>A-level practice questions can be found on the AQA web site and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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Learning Objectives AO1 and AO2

The Sun King: Louis XIV, France and Europe, 1643–1715

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE SUN KING, 1643–1685; Section 1: The Regency, 1643–1661					
Week 1	The French Monarchy in 1643	Introduction to France in 1643	<p>PowerPoint introduction to course. General knowledge of France in 1643.</p> <p>Use key terms to develop conceptual understanding, eg meaning of regency; Divine Right of Kings; pays d'état; pays d'élection; cuius region eius religio, etc.</p> <p>Create a chart of France's strengths and weaknesses in 1643.</p> <p>Annotate map of France 1643; borders and main features.</p> <p>Construct a table comparison of Britain at present with France in 1643 in terms of: population; main way of earning a living; communications; social divisions; government, etc.</p> <p>Research online: French weights and measures; currency; institutions; key individuals, etc. Student presentations.</p>	<p>Choice of online topics to research according to students' ability.</p> <p>Keep a vocabulary book of French terms and test knowledge of terms regularly.</p> <p>Use of flash cards to ensure development of knowledge.</p> <p>Read an introductory chapter from a standard textbook of the period.</p>	<p>Map of France in 1643 to show borders, provincial boundaries and main geographic features.</p> <p>Bourbon Family Tree.</p> <p>Create unit handbooks (including bibliography, map, chronology, glossary of French terms)</p> <p>Several useful websites on Louis XIV and France.</p>

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Week 2		The legacy of Richelieu and Louis XIII	<p>Look at the development of centralised monarchy and ministerial control under Richelieu.</p> <p>Create an annotated timeline of key events under Richelieu.</p> <p>Students might write obituaries of Richelieu and Louis XIII.</p>	<p>Discussion of the characteristics of the relationship between monarch and minister will allow development of ideas.</p>	<p>Richelieu timeline frame for students to complete.</p> <p>Examples of obituaries from a quality daily newspaper.</p> <p>Episodes of films/tv programmes of the Three Musketeers may give some idea of life in the period.</p>
Week 3		The establishment of the Regency	<p>Look at the death of Louis XIII and its consequences.</p> <p>Draw a spider diagram to explain the role and dangers of regency in monarchies.</p> <p>Test to make sure knowledge of France so far is secure.</p>	<p>Spider diagram will allow students to develop their own ideas about regencies.</p>	<p>Guided information sheets.</p> <p>Several websites have short biographies of Louis with sufficient insight for the purposes of this course.</p>

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Week 4	The Minority of Louis XIV	The roles of Anne of Austria and Mazarin	<p>Research the use of Mazarin by Anne of Austria and the rising of opposition by rival nobles. Look at the arrest of Duc de Beaufort.</p> <p>Read a Mazarinade to gain understanding of dealing with contemporary sources at AS level (provenance, tone, content and own knowledge).</p>	<p>Discussion of Mazarinade will enable students to develop own ideas and apply skills in dealing with sources. Students could read a modern biography of Mazarin.</p>	<p>Information sheets on Mazarin or Anne of Austria or access to suitable websites with information about the two characters.</p> <p>Copy of exemplar mark scheme on smartboard to show students the sorts of skills required in source analysis.</p> <p>Guided reading.</p>
Week 5		The Parliament of Paris, unrest and opposition	<p>Examine the role of Parliament de Paris in administration and registration of edicts.</p> <p>Students could construct a table comparing the process of edicts and role of lits de justice with the British process of making statute law.</p> <p>Comparison of sources discussing the role of parliament.</p> <p>Role play of various individuals and groups and attitudes towards Mazarin.</p>	<p>Level of engagement and empathy in role play.</p>	<p>Flow charts to show the processes involved in passing a British law and in registering an edict in France.</p> <p>Suitable contemporary source about the working and role of Parliament.</p>

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Week 6		The Frondes	<p>Students could work in small groups and draw posters to show:</p> <ul style="list-style-type: none"> • the objectives of each group of Frondeurs • the course of each Fronde • reasons for their ending • impact of the Frondes especially on Louis XIV. <p>Choose extracts from suitable collections of contemporary sources to illustrate the main issues of the Frondes to discuss and compare in class.</p>	Choice of students in groups/ of tasks given to students can differentiate by ability.	<p>Compile stimulus material relating to the Frondes from suitable collections of sources.</p> <p>Ensure a variety of provenance to introduce skills of evaluation relating to provenance as well as content.</p> <p>Guided reading.</p>
Week 7	France and Europe	The rise of French power at the expense of the Habsburgs	<p>Research the role of France in the 30 Years War.</p> <p>Look at the alliance of France with Protestant states against the Holy Roman Empire and Spain.</p> <p>Students to construct an annotated timeline of France's role in the 30 Years War and the continued war against Spain, focussing in particular on 1643-59.</p>	Students could be encouraged to consider the role of dynasty and religion in society in the 17 th century and draw comparisons with the 21 st century.	<p>Map of Europe in the period of the 30 Years War.</p> <p>PowerPoint to explain the 30 Years War and France's participation.</p>

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Week 8		The treaties of Westphalia and the Pyrenees	<p>Examination of the terms of the two treaties – what were the main gains made by each treaty and the main opportunities left for future gains?</p> <p>Students draw a map to show the main territorial gains won by the French and annotate their significance.</p> <p>Construct a table comparing the gains and losses of France during the two wars including: marriage of Louis and Maria Theresa; the dowry; and consequences.</p>	Students could be stretched and challenged by constructing the table and maps themselves and then comparing ideas when class reviews results.	<p>Map to show the impact of the two treaties.</p> <p>Copies of the main terms of the two treaties.</p> <p>Contemporary sources and opinion.</p>

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Week 9	The condition of France at the accession of Louis XIV in 1661	Politics	<p>Consider why Louis was in a weak position in 1661.</p> <p>Students to work in pairs and review previous notes on Louis XIV, noting political problems which faced Louis on his assumption of sole power and also any political advantages.</p> <p>Spot test: Louis and France 1643-1661. Testing understanding of key terms; could be achieved by a matching exercise of definitions and terms.</p>	<p>Pairing of students could enable stronger students to assist weaker students as the act of assistance challenges the able student to explain and justify.</p> <p>Guided reading of suitable text books.</p> <p>Differentiation by task; stronger students given only the terms to define; weaker students given a simpler matching exercise.</p>	<p>List of terms and definitions to be tested.</p> <p>Suitable reading of introductory textbooks.</p>
Week 10		Economy and society	<p>Review statistics on population, trade, the three estates and their component social groups.</p> <p>Students might answer an essay question on the period covered so far to assess progress.</p>	<p>Individual interpretation of statistics before class resumé would stretch and challenge students.</p>	<p>Statistics on France's population; trade; numbers of members of each social group; average acreage farmed by each peasant; etc.</p>

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PART ONE: THE SUN KING, 1643–1685; Section 2: The Establishment of Absolutism at Home, 1661–1685					
Week 11	Louis XIV and Divine Right	Personality and aims	<p>Students to research key events in Louis’s life and relate them to the development of his character, eg the name “Dieu-Donné”; the early death of his father; the Frondes; the Coronation Oath; Mazarin; Fouquet.</p> <p>Discussion on the nature and limitations of absolutism, prompted by keywords, e.g. communications, nobility, custom.</p>	Debate on forming judgements on the past with modern values ‘judging people by their own lights’.	<p>Create handouts on Louis’ early life and France in 1661.</p> <p>Suitable contemporary descriptions of Louis XIV with different views of the monarch.</p>
Week 12		The restoration of order; the centralisation of royal authority	<p>Louis’s reforms: students could be given particular areas to concentrate upon, eg:</p> <ul style="list-style-type: none"> • replacement of Fouquet • role of Colbert • limiting powers of parlement • controlling the legal system • controlling pays d’états • replacement of a feudal noble army new men in civil service • conciliar government • use of intendants (this should be done in some detail and include the full range of their activities and an evaluation). <p>Sources comparing Fouquet’s and Louis’ accounts of the causes of his dismissal.</p>	Students/ classes could be introduced to the ideas of Montesquieu and his three arms of the state: executive, legislature and judiciary; and the extent to which Louis combined their powers under him.	<p>Suitable sources from collections of sources for the work and effectiveness of intendants and a comparison activity on Fouquet’s dismissal.</p> <p>Information sheets on key areas.</p> <p>Guided reading of academic historians.</p>

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Week 13		The role of Versailles	<p>Watch a suitable DVD about the building of Versailles and life for its residents.</p> <p>Students note the stages of development and the various roles Versailles was intended to fulfil in each stage.</p> <p>Students could draw up a balance sheet of benefits and costs of Versailles.</p> <p>Students might read comparative contemporary accounts stressing usefulness and failings of Versailles.</p> <p>Students could create a tourist poster with reasons why noblemen should come to Versailles.</p>	Students can be stretched and challenged in the use of open but targeted questions when using the sources.	<p>Versailles website.</p> <p>Suitable DVD.</p> <p>Contemporary sources with suitable issues of provenance to illustrate the differing views about the value of the construction of Versailles.</p>
Week 14	Louis XIV and patronage of art, culture and science	The Académie Française; the Academy of Sciences; the role of Colbert	<p>Students might research Louis' role in promoting culture as part of his absolutism.</p> <p>Students compile a list of the major institutions developed by Louis and Colbert.</p> <p>Discussion of the benefits gained by Louis in promoting himself and French cultural superiority in both short and long term.</p> <p>Consider the propaganda benefits of Academies and striking of medals, etc.</p>	Students could be encouraged to read the section in suitable text book about Louis and the institutions	<p>Guided reading for 'stretch' activity.</p> <p>Information sheet or internet access to sources containing the key institutions established by Louis.</p>

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Week 15	Finance and the economy	The reforms of Colbert; taxation	<p>Students construct diagrams to show examples of the ways in which Colbert tried to improve Louis's financial position with regards to: direct taxation; indirect internal taxation; tariffs; costs of collection of taxes; royal lands; legal fines; sales of offices; rentes and interest payments; the don gratuit.</p> <p>Students consider methods adopted and their effectiveness in the short and long term.</p>	Choice of topic to undertake will reflect the ability of students.	<p>PowerPoint presentation on royal finances in mid-17th century France.</p> <p>Guided reading.</p>

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Week 16		Trade and communications within France; mercantilism	<p>Students create a list of key characteristics of mercantilism and link them to the financial reforms made by Colbert.</p> <p>Students could work in pairs and report back to group on Colbert's various trading and transport initiatives looking at mechanism of involvement, link to mercantilism, cost and impact to include:</p> <ul style="list-style-type: none"> • improving postal system • weights and measures • reducing tolls on roads • manufactures Royales • Corvée • Canal du Midi • trade regulations • tax breaks for migrant workers • commercial code. <p>Extracts of Colbert's trade regulations could be used as source material.</p>	<p>Students might try to make links between mercantilism and policies themselves before a review section of lesson to ensure learning is secure.</p> <p>Choice of areas given to students to reflect abilities.</p> <p>Students could be asked an extension question to report back to class: are there any areas of the economy which Colbert's work overlooks?</p>	<p>Guided reading or information sheets about mercantilism and financial reforms.</p> <p>Extracts from Colbert's regulations.</p>

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Week 17		Overseas trade and colonisation	<p>Students could fill in on a map the main colonies and trade routes which France developed.</p> <p>Students research a list of trading companies or colonies and construct a table of positive and negative impacts of trading companies (include multiplier effect on trade).</p> <p>Analyse, evaluate and discuss an extract from an edict permitting nobility to engage in trade which could be discussed.</p> <p>Create a balance sheet with reference to Colbert's economic policies and consider whether successes outweigh weaknesses.</p> <p>Review of Colbert's role overall, 1661–1683.</p>	<p>Students could be stretched through the balance exercise of Colbert' successes and failings and a consideration of the difference between Colbert's role and Mazarin's role in Louis's government.</p>	<p>Map of known world in the period.</p> <p>Extract from the 1669 Edict allowing nobility to engage in commerce at sea without loss of rank.</p>

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Week 18	Louis XIV and the Church	Disputes with the papacy	<p>Students compile a table of the main religious groups: Pro-papal Catholics; Gallicans; Huguenots; Jansenists; Quietists; with headings relating to:</p> <ul style="list-style-type: none"> • leaders • size • beliefs • typical membership • Louis' attitude. <p>Research on Catholic beliefs:</p> <ul style="list-style-type: none"> • vicarious relationship between God and the laity • the Divine Right of Kings. <p>Review of previous work: why would Louis consider himself above papal authority?</p> <p>Compilation of definitions and explanations in vocabulary book of key terms, eg cuius regio, eius religio, régale, crusade, Gallican Articles.</p>	Students could be encouraged to contrast the perceived relationship between God and the Pope and God and Louis XIV.	<p>Diagram showing the structure of the church.</p> <p>Information sheets on the major religious groups in France in the period.</p>
Week 19		Persecution of Jansenists	<p>Students to compile an annotated time line of Louis and the Church, 1661-1685 with separate lines for: Papacy; Gallicans; Jansenists and Huguenots.</p> <p>Students to look at reasons for Louis hating Jansenism but not persecuting them.</p>	Guided extension reading on the complex relationship between Gallicanism, Louis and Jansenism.	Directed reading and source material either compiled by the teacher or from suitable textbooks.

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Week 20		Policies towards Huguenots and the Revocation Edict of 1685	<p>Students study the Edict of Nantes of 1598: what rights did Huguenots enjoy?</p> <p>Research to show why Louis decided to progress by carrot and stick up to 1685. This could be presented as policy papers by (say) Colbert, favouring more 'carrot' and gradualism and Louvois favouring more 'stick' and speed.</p> <p>Students draw an annotated line graph to show increasing persecution of Huguenots compared to numbers and reasons for changes in policy to include revocation, eg death of Colbert; promotion of Louvois; and the growing influence of Madame de Maintenon.</p> <p>Consideration of the process of revocation in the Edict of Fontainebleau.</p> <p>Students to complete a table of the consequences of the revocation with headings:</p> <ul style="list-style-type: none"> • economic • relations with other countries • law and order • social • absolutism; with two columns: harmful and beneficial. 	<p>A discussion about the role of personalities in the past compared to great forces in causation.</p> <p>Practice exam-style source based question.</p>	<p>Copy of the Edict of Nantes and of the Edict of Fontainebleau.</p> <p>Information sheets on the role of Huguenots in France.</p> <p>Statistics on Huguenot numbers, 1661-1685.</p> <p>Guided reading and contemporary accounts.</p>

			Discussion of whether Louis had increased his authority and established an absolutist state and of potential role of foreign policy in achieving this.		
PART ONE: THE SUN KING, 1643–1685; Section 3: Louis XIV and Europe, 1661–1685					
Week 21	The context of French foreign policy in 1661	Louis XIV's aims	<p>Students could draw a spider diagram of motives that countries may have in foreign policy.</p> <p>Annotation of diagram with explanation of motives which applied to Louis by use of previous notes and map of France.</p> <p>Discussion in group: defence or offence or is there a third way of viewing Louis' policy; expansion to ensure defensible boundaries?</p> <p>Louis XIV Mémoires has a useful section showing he thought he was in a secure position in 1661 in foreign policy terms. This could be explored as if was part of an exam question and issues could be raised, such as; "why if he felt secure, would Louis go to war?"</p>	Students should be able to suggest in a brainstorm session the aims behind any country's foreign policy eg defence, promotion of trade, spread of religion/ ideology, personal ambition of ruler.	Map of France in 1661 showing physical features; River Rhine, Pyrenees, Alps and surrounding seas and bordering countries.

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Week 22		The extent of French military resources; the Military Academy; the role of Louvois	<p>Brainstorm session: why would Louis XIV in particular require a strong army? Why would this present Louis and Colbert with problems?</p> <p>Students create presentations, either short biographies with their contribution to Louis's military of:</p> <ul style="list-style-type: none"> • Condé • Turenne • Louvois • Vauban • Martinet <p>Or studies of military developments such as:</p> <ul style="list-style-type: none"> • Colbert's work on the navy • growing government control of the military via the Ministry of War • the expansion of the army • the Military Academy • bayonets • flintlocks • depot system • grenadiers. <p>Consideration of the design of a Vauban fort and why would it be difficult to attack.</p>	<p>Ideas presented in brainstorm sessions.</p> <p>Choice of presentations, as some would be easier to present than others.</p>	<p>Student presentations with access to either internet or written sources to gain information.</p> <p>Diagram or aerial photographs of a Vauban fort are easily findable to display on a smart board.</p> <p>Teaching handout materials or individual access to the internet to research the presentations.</p> <p>Reading and sources to illustrate developments.</p>

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Week 23	France and Spain	The decline of Spanish military power	<p>Review from previous notes of relations between Spain and France. Students could list ways in which they were connected with explanations and evidence.</p> <p>Consideration of differences of inheritance law in Spanish Netherlands and Spain. Exploration of the causes of growing Spanish weakness.</p>	Some discussion could be made on the dynastic nature of foreign policy in the 17 th century.	<p>Family tree to show connection of Bourbons, Hapsburgs and Stuarts.</p> <p>Statements of inheritance laws in Spanish Netherlands and Spain.</p> <p>Statistics on Spanish government finances and debts 1618–1665.</p>

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Week 24		The War of Devolution	<p>Review Louis' aims in foreign policy.</p> <p>Establish reasons for Louis' decision to invade Spanish Netherlands and make an evaluation as to the strongest reason; preferably from contemporary sources but otherwise from historians.</p> <p>Students could look at the terms of the treaty and draw on a map grid Louis' territorial gains and what he had to give up.</p> <p>Discussion leading to notes:</p> <ul style="list-style-type: none"> • why did Louis have to give up these gains • how would Louis react to this treaty and the interference of the Dutch • how would Colbert advise Louis to pursue his hostility to the Dutch • why would the Dutch overtake the Spanish as Louis' main enemy? 	Stretch exercise: student discussion in pairs or groups to establish the strongest reason for Louis' actions.	<p>Reading and contemporary sources to illustrate the issues relevant to the War of Devolution.</p> <p>Resumé of the main terms of the Treaty of Treaty of Aix la Chapelle with appropriate map.</p>

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Week 25	France and the Dutch Republic	Relations between Louis XIV and Charles II of England	<p>Look at a biography of Charles II and brief review of English Civil War and restoration.</p> <p>List of reasons for alliance of Charles and Louis compared to previous Anglo-French hostility.</p> <p>Students might draw up a timeline of events between England and France to include:</p> <ul style="list-style-type: none"> • sale of Dunkirk • Triple Alliance • Treaty of Dover • Charles' involvement in the Dutch War • his deathbed conversion • the inheritance of a Catholic monarch in 1685. <p>Essay/document question on an issue from the first part of foreign policy.</p>	Decreasing level of planning with students of essay could allow stretch and challenge for stronger students.	<p>PowerPoint or information sheets.</p> <p>Sources to be able to use in class as practice sources for the main exam.</p> <p>Guided reading.</p>
Week 26		The Franco-Dutch War	<p>Students to use information sheets to show the causes of the war (including Colbert's conversion); course of the war; the entry of other parties into the war.</p> <p>A range of sources could be considered about how Louis' advisers perceived the advantages and dangers of the Dutch War.</p>	Discussion: was the Dutch War one of missed opportunities for Louis or would his actions have led to a similar coalition against him in the long run?	<p>Contemporary sources.</p> <p>PowerPoint.</p> <p>Reading and sources to illustrate different contemporary views about the advisability of the Dutch War.</p>

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Week 27		The Peace of Nijmegen	<p>Students to study the treaty and update map to show territories gained and potential gains lost.</p> <p>Evaluation: did the gains outweigh the losses (not just territorial; students should be encouraged to think of economic, financial and diplomatic issues).</p>	Suitable extension reading on Louis and the Dutch Wars.	<p>Selection of suitable reading for the extension activity on Louis and the Dutch Wars.</p> <p>Summary of the Treaty of Nijmegen, map of France and its immediate surroundings.</p>
Week 28	France and the policy of Réunions	The drive to annex 'lost' territories to France such as Luxembourg, Casale and Strasbourg	<p>Students could list reasons why territories like those targeted in the Réunions could exist. State of the nations in period 1679–85 assessed.</p> <p>Students could engage in a role play looking at how each country would react to Louis's actions and as to how each of the territories may react.</p> <p>Flow diagram of how the policy of reunions worked.</p> <p>Suitable sources could be used to compare very simply the influence of two advisers on Louis's policy: Louvois or the Attorney General (Auteuil).</p> <p>Consider other influences encouraging the policy, eg the Turks.</p>	Role play gives opportunity for students to express their own ideas in a different way.	<p>PowerPoint or introductory sheet essential to explain the complexity of ownership of land by states in the 1680s.</p> <p>Suitable contemporary sources indicating the role of advisers on Louis' decision to pursue the policy of Réunions.</p>

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Week 29		The Treaty of Ratisbon	<p>Review of foreign affairs by a table of each of the conflicts with columns headed: dates; name; causes; treaty; gains; losses; consequences.</p> <p>Consideration of Fénelon's (1694) view of the consequence of the decision to go to war against the Dutch.</p> <p>Review of notes on foreign policy so far.</p> <p>Debate influence of religion on foreign policy and vice versa: was the desire to be the 'Most Christian Monarch' really true of Louis XIV?</p> <p>Look at a summary of foreign affairs, 1661–1685.</p>	Participation in debate or in the analysis of Fénelon.	<p>Reading and sources to illustrate developments.</p> <p>Frame for table.</p> <p>Extract of Fénelon's letter to Louis XIV (1694) showing his view of the consequence of the decision to go to war against the Dutch.</p> <p>Agenda setting paper on the possible impact of religion on foreign policy.</p> <p>Student file of recent work.</p>

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Week 30	Overview /Revision	Holistic appraisal of content	<p>Review of main elements of Part One and the skills required from the examination.</p> <p>Students could be given jumbled up events and dates, definitions and terms which they have to connect correctly.</p> <p>Debate on the impact of the death of Colbert in 1683 on France in the short term.</p> <p>For those preparing only for full A level the document question from the first paper could be attempted here.</p> <p>Practice examination questions.</p> <p>Consider events and developments from different perspectives, eg, political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Montesquieu could be revisited with students; how effectively had Louis overcome the separation of powers advocated by Montesquieu?</p>	<p>Jumbled up tables/ cards with definitions and terms.</p> <p>Guided reading.</p> <p>Contemporary sources.</p>

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PART TWO: LOUIS XIV IN DECLINE, 1685–1715; Section 1: Challenges at Home, 1685–1715 (A-level only)					
Week 1		Review of Part One	<p>Construct map of France in 1643 and 1685 to show change of borders.</p> <p>Draw a table comparing France in 1643 and 1685 in terms of:</p> <ul style="list-style-type: none"> • religion • economy and finance • communications • trade • military power • influences on Louis • relations with other countries • authority. <p>Students work in pairs with Part One notes to answer key questions focussing on:</p> <ol style="list-style-type: none"> a. the development of France 1643-1685 b. the position of France in 1685. <p>Questions might include:</p> <ul style="list-style-type: none"> • had France grown stronger or weaker by 1685 • to what extent had France become a more absolutist state by 1685 • what were the major problems faced by Louis in 1685? 	Pairing of students; framing and allocation of key questions according to ability of students	<p>Maps of France in 1643 and 1685 to show change of borders.</p> <p>Bourbon Family Tree</p> <p>Last year's student files/folders</p> <p>Start to compile a booklet made up of trios of sources with common themes as indicated in the specification.</p>

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Week 2	The personal monarchy	The strengths and weaknesses of royal government	<p>Review of Part One.</p> <p>Create a table with columns labelled strengths and weaknesses and rows labelled, religion, army, law, nobility etc, on the left hand side. This will encourage students to identify balance. Students to leave space for other ideas emerging in class discussion.</p> <p>Practice source based question as revision of Part One.</p>	Table creation will allow students to add their ideas independently before class review.	<p>A3 table frame.</p> <p>Collections of three related sources on depth themes will be helpful to allow practice with source-based questions in the final exam.</p> <p>A model mark scheme or a summary mark scheme of the skills required by students on document questions could be provided; this could then be used for peer assessment in future lessons.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 3		The influence of Madame de Maintenon	<p>Students to construct a timeline to show the career of Madame de Maintenon and then identify:</p> <ol style="list-style-type: none"> what influence she enjoyed what these influences were evidence of her influence on Louis' behaviour/policies. <p>Discussion leading to a student list of other influences on Louis after 1685, consider:</p> <ul style="list-style-type: none"> advisers age dynastic issues. <p>Students to draw up a policy paper as if they were Louvois or Madame de Maintenon to determine future policies for Louis' France.</p>	As an extension questions, students could be invited to speculate what Colbert's state paper might contain and why it might be different from the other two papers.	<p>Information sheet, internet access for research on Madame de Maintenon.</p> <p>Bourbon family tree.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 4	Finance and the economy	Problems after Colbert	<p>Analyse trends shown by table of the percentage of tax actually received, 1661–1714.</p> <p>Students draw a graph showing the increasing level of debt in Louis XIV's France and discuss its consequences for Louis.</p> <p>Students could identify reasons for these changes and discuss other financial/economic problems faced by Louis after 1685 from previous notes, eg impact of Huguenot expulsions on enterprise and revenue, and a large standing army.</p>	Students might be able to equate contemporary problems in economies with rising interest payments and higher rates of interest.	<p>Table showing percentage of tax actually collected, 1661–1714.</p> <p>Information sheet on debt in Louis XIV's France compiled from a variety of sources. These figures do vary enormously but a reasonably sensible series of figures showing the general trends could be created.</p>

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Week 5		The costs of war	<p>Analyse table of the costs of war.</p> <p>Students could read information sheets and draw up a table with rows for each of Louis' finance ministers and columns labelled: dates; policies; effectiveness; evidence.</p> <p>Compare the innovations which lay behind these policies with their effectiveness: why was the dixième such an important innovation?</p> <p>Discussion of an extract from Fénelon's (1694) letter to Louis about Louis' policies and the poor and the 1696 Royal edict conferring ennoblement on 500 persons contributing financially to the war, to include even merchants and bankers.</p> <p>Discussion of the impact on Louis: Versailles and propaganda; reluctance to go to war? Students could discuss whether domestic support or foreign success was more important to Louis.</p>	<p>Guided extra reading on the harmful impact of war on France's finances.</p> <p>Raise the issue of why many of the solutions of Colbert's successors failed when they were successful elsewhere.</p>	<p>Table showing costs of war.</p> <p>Information sheet/ reading from an appropriate text book covering the financial policies adopted after 1685.</p> <p>Fénelon's (1694) letter to Louis.</p> <p>1696 Royal edict on 500 ennoblements.</p>

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Week 6	Louis XIV and the Church	Gallicanism	<p>Look at Louis' relationship with both the Church in France and the Papacy.</p> <p>Students should construct a list of factors which encouraged a rapprochement with the Papacy. These could then be discussed in class and evidence of their influence could be added to student notes.</p>	Stretch and challenge could be achieved by consideration of how both the Pope and the King could believe that they were closer to God.	<p>PowerPoint or information sheets.</p> <p>Reading and sources to illustrate developments.</p>
Week7		Relations with Huguenots	<p>Extracts from Bossuet's defence of the Revocation; Seignelay's acceptance of the new edict; Liselotte's more negative view and Bouradloue's sermon of 1686 praising the revocation, could be examined to produce some discussion looking at positive and negative views of the impact of revocation.</p> <p>Impact of the diaspora of 200,000 Huguenots could be considered in relations with Huguenots abroad who formed a powerful lobby and fighting force against France.</p> <p>Students could establish consequences of the Revocation on relations with Huguenots at home and abroad.</p> <p>Students could be asked to use three sources and their understanding of the historical context, to assess the value of these sources to an historian studying the impact of the Revocation.</p>	Students would be extended by encouraging them to identify the more subtle consequences of the revocation.	<p>General reading in most school text books will give students sufficient coverage to assess the range of impacts of the revocation and relations with Huguenots.</p> <p>Copies of extracts of the views of, for example, Bossuet, Seignelay, Liselotte and Bouradloue on the Revocation.</p>

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Week 8		Jansenists and Quietists	<p>Review, who were:</p> <p>a. Jansenists and</p> <p>b. Quietists?</p> <p>Students split between those studying Jansenists and those studying the Quietists.</p> <p>Students to report back, reports to include:</p> <ul style="list-style-type: none"> • changing policies/actions adopted • reasons for the policies/actions • consequences of each actions to include successes and failures in terms of aims. • 	<p>Appropriate extension reading.</p> <p>Students on the task could be split by ability as Jansenists involves more complexity.</p>	<p>Student PowerPoints to include the items identified.</p> <p>Teachers could be compiling a booklet made up of trios of sources with common themes as indicated in the specification.</p>
Week 9	Pressures from below	Social divisions; problems with the regions	<p>Review of the Estates system in France and of the pays d'états and pays d'élections.</p> <p>Divisions among nobility discussed.</p> <p>Role of intendants, local parlements and estates general examined and causes of problems in retaining control of France.</p> <p>Work through sources exemplifying these problems.</p>	<p>Students could be given different sources to use according to ability.</p>	<p>Map of France to show the pays d'états and pays d'élections.</p> <p>Reading and sources to illustrate developments.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 10		Discontent and popular protests	<p>Sources of discontent identified by students in pairs or groups from previous notes and reported to class.</p> <p>Examples of each kind of protest reflecting the causes researched by groups of students and again reported to the class.</p> <p>Review of three contemporary sources about popular discontent and how useful they might be to a historian researching.</p> <p>Consider measures taken by Louis to maintain authority and evaluate their success.</p> <p>Practice essay question.</p>	Choice of students to research kinds of protest could be determined by ability	<p>Information sheets on discontent and popular protests.</p> <p>Model mark scheme or summary sheet to show the skills required in the essay. This could then be used for peer assessment in future lessons.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART TWO: LOUIS XIV IN DECLINE, 1685–1715; Section 2: Challenges in Europe, 1685–1697 (A-level only)					
Week 11	The challenge of William of Orange		<p>Review last year’s foreign policy work and consider:</p> <ul style="list-style-type: none"> • what were Louis XIV’s policy objectives? • what problems faced Louis XIV in achieving these objectives? <p>Students could work in pairs to establish an objective or a problem, e.g. improve trade; financial aims; impact of the Revocation of the Edict of Nantes, e.g. on Protestant states like Sweden and Brandenburg.</p> <p>Students should review their notes on French companies and colonies and establish with evidence the main problems that these interests faced.</p>	Students to do their own individual research on the Glorious Revolution to establish the basic details and reasons for the event.	<p>Last year’s notes.</p> <p>Reading and sources to illustrate developments.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 12		The Dutch-English alliance after the 'Glorious Revolution' of 1688	<p>Debate: why was William Of Orange a challenge to Louis XIV?</p> <p>Review of notes in Part One Week 25.</p> <p>Students report on the basic events of the Glorious Revolution and its causes, e.g. the impact of Louis' revocation and absolutism on British public opinion then and now, James II's Catholicism and 'absolutist tendencies'.</p> <p>English internal affairs only need to be considered as part of the developing relationship with France.</p>	Extended guided reading.	<p>Contemporary accounts of the Glorious revolution.</p> <p>Stuart Family Tree Information sheets/ PowerPoint/ standard English history text books taking an overview of the Glorious Revolution.</p>
Week 13		The Dutch-English alliance after the 'Glorious Revolution' of 1688 (continued)	<p>Students could discuss the following questions: Why did not Louis offer more tangible assistance to James II earlier? What was the impact of the transition of England from a friendly state to a hostile state?</p> <p>Villars's account of the policies pursued towards England in 1685 would be a valuable source in comparison to say a source from England looking at Louis' policy.</p>	Extension question: What was Louis's responsibility for the loss of England as his main ally?	<p>Villars's account of the policies pursued towards England in 1685</p> <p>An English view of Louis's policies would be useful as a comparative source</p>

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Week 14	The 'Grand Alliance'	The League of Augsburg and the anti-French alliance between Protestant states; the Empire and Spain	<p>Students to create an annotated timeline to show the stages in the development of the Anti-Bourbon alliance, this should include:</p> <ul style="list-style-type: none"> • the League of Augsburg • the imperial defeat of the Turks at Mohacs • the diplomatic dispute with the Pope • the dispute over the election of the Archbishop Elector of Cologne June-Sept 1688 • Louis' ultimatum to negotiate before January 1689 • the invasion of the Palatinate • the annexation of Avignon • the Glorious Revolution • the formation of the Grand Alliance of Vienna. <p>Students could research each event individually, reporting back to include:</p> <ul style="list-style-type: none"> • individuals/states involved • reasons for the event • explanation of event. <p>Students could discuss the implications of the events and their possible connection to each other.</p>	<p>Discussion of implications and links between events will give students opportunities to show their abilities.</p> <p>Selection of events to explain could reflect the abilities of students, eg the dispute over the Archbishop Elector and the explanation of the claim to the Palatinate.</p>	<p>Information sheet or internet access for research on the events.</p> <p>Guided reading of academic historians.</p>

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Week 15	The Nine Years War	Outbreak	<p>Using last lesson's notes and a briefing paper, students should discuss and establish Louis' reasons for going to war; for example was this:</p> <ul style="list-style-type: none"> • drift into an unforeseen war • a planned conflict with clear objectives • a developing conflict with changing objectives <p>The reasons for the formation of the alliance against Louis could be established and priorities given to these reasons.</p> <p>Finally blame for the war could be debated: was it Louis' actions, eg increasing the size of the army; the revocation of the Edict of Nantes, allowing Louvois to devastate the Palatinate and possibly hubris over the Cologne issue?</p> <p>Or was it the fault of the other nations who refused to negotiate with Louis; provoked him by giving no compensation for his interests in the election of the Archbishop and the Palatinate?</p>	<p>Discussion of the devastation of the Palatinate and its long-term implications.</p> <p>Was Louis responsible for Franco-German hostility up to 1945?</p> <p>Can historians make moral judgements about the past?</p>	<p>Previous notes.</p> <p>Briefing paper on the Nine Years War.</p> <p>Guided reading of academic historians.</p> <p>Contemporary sources.</p>

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Week 16		Course and outcome; the war in Europe	<p>Annotated timeline of the main events in the war and their significance. These are to include not just the key battles, but also:</p> <ul style="list-style-type: none"> • Louis' attempts to form his own alliance and his use of subsidies • domestic shortages and financial problems in France • the increasing resources of Louis' opponents, eg 1694 Bank of England. <p>The reasons for seeking peace in 1697 should also be established; from given reading or a handout.</p>	Students could be given extension reading to gain greater depth of understanding these issues.	<p>Reading from an appropriate textbook, access to appropriate internet sites or a handout.</p> <p>Sources which illustrate the need to seek peace in 1697.</p>

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Week 17		The war in North America; the Caribbean and Asia	<p>Review of notes from Part One, Week 17.</p> <p>Students mark on a world map the main colonies and trading interests of: France; Spain; England; Netherlands and Portugal.</p> <p>Annotate this map with the main events in the war and the gains and losses sustained by France.</p> <p>Students could research 'King William's War' and answer the question: why were the French who were so outnumbered in America able to hold their own against the British?</p> <p>Research French colonial policies in Asia and the Caribbean.</p> <p>Consider the benefits of colonialism.</p>	<p>Students could be asked to consider, what's in a name? Why do the same wars have different names in America?</p>	<p>Outline map of the world.</p> <p>European sources for this are limited but the wars are important to the development of the Americas where there are plenty of online sources to cover this topic.</p>

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Week 18		The Peace of Ryswick 1697	<p>Research by students: who was Pomponne and what diplomatic skills did he show in the negotiations leading to the Peace?</p> <p>Summary of Treaty of Ryswick and relevant extract presented to students and discussed.</p> <p>Students should be referred to previous tables referring to debt levels in France and the costs of warfare.</p> <p>Students draw up a table of gains and losses in Europe with evidence. Try to couple gains and losses where possible.</p> <p>This should then be compared to the aims and objectives of France in the war:</p> <ul style="list-style-type: none"> • to what extent had Louis achieved his aims • to what extent was the war's outcome harmful to Louis? 	<p>How should the success of a war be judged: either by the extent to which Louis' achieved the goals he had; or by the gains and losses in the peace treaty; or by the overall position the state finds itself in the end of the war?</p>	<p>Copy of the terms of the Peace of Ryswick and illustrative map.</p> <p>Table showing costs of war.</p> <p>Guided reading.</p>

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Week 19	The new balance of power	The position of France in relation to the European powers by 1697.	<p>Building on last lesson, assess France's international position.</p> <p>Assess the strength of each party in the coalition against France after the war. Individual students could be given the role of each of the major countries involved to research and give an account of their position as if they were a chief minister reporting to their monarch.</p> <p>These reports could reflect the divisions in the coalition against France: the separate negotiations with the Dutch; the distance developing between Spain and the Empire.</p>	The reporting activity would give the chance for students to express fully their own ideas and understanding.	<p>Statistics of numbers of troops and relative size and resources of each major country.</p> <p>Contemporary sources and guided reading.</p>
Week 20		The impact of years of war on France's economic and military resources; the prospects of future wars.	<p>Students to design a poster either to show why France should avoid wars in the near future or to show why there was a likelihood of future wars.</p> <p>These could employ statistics where relevant from previous notes or statistics given out in class.</p> <p>A practice source-based question might be attempted.</p>	<p>The poster activity in itself will give opportunities for students to establish their case more robustly.</p> <p>Students could act as "study buddies" on the source question.</p>	<p>Statistics of France's debts; increased taxes; annual deficits; losses of soldiers in the wars; level of revolts.</p> <p>Previous notes from Weeks 5, 9 and 10.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART TWO: LOUIS XIV IN DECLINE, 1685–1715; Section 3: France Defeated, 1697–1715 (A-level only)					
Week 21	The issue of the Spanish Succession	The aims and policies of France	<p>Using previous notes, students to establish:</p> <ul style="list-style-type: none"> the reasons for French interest in the Spanish succession and group them under headings, eg dynastic, defensive, expansion, etc. Louis' aims in the issue Louis' policies towards achieving the best deal, eg the abandonment of Catalonia at Ryswick. <p>Students identify the main details of the Partition Treaties and understand the problems left by the second treaty.</p>	Students should be able to give fuller reasons for the dynastic explanation of France's interest in Spain.	<p>Summaries of the partition treaties.</p> <p>Source material including statistics, pie charts, graphs.</p>

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Week 22		The international response to French claims	<p>Students to construct a flow chart of the events from the second partition treaty to the outbreak of war, showing how the events linked and how this led to warfare.</p> <p>This could be done using pre-printed events, dates and links to be undertaken after a preliminary PowerPoint.</p> <p>Students study the will and identify reasons for Carlos II's decision.</p> <p>Students discuss the reasons for Louis' actions and those of leading countries. A role play exercise could be undertaken with students taking the role of leading players or interests, eg William of Orange; the Emperor; the people of Spain; the people of France, etc.</p>	Students could be asked to consider division between direct (Carlos II's decision in the will) and situational causes (Hapsburg/Bourbon rivalry) in establishing causation in history.	<p>Kinaesthetic activity using events and links.</p> <p>Summary of main provisions of Carlos II's will.</p>

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Week 23		The outbreak of war	<p>The causes of the outbreak of the war to be listed, explained and evaluated with evidence.</p> <p>Role play activity: students to present papers as if they were ministers advising Louis how to proceed in response to Carlos' will.</p> <p>Class debate on the most important cause of the war. Students could be given a particular cause to argue and present to the group, eg Carlos's will; Louis's dynastic ambitions; failure of the Emperor to ratify the second Partition Treaty.</p> <p>Essay question: to what extent were Louis' actions to blame for the outbreak of war?</p>	<p>More able students could be paired with weaker students in the class debate.</p> <p>Role play will give students the opportunity to develop their own abilities to understand the issues facing Louis.</p>	<p>Source material including statistics, pie charts, graphs about the power of the French army and its resources.</p> <p>Guided reading.</p>
Week 24	The War of the Spanish Succession	The war in Europe	<p>Students draw up a timeline of the key events in the war: key battles; entry of Victor Emanuel of Savoy; the change in government in Britain in 1710, etc. Add annotations to show their significance.</p> <p>Students to answer the following question using this work and previous studies: why was France able to survive the war in Europe intact?</p>	<p>Source evaluation exercise will allow students to show their abilities.</p>	<p>PowerPoint or suitable reading from textbooks.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 25		The war in North America, (Queen Anne's War); the Caribbean and Asia	<p>Students to review previous world map poster and annotate with key events and battles in the war outside Europe.</p> <p>Using internet sources, students explain why the war went so badly for France in America.</p> <p>Students to consider what they think were Louis's main aims in foreign policy: trade and empire or dynastic goals within Europe?</p> <p>Students could consider developments in the colonies; how were French possessions in Asia and the Caribbean affected by war?</p>	Students might think outside the box and suggest other issues in Louis' foreign policy, eg gloire.	<p>Outline map of the world.</p> <p>Useful maps of European interests in North America before and after the war.</p>

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Week 26	The Treaty of Utrecht and its impact on the balance of power in Europe	Treaty of Utrecht.	<p>Students study:</p> <ul style="list-style-type: none"> • the main terms of the Treaty of Utrecht • the debt tables and costs of war used previously • the timing of financial innovations by Colbert's successors. <p>They could also look back at their notes on popular disturbances and see whether a pattern emerges about the level of disturbances during the War of Spanish Succession.</p> <p>Students might draw up a table with columns headed gains and losses and fill in with the terms of the Treaty of Utrecht with examples as evidence. Where possible, try to link the gains and losses.</p>	Extension activity: read an overview of Louis' foreign policy, 1661-1715 in any appropriate textbook.	<p>Copy of the main terms of the Treaty of Utrecht.</p> <p>Table showing costs of war.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 27	The legacy of Louis XIV by 1715	The last years of the reign.	<p>Students could research developments in the last 15 years of the reign in terms of: religion, economy, control, etc.</p> <p>This could be used to construct a table with rows with these headings and columns headed: significant trends, evidence, and success/failure.</p> <p>One historian called Louis' reign after 1700 'The decline of Absolute Monarchy'.</p> <p>Students could be split into two groups and prepare cases for and against this view and present their cases in the form of a debate.</p>	Students could be chosen in the debate so that brighter students would help the weaker students. This would develop their own understanding.	<p>Maps showing the extent of Louis' control over France by 1715 and changes in France's north eastern border.</p> <p>Suitable choice of textbook dealing in detail with the end of Louis' reign.</p>
Week 28		The problem of the succession; the annulment of the King's will and the formation of the regency of Orleans	<p>Using the family tree, students are to identify why Louis was in a very isolated and unusual position by his death in 1715.</p> <p>Students read a summary of the will and establish what Louis wanted to happen and his motives for declaring his legitimized sons as heirs to the throne.</p> <p>Students could identify how Orleans was able to overturn Louis' will.</p>	Students should be able to draw parallels between the start of the course: Louis XIV's own regency and the regency he left behind.	<p>Bourbon family tree.</p> <p>Suitable choice of textbook dealing in detail with the end of Louis's reign.</p> <p>Summary of the main provisions of Louis' will.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 29	Overview /Revision	Overview	<p>Review the reign in terms of areas, eg: religion; finance and economy; control of France (especially nobility); foreign affairs and absolutism.</p> <p>A sort of court of judgement could be formed. Students could be divided into two groups; those viewing Louis positively and those viewing him negatively. They could be subdivided into groups each one giving evidence on a particular aspect of Louis' reign.</p> <p>At the end, the students might vote (independently of which side they were given in the debate) to decide whether Louis was a successful or unsuccessful King in each area of discussion and overall.</p>	<p>Consideration of the 'Great Man' theory of history: was Louis XIV the dominant force of his times or was he a prisoner of a range of wider circumstances?</p>	<p>Most good textbooks of Louis' reign contain an appropriate discussion at the end about Louis's reign and about absolutism.</p> <p>Contemporary view on Louis' reign and legacy.</p>
Week 30		Holistic appraisal of content	<p>Practice exam-style questions.</p> <p>Consider the main perspectives throughout the reign.</p> <p>Consider events and developments from different perspectives, eg, political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Practice questions differentiate by outcome</p>	<p>Students could be given mark schemes with indicative content for any questions they have not undertaken.</p>

