

Scheme of work

A-level History 7041/7042 France in
Revolution, 1774–1815, 2H

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Please note that this option will be withdrawn for AS after summer 2020 with final assessment in 2021.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: France in Revolution, 1774–1815

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. 2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources	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, PowerPoint presentations and other sources of information will all be valuable.

	<p>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 of 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 website 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

France in Revolution, 1774–1815

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE END OF ABSOLUTISM AND THE FRENCH REVOLUTION; Section 1: The origins of the French Revolution, 1774–1789					
Week 1	Absolutism and the structure of the Ancien Regime	Louis XVI as King: government	<p>PowerPoint introduction and overview of period.</p> <p>Profile Louis XVI and Marie Antoinette; background; marriage; family; characters using written and visual material.</p> <p>Use PowerPoint, DVD or YouTube clips to illustrate life at the court at Versailles; the diamond necklace affair.</p> <p>Create large diagram to illustrate the authority of the monarch, government and political problems</p> <ul style="list-style-type: none"> • ministers and use/abuse of power • intendants • the pays d'états • the parlements • problems of administration. 	<p>Use key terms to develop conceptual understanding eg absolute monarchy; difference between absolutism and despotism; 'ministerial despotism'; legitimacy.</p> <p>Consider 'what was the ancien régime'?</p> <p>In-depth appreciation of Louis XVI's inheritance and his suitable for the role of absolute monarch.</p>	<p>Primary and secondary written and visual sources to build picture of monarchy and Versailles</p> <p>Bourbon family tree</p> <p>YouTube film /documentary on Versailles</p> <p>Guided worksheets and reference material for reading</p> <p>Map of France in 1770s showing pays d'états and parlements</p> <p>Primary sources for analysis</p>

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Week 2		Social divisions; privileges and burdens; strengths and weaknesses	<p>Use some contemporary cartoons to stimulate thinking about social structure</p> <p>Create a pyramid diagram to illustrate the First, Second and Third Estates with details on privileges and burdens.</p> <p>Look at divisions within estates; use at least one primary source to illustrate the lives of several differing types within each estate, eg archbishops/parish priests; nobles of the Sword, Robe and impecunious provincial nobility, merchants, doctors, urban workers, peasant farmers and vagrants. Where possible consider the provenance of the sources.</p> <p>Consider social mobility and the attitudes held by the various groups/types. Class members could take the role of different people and give a summary of their ambitions (if any) and attitudes to the King, Ministers, politics and the rest of society.</p>	<p>Understanding social division and terminology (including Sword/Robe/feudal/ link between economy and society).</p> <p>Appreciation that social divisions are not fixed or clear-cut; role-play exercise permits differentiation.</p>	<p>Compilations of stimulus material relating to social division and the 3 estates; Arthur Young's Travels in France provides a good source of primary material</p> <p>Ensure a variety of provenance to introduce skills of evaluation relating to provenance as well as content</p>

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Week 3	The ideas of the Enlightened philosophes	Enlightened thinkers	<p>Introductory spider diagram to illustrate meaning of 'Enlightenment', origins and key ideas.</p> <p>Students to research in pairs or small groups and give presentations on key philosophes, eg:</p> <ul style="list-style-type: none"> • Voltaire • Rousseau • Diderot • Montesquieu. <p>One pair could present theories of the Physiocrats.</p>	<p>Understanding of concepts and ideas eg reason and logic, scientific method, scepticism, secularism, tolerance, constitutionalism and concepts such as the 'general will' and 'separation of powers'.</p> <p>Opportunity for differentiation in research for and delivery of presentations.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • hand-out of key facts • at least one source illustrating their philosophe's writing.
Week 4		Extent of influence in France; the salons; the impact of the American Revolution and War of Independence	<p>Student presentation on the Parisian salons and participants, with particular reference to Madame de Staël.</p> <p>Consider other means of dissemination; provincial reading clubs; statistics for literacy.</p> <p>Assess extent of dissemination/influence.</p> <p>Create diagram to illustrate impact of American Revolution and War of Independence. Students to find relevant primary source material.</p>	<p>Consideration of extent/impact of enlightenment thinking.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p>	<p>Research materials: Liberty: The Lives and Times of Six Women in Revolutionary France by Lucy Moore has chapter on Germaine de Staël.</p>

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Week 5	Economic problems and royal finance	In depth consideration of economic and financial issues	<p>Examine economic/financial problems by 1774 with reference to:</p> <ul style="list-style-type: none"> state of French economy war and debt issues of taxation issues of administration and accountancy. <p>Look at statistics, graphs etc, to illustrate extent of problems and debate solutions.</p>	<p>Encourage students to debate possible solutions to the financial problems and compare ideas.</p> <p>Ability to weigh up a variety of factors, link and prioritise; this could lead into an essay-style question.</p>	<p>Guided reading and worksheets; source material including statistics, pie charts, graphs</p> <p>Consider essay writing skills</p>
Week 6		Attempts at improvement under Turgot , Necker and Calonne	<p>Create a chronological chart of proposals of Turgot, Necker and Calonne:</p> <ul style="list-style-type: none"> recording their proposals, the issues and opposition raised consider why each Minister failed (leave room for addition of Brienne in week 7). 	<p>Consider: physiocratic ideas, free trade and monopolies; venal offices; government debt; ministerial factions.</p>	<p>Guided reading on financial issues</p> <p>Turgot and Necker</p> <p>Conflicting opinions from academic History books</p>
Week 7	The Assembly of Notables and political developments	The Assembly of Notables, February 1787 to May 1787	<p>Consider reasons for summons of Assembly; record who attended; proposals and problems faced.</p> <p>Look at contemporary cartoon/sources relating to Assembly.</p> <p>Examine the reasons for Calonne's dismissal and Brienne's appointment. (Add detail on Brienne to chronological chart compiled in Week 6).</p>	<p>For class debate: Why did Assembly of Notables fail?</p> <p>Was its summons a mistake?</p>	<p>Sources linking to Assembly of Notables</p> <p>Use two conflicting sources and consider which provides the more convincing interpretation of the Assembly of Notables</p>

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Week 8		May 1787–May 1788	<p>Create a spider diagram to illustrate the opposition of the Parlements.</p> <p>Compile a flow chart to illustrate the Paris Parlement's stance and developments leading to its banishment and reinstatement.</p> <p>Examine the May Edicts and debate issues of power and authority.</p>	<p>Consider why the parlements were so uncooperative. Was this the first stage in revolution?</p> <p>(Some could be stretched to look further at Marxist interpretations of the revolution and share ideas with class).</p>	<p>Outline charts</p> <p>Reading and sources to illustrate developments</p> <p>Copy of May edicts</p> <p>Guided reading for 'stretch' activity</p>
Week 9		The Revolt of the Nobles and promise of an Estates-General	<p>Make spider diagram to show why there was a revolt of the Nobles and examine contemporary sources.</p> <p>Consider significance of the Day of Tiles – look at visual representation.</p> <p>Make time chart May–August 1788 (Dismissal of Assembly to reinstatement of Necker).</p> <p>Using source material examine preparations for the Estates-General; issues of voting and representation.</p>	<p>Debate issues of authority and breakdown of trust; link between economic problems and political developments.</p> <p>Debate how far Louis XVI was responsible for problems.</p>	<p>Guided reading and sources for evaluation</p> <p>Contemporary illustrations</p>

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Week 10		The state of France politically, economically and socially by the meeting of the Estates-General	<p>Use source material to consider the politicisation of the Third Estate, eg Sieyes' pamphlet, 'What is the Third Estate?'</p> <p>Debate decisions regarding the procedure for elections.</p> <p>Examine some of the cahiers de doléances in pairs and report on the issues raised by the different estates. Compare similarities and differences.</p> <p>Examine the economic/social conditions in early 1789 and the Reveillon riots.</p> <p>Create a three column chart to illustrate the state of France politically economically and socially by May 1789.</p>	<p>Examine developments from different perspectives.</p> <p>Opportunity for differentiation in allocation of cahiers; sources for detailed examination.</p>	<p>Source material from 1788–89, particularly Sieyes' pamphlet and extracts from the cahiers de doléances</p> <p>Guided reading</p>

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PART ONE: THE END OF ABSOLUTISM AND THE FRENCH REVOLUTION; Section 2: The Experiment in Constitutional Monarchy, 1789–1792					
Week 11	The Revolution, May–October 1789	Developments in Versailles, May–July 1789	<p>An analysis of election results.</p> <p>Source study on the opening of Estates-General and problems over procedure.</p> <p>Create an illustrated storyboard of developments and decisions at Versailles May–July 1789 (Necker's dismissal).</p> <p>Look at David painting of Tennis Court Oath and consider its allegories.</p>	<p>Discuss: What makes a revolution?</p> <p>Some students could be asked to lead discussion on the painting of Tennis Court Oath.</p>	<p>Statistics on elections/results</p> <p>Source material on opening of Estates-General</p> <p>Storyboard outline</p> <p>David's painting of Tennis Court Oath</p>
Week 12		Developments in Paris	<p>Survey of state of Paris and reasons for breakdown of order in mid-July.</p> <p>Use PowerPoint/clips and source extracts to examine reasons for, events of and aftermath of storming of Bastille.</p> <p>Students could compare different accounts of events.</p> <p>Analyse who made up 'the crowd'.</p>	<p>Encourage thinking about the actions of the crowd.</p> <p>Consider/read further to enhance knowledge of historiographical debate on importance of crowds.</p> <p>Consider why this debate is considered of importance for the modern world.</p>	<p>Statistical table to show bread prices</p> <p>PowerPoint; YouTube clips and source extracts</p> <p>Map of Paris identifying Faubourg St Antoine, the Bastille and the Invalides</p> <p>Guided reading to enhance understanding of historiographical debate on importance of crowd action</p>

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Week 13		Developments in the country, including the Great Fear; the October Days	<p>Source material relating to action of peasants.</p> <p>Create chart of activities and concerns during the Great Fear from point of view of differing members of society.</p> <p>Consider/evaluate speeches leading to renunciation of feudalism.</p> <p>Read the Declaration of the Rights of Man and identify enlightenment influences.</p> <p>Read contemporary accounts (and examine illustrations) of October Days; consider reasons, events and outcomes.</p> <p>Debate importance of crowd action in 1789.</p> <p>Create a revision chart of stages by which royal authority had been undermined from 1787 to October 1789 (could follow a revision PowerPoint).</p>	<p>Understanding the link between developments in Paris and the countryside; assessing relative importance of Parisians and peasants.</p> <p>Assessing relative importance of events in Versailles and events in Paris leading to concepts of revolution 'from above' and 'from below'.</p> <p>Students could create a revision PowerPoint of 1787–89.</p>	<p>Copies of contemporary sources including Declaration of Rights of Man</p> <p>Guided reading</p> <p>PowerPoint revision of 1787–1789</p>

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Week 14	The attempts to establish a constitutional monarchy	Church reforms	<p>Create a chronological table to record detail of changes in the Church (August 1789–April 1791).</p> <p>Write glossary of key terms, eg anti-clericalism, benefice, biens nationaux, refractory priests, etc.</p> <p>Create a diagram to illustrate why changes in the Church took place with comments on significance of change.</p>	<p>Understanding importance of religious issues and Civil Constitution of Clergy.</p> <p>Concepts of Church, state, authority and allegiance.</p>	Sources for evaluation and guided reading for additional research
Week 15		Political, judicial and administrative reforms; economic and social change	<p>Create an A3 chart to reflect the decrees of the National (Constituent) Assembly, 1789–October 1791.</p> <ol style="list-style-type: none"> 1. Divide into boxes to record details of political, judicial, administrative, economic and social changes. 2. Changes to the Church (as studied in week 14) could also be included. 3. Students could research separate areas in pairs and pool information. <p>Debate position of (i) King (ii) different sections of society and consider extent of change and continuity.</p> <p>Assess and record strengths and weaknesses of reforms.</p>	<p>Debate the extent of democracy and 'liberal' reform.</p> <p>Ask students to present views on extent of change and continuity.</p> <p>Differentiation by student activities in compiling overview chart and discussion of changes.</p>	Collating evidence from guided reading and sources

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Week 16	Reaction to change internally and externally	The political clubs	<p>Worksheet or guided research to understand the origins, aims and membership of the political clubs of 1790/91.</p> <p>Opportunity for some character profiles (researched in pairs):</p> <ol style="list-style-type: none"> 1. Robespierre, Danton, Desmoulins, Marat and Hébert 2. the significance of Mirabeau and his death April 1791. <p>Consider why clubs had/might have had an influence on the course of the revolution.</p> <p>Look at source material on activities.</p>	<p>Developing understanding of views of key revolutionaries and their wider involvement through the clubs.</p> <p>Differentiation by task and outcome.</p>	<p>Guided research using primary sources where available</p> <p>Picture stimuli/ possibly with a source for research into key individuals</p>
Week 17		The King and the flight to Varennes; the demonstration at the Champ de Mars	<p>Share ideas of reasons why Louis XVI might want to 'escape' in June 1791 and debate significance of events.</p> <p>Create column chart to show attitudes of extreme radicals/mobs; moderate radicals; moderate reformers; monarchists.</p> <p>Consider contemporary sources and annotate cartoons of flight and its aftermath.</p> <p>Analyse events at Champ de Mars (July 1791) results of massacre and significance for course of revolution, including Declaration of Pillnitz.</p>	<p>Understanding how revolutions develop and become more radical.</p> <p>Understanding influence of foreign powers/ émigrés/ other court members on Louis XVI.</p> <p>Concepts of Constitutional monarchy and republicanism.</p>	<p>Map to illustrate King's flight</p> <p>Sources, cartoons and guided reading</p> <p>Text of Champ de Mars manifesto July 1791 for analysis</p> <p>Declaration of Pillnitz</p>

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Week 18		The origins and impact of war	<p>Chart of problems facing the Legislative Assembly (October 1791).</p> <p>Consider problems of counter-revolution and enemies abroad.</p> <p>Record arguments for/against war; supporters and opponents both in government and in the country.</p> <p>Begin a chronological chart recording events relating to war from February 1792 to September 1792 (leave right hand column blank to add significance within France in week 19).</p>	<p>Students to explain link between external and internal developments.</p> <p>Use sources of varying complexity for evaluation.</p> <p>Why was there so much fear of counter-revolution? Debate whether this was exaggerated.</p>	<p>Map(s) to illustrate war in 1792</p> <p>Guided reading on counter-revolution and war</p> <p>Sources including Brunswick manifesto</p>

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Week 19	Sans culottes and the collapse of the constitutional experiment	Sans culottes' action	<p>Analyse the sans culottes: their composition, appearance, beliefs and actions. Look at contemporary accounts, eg from Hébert, le Pere Duchesne. Significance of tricolore; idealisation versus reality.</p> <p>Create storyboard of February–September 1792 with pictures and brief account of sans culottes' actions and their impact.</p> <p>Complete chart from week 18 to show link between war and the actions of the sans culottes.</p> <p>Look at sources on the two journées (marches) to Tuileries and Robespierre's speech of July 29th.</p>	<p>Some students could be challenged to undertake further research into the sans culottes and their part in the revolution – oppressors or oppressed?</p> <p>Consider importance of war as a locomotive of change and of 'people power'.</p> <p>Discuss why demands became more radical.</p>	<p>Academic reading on sans culottes; contemporary cartoons and contrasting pictures, eg from England and France.</p> <p>Written sources with contrasting views could also be analysed and compared.</p> <p>Storyboard outline to complete.</p> <p>Sources including material on first and second marches to the Tuileries and Robespierre's speech of July 29 1792.</p>

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Week 20		The September massacres and elections to the National Convention	<p>Read contemporary accounts of September massacres; consider provenance and issues of exaggeration.</p> <p>Consider part of Marat and Danton; why was there no attempt to stop the massacres?</p> <p>Create a revision chart on crowd action 1789–1792.</p> <p>Look at elections and composition of National Convention; draw diagram to show left and right wing: Jacobins/Montagnards, Girondins and ‘the plain’.</p> <p>Make chart of differing views of the various political groupings (try to find supporting source material).</p> <p>Discuss importance of Victory at Valmy.</p>	<p>Debate, assessing significance of September massacres and apportioning ‘blame’.</p> <p>Student-led assessment of state of France in September 1792.</p> <p>Understanding further revolutionary splits; Jacobins and Girondins.</p> <p>(Could be linked to study of how a revolution develops).</p>	<p>Sources including accounts of September massacres</p> <p>Statistics on composition of National Convention</p> <p>Map to illustrate victory at Valmy</p>

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PART ONE: THE END OF ABSOLUTISM AND THE FRENCH REVOLUTION; Section 3: The emergence and spread of the Terror, September 1792–1795					
Week 21	The establishment of a Republic	Problems and debate leading to execution of the King	<p>Recap issues facing National Convention.</p> <p>Look at new calendar (students can work out their birthdays).</p> <p>Debate position of King and hold a mock trial. Students can research cases for prosecution and defence and a student or teacher can also take part of Louis XVI at trial.</p> <p>Compare class vote with what happened in January 1793. Debate 'public voting'. Distinguish between vote for guilt and vote for execution.</p> <p>Read contemporary accounts of execution and debate their value as authentic descriptions.</p>	Trial activity provides opportunity for further research and 'stretch and challenge'.	<p>Copy of new Republican calendar</p> <p>Sources relating to Louis' trial and execution, eg armoire de fer papers and accounts of Louis' execution</p>
Week 22		Policies: the spread of war	<p>Create chart of events/developments in war September 1792–August 1793 (leave a blank column to complete in week 25 with details of developments within France).</p> <p>Debate reasons for and impact of broadening of war.</p> <p>Create a wall poster to show the extent of France's involvement in war by August 1793.</p>	Students to explain key issues such as 'Edict of fraternity'; 'natural frontiers'; the 'levées' and economic impact of war.	<p>Map(s) of war developments Sept 1792–August 1793</p> <p>Sources for evaluation and guided reading</p>

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Week 23	Internal and external war	Policies: the rising in the Vendée	<p>Consider France's internal difficulties (get students' ideas before looking at what happened).</p> <p>Create spider diagram to show reasons for rising in the Vendée.</p> <p>Compile chart of developments in 'counter-revolution', 1790–1792; consider types of people accused of counter-revolution and how the definition changed.</p>	<p>Opportunity to consider the significance of counter-revolution and its importance in driving the revolution.</p> <p>Create a balance chart of internal/external pressures.</p>	<p>Sources, written and visual, to illustrate conditions in the Vendée</p> <p>Earlier notes to help in compilation of counter-revolution chart</p>
Week 24		Attempts to establish wartime control; Robespierre	<p>Create a chart with dates and details of the 'emergency measures' taken to respond to the crisis caused by war and counter-revolution.</p> <p>Pairs might research further into the activities of the CPS, CGS, watch committees and revolutionary armies. This could lead to presentations or posters.</p> <p>Research Robespierre's background, career, character and beliefs to 1793.</p> <p>Find contemporary sources providing examples of his own speeches and others' opinions of him.</p>	<p>Opportunities for further differentiated research to find out more about the emergency measures and Robespierre as a driving force.</p> <p>Understand demands of war and centralisation /decentralisation.</p> <p>Were changes justified?</p>	<p>Guidance for reading/ research</p> <p>Materials for illustrated presentations</p> <p>Contemporary sources on Robespierre for evaluation</p>

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Week 25		The fall of the Girondins and the Federalist revolt	<p>Recap on Girondin beliefs; consider factors weakening Girondins. Research individual leaders/members.</p> <p>Look at fall of Girondins in relation to (i) Robespierre, (ii) crowd action and (ii) murder of Marat.</p> <p>Complete third column of chart from week 22 (September 1792–August 1793) to show link between war and events within France.</p>	<p>Debate: Were the Girondins victims?</p> <p>Consider idealism and allegory in David's painting.</p>	<p>Use of earlier materials on Girondins</p> <p>David painting of murder of Marat</p> <p>Earlier chart (from week 22) to complete</p>
Week 26	The progress of the war	The levée en masse and the coming of the Terror	<p>Look in detail at Carnot's levée en masse (August 1793) and its impact from a variety of perspectives.</p> <p>Draw a flow chart to show reasons for and steps in the coming of the Terror in September 1793.</p>	<p>Understanding link between war and Terror.</p> <p>Understanding of government by Terror.</p>	Guided reading using primary sources and reference books

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Week 27	The spread of the Terror	Executions	<p>Class presentations on the 'Popular Terror' (September–December 1793) could include:</p> <ul style="list-style-type: none"> show trials and the executions of Marie-Antoinette and others, October–November 1793 trials and deaths of 'ordinary citizens'; the use of the guillotine 	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> PowerPoint illustrations hand-out of key facts
			<ul style="list-style-type: none"> representatives on mission and victims in the Vendée, Toulon and Lyons the Dechristianisation campaign and its extent and impact. <p>Consider the significance of the Law of Frimaire (Dec 1793) and its role in marking the end of the 'first stage' of Terror.</p>	<p>Debate on the expansion of the Terror and the reasons for the Law of Frimaire.</p>	<ul style="list-style-type: none"> at least one source illustrating their aspect of their Terror. <p>Law of Frimaire outline</p>

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Week 28		The political the influence of Robespierre and the sans culottes; the role of the CPS	<p>Explore Robespierre's views and the Republic of Virtue (March–June 1794).</p> <p>Consider the degree of opposition and the impact of the executions of Hébert (and followers) and Danton, Desmoulins (and followers).</p> <p>Find detail on the cult/festival of the Supreme Being; look at contemporary sources and pictures. Debate attitude of CPS and sans culottes to developments.</p> <p>Consider Robespierre's part in:</p> <ul style="list-style-type: none"> • The Great Terror (June-July 1794) • The Law of Prairial (June 1794). <p>Examine and create diagrams to show why each occurred and their effect.</p> <p>How extensive was the Terror.</p>	<p>Debate: What is meant by a 'Republic of Virtue' / Cult of Supreme Being.</p> <p>Consider dangers of one-man dominance.</p> <p>Analyse Robespierre's position and influence March–June 1794.</p> <p>Which was the stronger influence on events: Robespierre or the sans culottes?</p> <p>Opportunity for further reading and research; has the terror been exaggerated?</p>	<p>Look at historians' interpretations of Robespierre's behaviour and position of sans culottes.</p> <p>Evaluate and debate contemporary accounts and pictures.</p> <p>Map/statistics showing extent of the Terror.</p>

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Week 29		Robespierre's fall and the collapse of the Terror	<p>Create chart to show why Robespierre's position weakened in July 1794, with particular reference to sans culottes, National Convention and war.</p> <p>Make flow chart of steps to the coup of Thermidor (18 July–28 July).</p> <p>Consider Robespierre's, behaviour, actions and execution. Look at his speeches and other contemporary material.</p> <p>Create revision sheets for overview of Terror (September 1793–July 1794) with dates/events and significance.</p> <p>Make an A3 chart to illustrate the state of France at the beginning of 1795.</p> <p>Make chart matching war events/developments to events within France from September 1793 to the beginning of 1795.</p>	<p>Debate whether the Terror brought positive or negative results.</p> <p>Did the 'Terror' save the Republic?</p> <p>Revision activities can be organised into differentiated groups.</p>	<p>Information sheets and guided reading</p> <p>Primary sources, eg Robespierre's last speech at the Convention</p> <p>Map to illustrate developments in war to the beginning of 1795</p>

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Week 30	Overview/Revision	Holistic appraisal of content	<p>Look back at material in Part One and create:</p> <ul style="list-style-type: none"> a timeline and glossary for each of the three sections of content some could create a summative wall poster. <p>Consider the influence of key figures across the period, eg Louis XVI, Robespierre, Danton and other revolutionaries. (Could hold balloon debate to determine the most influential).</p> <p>Consider how far Enlightenment ideas influenced developments.</p> <p>Consider developments thematically: political; economic and social; military; religious. Collect several sources to show how each thematic area developed and changed during the course of the revolution (also note what stayed the same).</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Debate: what were the key turning points in the development of the revolution?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course, as above.</p> <p>Further source material which could be assembled by students</p> <p>Practice exam-style questions</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE RISE OF NAPOLEON AND HIS IMPACT ON FRANCE AND EUROPE, 1795–1815; Section 1: The Directory and Napoleon's rise to power, 1795–1799 (A-level only)					
Week 1	The aftermath of the Terror	The Thermidorian reaction and White Terror	<p>PowerPoint introduction and overview of period.</p> <p>Create a large revision diagram to illustrate the situation of France in 1795:</p> <ul style="list-style-type: none"> • rulers (the Thermidorians) and their views • the position of the sans culottes • the economic situation • the state of the war • the apparatus of the Terror. <p>Consider how problems might be addressed.</p> <p>Make a spider diagram to show why terror and violence did not end immediately. (Include the Parisian risings and pairs or small groups of students could be asked to research these further for class presentations in Week 2)</p> <p>Consider aspects of the White Terror: its targets and actions; the 'jeunesse dorée' and the Chouans warfare in Brittany.</p>	<p>Use primary source material to stimulate debate and encourage able students to find examples for themselves.</p> <p>Some could undertake further research into aspects of the White Terror.</p>	<p>PowerPoint for overview</p> <p>Primary and secondary written and visual sources</p> <p>Guided worksheets and reference material for reading</p> <p>Map of France in 1790s identifying areas where 'terror' continued</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 2		The 1795 Parisian Risings	<p>Class presentations on reasons for, events of and significance of Parisian Risings of 1795:</p> <ul style="list-style-type: none"> • Rising of 12 Germinal (April 1) • Rising of 1 Prairial (May 20) • Rising of 13 Vendémiaire (October 5). <p>Consider the situation in France by the end of 1795; what had the Republic achieved from 1792 to 1795?</p> <p>Make a two column chart to record positive and negative factors.</p>	<p>Debate: How successful was the Thermidorean reaction in restoring stability to France?</p> <p>Differentiation by task and contribution to presentations.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • hand-out of key facts • one primary source and one secondary extract relating to allocated rising. <p>Pictures of risings could be used to discuss later interpretation of these events.</p>
Week 3	The establishment of the Directory	The constitution	<p>Complete a fill-in diagram of the new constitution.</p> <p>Identify the checks and balances.</p> <p>Consider why this constitution was drawn up and the potential problems it presented.</p> <p>(Students could spend time finding relevant primary and secondary source material on the Directory and its successes and failures at home and abroad for discussion in subsequent week).</p>	<p>Understanding concept of 'checks and balances'; democracy.</p> <p>Debate on value of constitutions.</p> <p>Opportunity for differentiation in research.</p>	<p>Diagram of constitution for completion</p> <p>Research materials on Directory</p>

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Week 4		Financial and political problems and policies	<p>Students could read and look at sources/extracts, to complete a chart to illustrate problems, policies, successes and failures of the Directory:</p> <ul style="list-style-type: none"> • developments in war • finance • maintaining control and the Babeuf conspiracy • problems of elections and the constitution. <p>Make a chart to illustrate issues of the Fructidor coup; the Floréal coup and the Prairial coup.</p>	<p>Consider success and failure of each aspect in context.</p> <p>Opportunity to research articles on Directory.</p>	<p>Guided reading and maps to chart military developments</p> <p>Election statistics</p>

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Week 5		The strengths and weaknesses of the Directory	<p>Consider research findings from Week 4 and list and assess the strengths and weaknesses of the Directory.</p> <p>Different members of the group could take different viewpoints to provoke a class discussion leading to a group judgement on topic: Was the Directory a complete failure?</p> <p>Revision work/ chronological chart (building on material studied in Part One): How did foreign war affect the course of the Revolution, 1789–1799?</p>	<p>Encourage students to debate whether the Directory has been too maligned.</p> <p>Consideration of whether the Directory might have been successful in different circumstances.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p> <p>Ability to weigh up a variety of factors, link and prioritise; this could lead into an essay-style question.</p>	<p>Guided reading and worksheets; source material including statistics,</p> <p>Recap on essay writing skills with hand-out</p>

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Week 6	Military campaigns and expansion abroad	Napoleon's contribution to French success: background, character and military leadership	<p>Research Napoleon's background and character from paintings, primary source material and academic books.</p> <p>Each student should create an illustrated profile and explain choice/details to class.</p> <p>Each student could also find their own relevant primary/contemporary source to share with the group.</p> <p>Make a timeline to show Napoleon's career and military background to 1796; debate: what leadership qualities had he shown?</p>	<p>Evaluation of source material, paying particular attention to skills of evaluation relating to provenance as well as content.</p> <p>Finding (and justifying choice of) individual sources permits differentiation.</p>	<p>Guided reading on Napoleon</p> <p>Primary source material for evaluation</p> <p>Conflicting opinions from academic History books</p> <p>Paintings for evaluation and discussion (could present a PowerPoint of illustrations at various stages of Napoleon's career)</p>

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Week 7		The Italian campaign	<p>Use a stimulus map to contrast the borders of France 1789 and 1799.</p> <p>Using the map and guided reading material, examine Napoleon's Italian campaign, 1796–97:</p> <ul style="list-style-type: none"> • causes • events • significance for France, particularly the Treaty of Campo Formio • significance for Napoleon. <p>Begin a military timeline which can be added to as more developments are studied. This should include detail on French military expansion and conquest (not just that relating to Napoleon himself).</p>	<p>For class debate: what qualities did Napoleon show in the Italian campaigns?</p> <p>Was the Treaty of Campo Formio a triumph?</p> <p>Why was Napoleon despatched to Egypt; was this a wise decision?</p>	<p>Map to show war and early campaigns in France and Italy with frontier of France between 1789 and 1799</p> <p>Guided reading and primary source material</p> <p>Internet research for timeline</p>

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Week 8		The Egyptian campaign	<p>Using a map and guided reading material, examine Napoleon's campaign in Egypt:</p> <ul style="list-style-type: none"> • why fighting in Egypt • events including Nelson's part at Aboukir Bay, the Battle of the Pyramids and British blockade, Syria • significance of campaign for France • significance of campaign for Napoleon. <p>Students could assess campaign from the French and British viewpoints and present alternative interpretations, using some primary source materials.</p> <p>Identify participants in and goals of the 2nd coalition of 1798 and the effect of developments on France. Add further military developments to Week 7 timeline.</p>	<p>Consider Napoleon's relationship with the Directory.</p> <p>How important were the Italian and Egyptian campaigns for Napoleon's rise to power?</p> <p>Opportunity for debate and further research into alternative interpretations.</p>	<p>Map of Egyptian campaign</p> <p>Outline charts</p> <p>Reading and sources to illustrate developments</p> <p>Copy of May edicts</p> <p>Guided reading for 'stretch' activity</p>
Week 9	The coup of Brumaire and establishment of the Consulate	The coup of Brumaire	<p>Make spider diagram to show why the coup of Brumaire occurred.</p> <p>Use secondary and contemporary source material/paintings/British cartoons to consider different interpretations of the coup of Brumaire.</p> <p>.</p>	<p>Debate issues of authority and breakdown of control.</p> <p>Consider whether coup reflects well or badly on Napoleon.</p> <p>Evaluation of contemporary material and examine developments from different perspectives.</p>	<p>Guided reading and sources for evaluation</p> <p>Contemporary illustrations; look particularly for British cartoons illustrating Brumaire</p>

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Week 10		The strengths and weaknesses of the new constitution: Napoleon's position and the state of France by 1799	<p>Create a diagram of the new Consulate constitution; compare this with the diagram of the Directory from Week 3. Debate which is the fairer and which is the more workable, and why?</p> <p>Make a balance sheet of the state of France in 1799; positive and negative points. (Use the strengths/weaknesses chart from Week 5 and reflect on the changes effected by the coup of Brumaire.)</p>	<p>Opportunity for debate and further research on constitution and state of France by 1799.</p> <p>Could compare with 1789 and assess how far France had changed.</p>	<p>Outline chart of Constitution of Year VIII (1799) for completion</p> <p>Guided reading on constitution, France in 1799 and overview of 1795–1799</p>
PART TWO: THE RISE OF NAPOLEON AND HIS IMPACT ON FRANCE AND EUROPE, 1795–1815; Section 2: The impact of Napoleon's rule on France, 1799–1815 (A-level only)					
Week 11	Political change	Napoleon's consolidation of power	<p>Make a timeline of key events and developments within France 1799–1804.</p> <p>Three groups could investigate and feedback on how he dealt with:</p> <ul style="list-style-type: none"> (i) left-wing, Jacobin opposition (ii) moderate liberal opposition (iii) right-wing (royalist) opposition. <p>Create a diagram to illustrate the ways in which Napoleon consolidated his power between 1799 and 1804.</p>	<p>Discuss: How secure was Napoleon's power by 1804?</p> <p>Further reading opportunities.</p>	<p>Guided reading and primary source material</p> <p>Encourage students to read biographies of Napoleon. (They might like to write a book appraisal and compare their reading at end of course)</p>

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Week 12		Constitutional developments and establishment of Emperor status	<p>Students could create own diagrams of constitutions of Year X (1802) and Year XII (1804) based on layout of constitution of Year VIII (1799), as in week 10.</p> <p>Compare and contrast the differing constitutions.</p> <p>Make a timeline of constitutional developments and growth of authoritarian rule. Debate:</p> <ul style="list-style-type: none"> • position of senate and 'senatus-consultum' • use of plebiscites • 1802 purge of legislative chambers • significance of 1804 coronation • reasons for abolition of Tribune (1807) • developments from 1813 to 1815 including Napoleon's 'new constitution' of the 100 days. <p>Analyse David's painting of Napoleon's coronation as Emperor.</p> <p>Look at primary and contemporary source material relating to his marriages; how important were Josephine and Marie-Louise to his position?</p>	<p>Conceptual understanding of key terminology: 'senatus consultum'; plebiscites; legislative and executive; authoritarian rule.</p> <p>Consider: Why did Napoleon want to become Emperor?</p> <p>Could Napoleon's rise to position of Emperor have been prevented?</p> <p>Opportunity for further discussion on his relationships with Josephine and Marie-Louise</p>	<p>Constitution material from week 10</p> <p>Guided reading and source material</p> <p>Primary source material (eg letters) relating to Josephine and Napoleon's marriages (try to find some of Napoleon's own letters)</p> <p>Picture sources and PowerPoint presentation</p> <p>Painting of Napoleon's coronation as Emperor by David</p>

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Week 13	Social Change	Class distinctions and titles; education and attitude to women	<p>Up to six pairs/groups could look at differing areas and give class presentations. They should be encouraged to refer to both secondary and primary materials and create an illustrated hand-out for the rest of the group:</p> <p>Group 1: the development of patronage and new honours system</p> <p>Group 2: the development of Imperial Court and Imperial nobility</p> <p>Group 3: developments in education; primary and secondary schools and educational administration</p> <p>Group 4: attitudes to women; girls and education and adult women.</p> <p>(Groups 5 and 6 should prepare material on censorship and propaganda for Week 14)</p> <p>As a class, debate:</p> <p>(i) how far changes strengthened/weakened Napoleonic rule</p> <p>(ii) how far changes fulfilled/destroyed revolutionary principles.</p>	<p>Assessing relative importance of revolutionary developments and tradition in Napoleon's 'reforms'.</p> <p>Debate: Is it appropriate to label the changes as 'reforms'?</p> <p>Opportunities for differentiation in contributions to class debates which allocated students could lead and chair.</p>	<p>Student-devised PowerPoint presentations and hand-outs</p> <p>Guided reading and use of primary sources wherever possible</p>

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Week 14		Censorship and propaganda	<p>Continuing pair/group presentations:</p> <p>Group 5: censorship and control in press, literature and the Arts /what was permissible and punishments for infringements</p> <p>Group 6: propaganda (illustrated), particularly in paintings, architecture, sculpture and triumphal arches.</p> <p>Debate the advantages/disadvantages of censorship and propaganda for the Napoleonic state.</p> <p>Fill in a chart to collate information.</p>	<p>Understanding importance of propaganda and censorship.</p> <p>Debate: Was Napoleonic France a dictatorship/totalitarian state?</p> <p>Encourage students to make comparisons with other regimes that have been studied, specifically dictatorships/ totalitarian states in 20th century.</p>	<p>Use of student PowerPoints for presentation of visual material</p> <p>Summary chart to complete to collate material from presentations</p>

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Week 15		The position of the Church; the Concordat and its aftermath	<p>Create spider diagram of reasons for Concordat and consider significance of this.</p> <p>Make a flowchart of developments in relations between Napoleon, the Pope and the French Church from 1800–1808.</p> <p>Investigate influence of the Church within the State, including links to education from Week 13.</p> <p>Assess and record strengths and weaknesses of Napoleon's religious changes.</p> <p>Debate: did Napoleon manage religious issues successfully?</p> <p>Students could individually research to find statements and comments by Napoleon regarding religion, the Pope and the Church to share and debate.</p>	<p>Debate relationship of Church and State.</p> <p>Why was Concordat important for Napoleon?</p> <p>(Link to revolutionary developments studied in Part One) and ask students to present views on extent of change and continuity.</p> <p>How far did the Concordat heal the 'wounds' inflicted by the revolution?</p>	<p>Collating evidence from guided reading and sources</p> <p>Notes and materials on Church from Part One of course and from Week 13 (on education)</p>

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Week 16	Legal and administrative change	The Napoleonic Codes	<p>Research detail on:</p> <ul style="list-style-type: none"> • law reform (civil, commercial, criminal and penal codes) • legal/administrative changes (judges, courts and punishments/ use of imprisonment). <p>Create a two column chart to show positive and negative sides of the reforms.</p>	<p>Developing understanding of views of legal systems and concepts, eg paternal authority; equality; rights of the citizen.</p> <p>Consider why 'property rights' were so important. (Reflect back to Declaration of Rights in Part One of course)</p> <p>Students interested in Law might take lead in debating significance of Civil Code.</p>	<p>Guided research using primary sources where available</p> <p>(For this and subsequent Weeks 17–20, students could be given a guided research pack so as to prepare materials before lessons)</p>

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Week 17		Prefects, police and control	<p>Create diagram of administration to include:</p> <ul style="list-style-type: none"> • legal administration, using material from Week 16 • general administration, provincial councils and mayors • prefects • different branches of police • other instruments of administration, eg use of senators. <p>Research duties of prefects and police and discuss the advantages/ disadvantages of their roles for the running of the state.</p> <p>Create a key profile of Fouché.</p> <p>Debate centralised vs. decentralised control and how firm was Napoleon's control over France?</p>	<p>Understanding government administration and centralised vs. decentralised control.</p> <p>Students might like to debate comparisons with Ancien regime.</p>	<p>Legal administration material from Week 16</p> <p>Additional guided reading and source material</p>

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Week 18	Financial and economic policies and problems	Taxation and the central economy	<p>Record problems of French finances, drawing on material from Part One and Part Two of course so far. (Groups or individuals could be asked to present a resumé of state of French economy in 1789 and 1799)</p> <p>Set two questions: (i) Was Napoleon's financial management successful? Did he raise sufficient money to maintain his armies and run France? (ii) Did the French economy flourish under Napoleon?</p> <p>Students should research key areas and respond to these questions. (Class could be divided into two to concentrate on one question each)</p> <p>To respond to question (i) students should consider:</p> <ul style="list-style-type: none"> • management and the Treasury • taxation, direct and indirect • the Bank of France • new coinage. 	<p>Differentiation by task and feedback.</p> <p>Use research materials and sources of varying complexity according to ability.</p> <p>Some might like to undertake an extension comparison with Britain in same period.</p>	<p>Notes from Part One and Part Two of course plus additional research materials, books, articles, primary and contemporary sources and internet</p> <p>Initial stimulus material could be provided, to be augmented by students themselves</p>

			<p>To respond to question (ii) (for feedback in Week 19) students should consider:</p> <ul style="list-style-type: none"> • population growth • conditions in agriculture • conditions in industry • state of transport • wages and standards of living. <p>Feedback and discussion of question (i) this week.</p>		
Week 19		The impact of war and the Continental system; the degree of economic change	<p>Student feedback on question (ii) from Week 18.</p> <p>Additionally consider impact of war and the Continental system on the economy.</p> <p>Create a chronological chart to show how the Continental system grew over course of Napoleonic rule and the retaliatory measures taken against it. Assess its benefits/drawbacks.</p> <p>Draw spider diagram to show problems in economy from c. 1810/11.</p> <p>Use statistics and other sources of information to evaluate success of economic policies; why was there a lack of real economic growth?</p> <p>Assess and create diagram to illustrate the reaction to Napoleonic rule from: peasants, urban workers, the bourgeoisie, towns and cities.</p>	<p>Students taking or interested in Economics, might be encouraged to lead discussion here.</p> <p>Consider the relationship between war and the economy.</p> <p>Who benefited the most from the Napoleonic regime?</p>	<p>Guided reading or worksheets contemporary cartoons from Britain and France, statistics and other primary materials</p> <p>Sources with contrasting views could be analysed and compared</p>

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Week 20		Revision/overview of Section 2	<p>Invite students to discuss in pairs and then share conclusions on Napoleonic rule. They might consider to what extent Napoleonic France was:</p> <ul style="list-style-type: none"> • similar to the Ancien regime • the product of, and fulfilment of, the Revolution • a modern bureaucratic state. <p>Further discussion could centre around: How successful was Napoleon as ruler of France? Did he destroy or consolidate the revolution?</p> <p>Create an evidence bank using primary and secondary materials to support conclusions.</p>	<p>Debate, how far did Napoleon really reform France?</p> <p>Plenty of opportunity for differentiation or stretch and challenge by task and in discussion, by pairing able and less able.</p> <p>A revision essay would enable students to show what they have learnt.</p>	<p>Materials from Part Two, Section 2 for consultation</p> <p>Further reading and source material</p> <p>Could provide initial evidence bank for students to add to</p>

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PART TWO: THE RISE OF NAPOLEON AND HIS IMPACT ON FRANCE AND EUROPE, 1795–1815; Section 3: The Impact of Napoleon’s rule on Europe, 1799–1815 (A-level only)					
Week 21	The army and conquest during the Consulate and Empire	Reasons for military success by 1808 and the part played by Napoleon	<p>Use material from Part One with further research to recap on state of French armies by 1799.</p> <p>Use paintings as stimulus for assessment of campaign against Austria and Battle of Marengo.</p> <p>Chart relations with Britain up to and after the Peace of Amiens 1802; relevance of West Indies.</p> <p>Create illustrated timeline of campaigns of 1805–1807 against Austria, Prussia, Russia and their outcome.</p> <p>Could make illustrated posters of key battles and events (eg Marengo; Austerlitz; Jena; peace of Tilsit).</p> <p>Plot extent of Napoleonic Empire by 1808; this could be displayed on a classroom wall with posters of pinpointed battles around the edge.</p> <p>Debate reasons for Napoleon’s military success (including leadership, the Grande Armée, tactics and ‘enemies’).</p>	<p>Plenty of opportunities for individual research initiative. Topics could be allocated as appropriate to different members of the group.</p> <p>Could assemble a variety of student-led presentations or allocate lead contributors for aspects of debates.</p> <p>Debate extent of Napoleon’s achievement by 1808.</p> <p>Interested students might like to undertake further research onto the Grande Armée.</p>	<p>Materials on armies from Part One and additional research materials.</p> <p>Paintings and cartoons of Napoleon and military achievements/ or failures (refer to British and other continental sources) to 1808</p> <p>These could be presented on a PowerPoint or printed out as laminated evidence for discussion</p>

			Consider link between military success and domestic and financial policies.		Other primary and contemporary written sources – particularly on Napoleon's military leadership and tactics plus secondary research materials Maps to illustrate campaigns, battles and extent of Empire
Week 22		Reasons for expansion and building of Empire; the value and problems of Empire to 1812	<p>Use primary sources to consider Napoleon's ambition and other factors pushing for Empire.</p> <p>Make chart of four coalitions against Napoleon and record French success and failure by 1812. This can be an addition to the timeline begun in Week 7, following the military developments to 1812. (Specific details on Peninsular war, Austrian and Russian campaigns can be developed in Weeks 25–27).</p> <p>Consider importance/ problems of the Continental blockade by 1812 (refer to material from Week 19).</p> <p>Make chart to show value and problems of Empire under themes: administrative; financial; strategic and other factors.</p>	<p>Students to look at differing interpretations for the creation of Empire, including Napoleon's own claims (can these be trusted?).</p> <p>Was Empire created to fulfil revolutionary principles?</p> <p>Did Napoleon seek self-glorification?</p> <p>(Students could take alternative viewpoints leading to a class debate)</p>	<p>Primary source material on Napoleon's aims and ambitions</p> <p>Map(s) of Imperial acquisitions and Empire by 1812</p> <p>Material from Week 19 on Continental system</p> <p>Sources for evaluation and guided reading</p>

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Week 23	The control of the Grand Empire	Administration	<p>Use map of Empire to identify types of control and administration. Mark on this:</p> <ul style="list-style-type: none"> annexed territories including Nice, Savoy, Belgium, Piedmont, Ligurian Republic and Confederation of the Rhine Westphalia and Grand Duchy of Warsaw Cisalpine Batavian, Helvetian Republics Italy and Naples Holland and Spain. <p>Identify lands allocated to Napoleon's relatives and distinguish between types of rule in each area.</p> <p>Assess success of rule in the different parts of the Empire.</p> <p>Discuss methods of control: direct and indirect.</p>	Understanding concept of 'satellite state'; use of Empire for reward; military use of Empire.	<p>Map of Empire as an individual hand-out to annotate</p> <p>Research materials; different students could concentrate on different areas</p>

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Week 24		Economic and social policies	<p>Consider extent to which the Empire was seen as an economic prop for France and Napoleon's armies; how far was this to the detriment of the occupied countries?</p> <p>Investigate who, socially, supported/opposed French within Empire.</p> <p>Create diagram to show spread of Napoleonic 'reforms' within the Empire, eg abolition of Feudalism; spread of Napoleonic codes.</p> <p>What were the adverse consequences of Empire?</p> <p>Students undertake research projects into different areas of the Empire to see effect of Napoleonic rule on each.</p>	<p>Researching link between spread of Napoleon's Empire and growth of forces of Nationalism and Liberalism will provide opportunity for interested students to appreciate the longer-term impact of Napoleonic rule.</p> <p>Opportunity for debate on morality of Empire.</p>	<p>Guidance for reading/ research</p> <p>Primary sources where possible</p> <p>Secondary sources which evaluate the Napoleonic legacy would also be of value</p>

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Week 25	Challenges to Empire	The continental blockade and Peninsular War	<p>Look back at material from Week 22 and add to military timeline as necessary.</p> <p>Create a flow chart of developments leading to the Peninsular War of 1808–1814, including the Continental system.</p> <p>Debate significance of Wellington and British intervention.</p> <p>Establish range of reasons and record why Napoleon was unable to establish control in Spain.</p> <p>Plot developments in Peninsular War against those elsewhere in Europe.</p>	<p>Consider meaning of ‘Spanish Ulcer’.</p> <p>Was intervention in Spain a mistake?</p> <p>Could hold a class debate on this issue.</p>	<p>Use of earlier materials on military developments and continuation of Week 22 timeline</p> <p>Map of Spain (could be used to plot course of campaigns)</p> <p>Primary source material from French and British perspectives</p>

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Week 26		The Austrian campaign	<p>Recap earlier detail on Austria from Week 21 and add detail to timeline from Week 22.</p> <p>Research why war resumed; course of events, Napoleon's victory at Wagram and potential 'issues' (including Napoleon's own troops and his leadership, enemy tactics and the pressure of imperial commitments).</p> <p>Could create a picture profile of 1808 and 1809 and compare the difference in Napoleon's position.</p> <p>(Use this week for some student research into the Russian campaign and defeat of Napoleon in preparation for Weeks 27–29).</p>	<p>Understanding problems of Empire in 1809; students could research different commentaries on Wagram and Napoleon's position.</p> <p>Opportunities for further research into the reasons for Napoleon's downfall; this could be allocated by topic according to student interests and abilities.</p>	<p>Map to accompany Austrian campaign and Wagram</p> <p>Guided reading using primary sources and reference books</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		The Russian campaign and War of the Fourth Coalition	<p>Create spider diagram: Why did Napoleon invade Russia in 1812?</p> <p>Different groups might use primary and secondary source material and statistics to:</p> <ul style="list-style-type: none"> • create a profile of Kutuzov – Commander of Russian forces • undertake a case study of Borodino • profile Napoleon's occupation of Moscow • create a presentation on the French retreat. <p>Make a spider diagram to show why Napoleon failed in Russia.</p> <p>Look at material from Week 22 and the Fourth Coalition. Make a chronological chart of manoeuvres against Napoleon.</p> <p>Create a wall poster to illustrate the Battle of Nations (Leipzig), 1813.</p> <p>Consider significance: to allies, to Napoleon and to France, of the Treaty of Chaumont/allied entry into Paris.</p>	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p> <p>Why has the account of Napoleon's failed invasion of Russia meant so much to later Russians? (This might be an extension activity for students who have studied 20th century Russian/Soviet history).</p>	<p>Statistics and sources on Russian campaign; would be interesting to look at materials from both French and Russian perspectives</p> <p>Maps to understand Russian and later campaigns. These could be annotated with detail of the army's moves</p> <p>Sources on 1813/14 – from as many perspectives as possible</p>

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Week 28	The Collapse of Empire	The first Peace of Paris, the 100 days, Napoleon's abdication and the second Peace of Paris	<p>Look at terms of first Peace of Paris. Consider why they are so lenient.</p> <p>Examine course of 100 days (link to Week 12 and proposed new constitution). Consider how extensive support for Napoleon was; where it came from and why.</p> <p>Case Study of the Battle of Waterloo (use visual sources).</p> <p>Consider why Napoleon was defeated, in both the long and short term.</p> <p>Look at terms of second Peace of Paris and compare with first.</p>	<p>Could Napoleon have re-established his power had he not been defeated at Waterloo?</p> <p>(Extension – does counter-factual History of this kind serve any purpose for a historian?)</p> <p>Which was the stronger influence on Napoleon's eventual defeat – his weaknesses or the allies' strengths?</p>	<p>Material on the two 'Peace of Paris' agreements with maps to show terms</p> <p>Source material on the 100 days</p> <p>Evaluate and debate contemporary accounts and pictures</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		Treatment of France by Vienna settlement; the condition of France in 1815; Napoleon's reputation and legacy	<p>Make chronological timeline from 1813 Battle of Leipzig to end of 1815. Establish place of Vienna Congress (from November, 1814) in considering future of Europe (in which second Peace of Paris was one aspect).</p> <p>Make chart to identify key attendees/ attitudes at Vienna Congress:</p> <ul style="list-style-type: none"> • Alexander I (Russia) • Prince Metternich (Austria) and host • Viscount Castlereagh (British foreign secretary) • Archbishop Talleyrand (representing France). <p>Create a chart of main issues and decisions made; assess condition of France in 1815, under headings: political; economic; social; religious; military position.</p> <p>How effectively did the allies succeed in 'containing' France?</p> <p>Use secondary and primary sources to debate Napoleon's reputation and legacy; was he the 'son of the revolution'?</p>	<p>Develop an understanding of terms such as 'cordon sanitaire'; buffer states; concert of Europe.</p> <p>Assess career of Talleyrand (useful revision-style activity).</p> <p>Look at differing historical interpretations of Vienna settlement.</p> <p>Debate whether Napoleon was a reformer or reactionary.</p>	<p>Maps of France in 1812 and 1815 to compare</p> <p>Students should look over sources used in Part Two of course and add to these to create an evidence bank for Napoleon</p> <p>Research further into interpretations of Napoleon from near-contemporary and secondary books and articles</p>

				<p>Students could find contemporary and later views to share; some might, for example, investigate views of French writers, Balzac, Victor Hugo and Stendhal writing in early/mid-19th century.</p> <p>Consider why the 'legend' of Napoleon has exerted such a powerful influence, both in France and elsewhere.</p>	
Week 30	Overview /Revision		<p>Look back at material in Parts One and Two and, taking the themes of political change, religious change, economic change, social change, France and Europe, create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each theme • a summative wall poster for each theme. <p>Collect or index sources for each thematic area and for the key individuals studied.</p> <p>Update glossary.</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Consider whether the 'revolution' had turned full circle between 1774 and 1815.</p> <p>Opportunities for differentiation by task and in students' reflection on and selection of information.</p>	<p>Notes and materials from Part One and Part Two of this course</p> <p>Further reference and source material which could be assembled by students</p> <p>Practice exam-style questions</p>

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