



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

**Unit 1 WHI01**

**Depth Study with Interpretations**

**Topic Guide - 1A FRANCE 1774-1799**

## Introduction

### Unit 1 – Depth Study with Interpretations

This topic booklet has been written to support teachers delivering **Unit 1 Option 1A: France in revolution, 1774-99** of the 2015 International Advanced Level History specification. We're providing it in Word so that it's easy for you to take extracts or sections from it and adapt them or give them to students.

This Guide includes some content guidance; a scheme of work and a list of suggested resources for students and for teachers.

The Options in Unit 1 focus on the history of one country over a few decades. They cover periods of momentous change and significant development in the history of each of the chosen countries. As a depth study the assessment may include the consideration of the role of individuals and single events, a single year or a number of years across the Option time period in coming to a judgement about a historical interpretation presented as view or statement.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the **Getting Started** guide available on the IAL History web page [here](#).

Question papers and mark schemes with indicative content are also available on-line and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

Principal Examiner Reports for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

# **Option 1A: France in Revolution, 1774-99**

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## Option 1A: France in Revolution, 1774-99

The option is divided into the following four key topics, though students need to appreciate the linkages between topics, as questions may target content across more than one key topic.

Key Topic 1. The origins and onset of revolution, 1774–89

Key Topic 2. Revolution and the failure of constitutional monarchy, 1789–93

Key Topic 3. The National Convention and the Terror, 1793–94

Key Topic 4. From the Directory to Brumaire, 1795–99

### Content guidance

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

#### Overview

The focus of this unit is on the key developments in France from the accession of Louis XVI in 1774, through the years of growing unrest, revolution, terror and the turbulent search for stability in the years after 1785 to the military coup of 1799.

Students will need to gain in-depth understanding of events and developments in the years 1774-99. They should be aware of the key events, developments, groups and individuals as outlined in the specification. They should be able to analyse and evaluate differing interpretations of these events and developments with regard to the historical concepts of cause, consequence, change, continuity, similarity, difference and significance. Students do not need to know the viewpoints of named historians or the historiography of the study of the French Revolution. However, they do need to understand that the same historical evidence can lead historians to different explanations, viewpoints and judgements. For example, there are different explanations as to why 1789 became the pivotal year in the outbreak of the revolution.

Although the unit topics are clarified separately below, students need to appreciate the linkages between them since questions may be set which target the content of more than one topic. For example, students might draw on elements from Topics 2, 3 and 4 to show understanding of the evolution of support for a republic, or they might draw on content from Topics 1 and 2 to consider the significance of Louis XVI in the collapse of the monarchy.

#### Key Topic 1: The origins and onset of revolution, 1774–89

The topic covers the period from the accession of Louis XVI to the storming of the Bastille. It highlights both the contingent underlying causes and conditional shorter-term causes of the outbreak of revolution in France. Students should have knowledge and understanding of the nature of the ancien régime and the challenges faced by Louis XVI on his accession to the throne; the growing problems faced by France in the 1780s; the failings of Louis and his ministers; and the key stages of the onset of the revolution in 1789.

Students should understand both the challenges inherited by Louis XVI on coming to power in 1774 and the consequences of actions taken by Louis and his ministers during his reign. They should be aware of the growing political, social and economic tensions caused by the Enlightenment and the spread of new ideas.

Students should understand the extent to which the problems facing France deteriorated considerably in the years leading up to 1789. They should also understand that the impact of the American Revolution on France was both political and financial.

Students should understand the significance of the decision to call the Estates-General in 1789 and the rapidity with which revolutionary activity took hold. They should have knowledge of the key events and the stages of development from the calling of the Estates-General to the aftermath of the storming of the Bastille.

### **Key Topic 2: Revolution and the failure of constitutional monarchy, 1789–93**

The topic covers the period 1789-1793; from the initial success of the revolution and the hopes of establishing a constitutional monarchy, through the increasing radicalisation of the revolution and Louis' attempted flight from France, to his subsequent trial and execution. It highlights the attempt to create a constitutional monarchy under the Louis XVI and the extent to which this was undermined by both the radicalisation of the revolution and the actions of the king and his supporters. Students should have knowledge and understanding of the initial attempt to create a form of constitutional government, 1789-91; the environment in which political developments were taking place; the breakdown of relations with the king; and the growing radicalisation of the revolution leading to the execution of Louis.

Students should have knowledge of the chronology of events and be aware of the often chaotic nature of events during this period and the competing political pressures on the National Assembly and the Legislative Assembly from above, from within and from below. They should understand both the role of the key political groups and individuals outlined in the specification in creating a revolutionary environment. They should also understand the role of popular protest and the sans-culottes in influencing events and developments.

Students do not need detailed knowledge of the French military involvement in war but should understand the impact of war on the domestic situation in France.

### **Key Topic 3: The National Convention and the Terror, 1793–94**

The topic covers the period when attempts to create a viable republic after the execution of the king became engulfed in political and physical 'terror' before the coup of Thermidor brought some return to stability. It highlights the causes, course and impact of The Terror, the role of individuals such as Robespierre and the impact of the coup of Thermidor. Students should have knowledge and understanding of the preconditions for 'terror'; the organisation of the The Terror; the events, extent and impact of the Great Terror (1794); and the lead up to, and events and impact of, the coup of Thermidor.

Students should understand the extent to which the Terror was affected not only by developments in France but by a fear of the consequences of external threat from the supporters of the French monarchy and other European powers, particularly after the creation of the First Coalition (1793).

Students should be aware of the impact of both the fast-moving pace of events and the institutional and organisational machinery used by the revolutionaries on the nature and development of the Terror. Reference to the 'legislation of terror and centralisation' refers to laws passed in 1794 to define the enemies of the state and centralise revolutionary justice in Paris. Students should understand the role of Robespierre in the radicalisation of events and the reasons for his downfall.

Students should have knowledge of the developments during the Thermidorean government which led to its lack of success, and how these contributed to the problems facing its replacement, the Directory (as outlined in Key Topic 4).

**Key Topic 4: From the Directory to Brumaire, 1795–99**

The topic covers the period of the longest lasting of the revolutionary governments, when attempts were made to implement a more moderate republican constitution, from its establishment in 1795 to its overthrow in 1799. It highlights the challenges faced by the Directory, the extent to which its policies were successful and the threats to its existence, including its downfall and the establishment of Napoleon Bonaparte as First Consul. Students should have knowledge and understanding of the problems facing the Directory in 1795; the work of the Directory; its response to both internal and external threats; and the lead up to, events and impact of the coup de Brumaire.

Students should be aware of both the external and internal pressures on the government of the Directory and the extent to which it was undermined by the legacy of the previous years of revolutionary activity. With regard to the significance of war in the years 1795–99, students do not need to have detailed knowledge of military actions but they should be aware of the key events in Europe and Egypt and should understand the impact of these events on the domestic situation in France. Students should also have an understanding of the nature of the government established in France under the Consulship at the end of 1799.

## Example Scheme of Work

The Scheme of Work included in this section is an EXAMPLE only and do not need to be followed, However, they may be useful to use when working though the specification for the first time.

### Option 1A: France in Revolution, 1774-99

<b>Week 1</b>	<b>The origins and onset of revolution, 1774-89</b>	The ancient regime and its challenges in 1774
<p><b>Aim:</b></p> <p>To establish an overview of events 1774-99; to understand the political system in France in 1774 and explain the ideological challenges beginning to emerge</p> <p><b>Topics covered:</b></p> <p>Absolutism and court faction; the parlements; the three estates; rights of nobles and church privilege; the impact of the Enlightenment and the spread of new ideas.</p> <p><b>Suggested activities/resources:</b></p> <p>Begin to create an annotated/illustrated timeline (either individual or for classroom) of events across the Unit time period 1774-99 and/or an annotated/illustrated map of France – each can be added to as coverage of the content progresses; use contemporary political cartoons and pictures of Versailles to help explain the political inequalities of the period – students can create their own cartoon to show understanding.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder, 2013) Ch.1, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch.1, P Jones, <i>The, French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 1.1, Part 2.2</p> <p><b>Teaching points to note:</b></p> <p>Establishing an overview of events through an introductory timeline allows students to begin to determine patterns of change and continuity and gain a view of the whole time period being studied. The French Revolution is a period of history when a great deal of change occurred over a relatively short period of time. It will also be important to provide students with or for students to have access to a map of France to establish the political geography of events.</p> <p>Unit 1 questions will target second order concepts such as cause, consequence, change, continuity, similarity and difference, and significance. It would be good practice to discuss different ways of approaching these concepts and analyzing events using these concepts throughout the period of the course of study.</p>		

<b>Week 2</b>	<b>The origins and onset of revolution, 1774-89</b>	Problems facing France in the 1780s
<p><b>Aim:</b></p> <p>To understand and explain the specific problems and challenges facing France in the 1780s.</p> <p><b>Topics covered:</b></p> <p>Rural poverty and urban food prices; taxation and crown debt; corruption at court; impact of the American Revolution.</p> <p><b>Suggested activities/resources:</b></p> <p>Source carousel - create a carousel of sources placed around the classroom for students to collect information about the problems facing France – place the sources as large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the problems facing France in the 1780s. Causation exercise – students evaluate the potential for revolution using a sorting exercise – giving each problem a weight or putting into rank order – find connection between the problems to establish inter-relationships.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch 2; D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 1, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.2</p> <p><b>Teaching points to note:</b></p> <p>It is important for students to be able to define, understand and deploy vocabulary specific to the topic being studied. It would be useful to provide an initial list of terms and encourage students to add to this and share with other students when they come upon further unfamiliar terms/phrases.</p>		



<b>Week 3</b>	<b>The origins &amp; onset of revolution, 1774-89</b>	The failings of Louis XVI and his ministers
<p><b>Aim:</b></p> <p>To understand and explain the weaknesses of the government of France by Louis VI and his ministers, and to explain the impact on the political situation in France.</p> <p><b>Topics covered:</b></p> <p>Louis' character; financial reforms of Turgot, Necker and Calonne; attitudes to Marie Antoinette; opposition in the Paris Parlement; the Assembly of Notables and the revolt of the aristocracy.</p> <p><b>Suggested activities/resources :</b></p> <p>Create a card index file, A4 factsheet or on-line notes about all of the named individuals; write a diary extract/letter about events from the point of view of a noble; class discussion/formal debate on the long-term problems in France and then plan and write first practice essay.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 3, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 1, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.2</p> <p>Practice essay (causation): set a question that focuses on the long-term problems in France in the years before 1789 – use the generic mark scheme to level student's work – feedback using a student friendly version of the mark scheme to help them understand the level awarded.</p> <p><b>Teaching points to note:</b></p> <p>Exam questions may focus specifically on individuals or groups named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named individuals in the specification (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to the concept of significance and some of the methods used by historians to establish the extent of significance.</p> <p>Practice essay – Unit 1 includes an element of Historical Interpretations (AO3) – this does not involve the use of documentary extracts but requires students to consider the essay questions as a contribution to wider debates and discussions about the nature of historical explanation. Students are not addressing the historiography but discussing /debating the question asked from their own point of view in relation to the content studied and discussed during the teaching of the course (see assessment guidance above).</p>		

Week 4	The origins and onset of revolution, 1774-89	The onset of revolution in 1789
<p><b>Aim:</b></p> <p>To outline the events leading to the outbreak of revolution in Paris and to understand the significance of the main events of 1789.</p> <p><b>Topics covered:</b></p> <p>Summoning and breakdown of the Estates-General; declaration of the National Assembly; significance of the Tennis Court Oath; revolt in Paris and the significance of the storming of the Bastille.</p> <p><b>Suggested activities/resources:</b></p> <p>Create a detailed mini-timeline of events in 1789 and/or begin an annotated wall map of Paris to illustrate the key events of the period; create a chart that shows the immediate consequence of each event and why the further upheaval continues; create a photo montage of modern images that sum up each of the events and then explain why each image has been chosen (either verbally or in writing this encourages good use of explanatory vocabulary); significance exercise – compare the symbolism of the storming of the Bastilles with a similar event in modern history e.g. opening of the Berlin Wall.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 5 &amp; 6; D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 2; P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.2, 2.3.</p> <p><b>Teaching points to note:</b></p> <p>Exam questions may focus specifically on events named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named events (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

<b>Week 5</b>	<b>Revolution and the failure of constitutional monarchy, 1789-93</b>	Attempts to create a constitution, 1789-91
<p><b>Aim:</b></p> <p>To outline the events surrounding the creation of a new constitution for France 1789-91, and to understand and explain the nature of the reforms.</p> <p><b>Topics covered:</b></p> <p>The Great Fear and the abolition of feudalism; the Declaration of the Rights of Man; the October Days and the impact of the march on Versailles; the reforms of the National Assembly.</p> <p><b>Suggested activities/resources:</b></p> <p>Annotated documents – use the Declaration of Rights and an list of constitutional reforms – highlight and annotate the key points (this could also be done in Week 1 to elicit what the revolutionaries believed was wrong in France in the 1780s); create a chart to show differences in France before and after the events of 1789; investigate the role of women in the march on Versailles.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 6; D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 2 &amp; 3; P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.3</p> <p><b>Teaching points to note:</b></p> <p>Students will need to gain an awareness of the rapid train of events during this period and to consider the methods by which events in Paris were communicated to the outlying provinces of France. This might be achieved by reference to more modern examples of fast moving 'revolutionary' events such as the collapse of the Soviet bloc in the late 1980s or the Arab Spring.</p>		

<b>Week 6</b>	<b>Revolution and the failure of constitutional monarchy, 1789-93</b>	The political environment, 1789-93
<p><b>Aim:</b></p> <p>To understand and explain the revolutionary environment created in France 1789-93.</p> <p><b>Topics covered:</b></p> <p>Key political groups; the role of individuals, including Mirabeau, Brissot, Robespierre and Danton; popular protest and the sans-culottes; royalist support; revolutionary culture.</p> <p><b>Suggested activities/resources:</b></p> <p>Create an intelligence dossier of information on the four named individuals and/or key political groups evaluating their threat to the constitutional monarchy (each could be investigated by an individual student and information shared); hold a debate about the future of the monarchy between the main revolutionaries; use documentary film/photographs of modern examples of popular pressure e.g. collapse of communism, Arab Spring, to discuss the role of the 'sans-culottes' in Paris; create cards of different social groups and ask students to determine which groups/ideas they might identify with – use these to create a chart; find examples of contemporary culture – annotate and explain the symbolism.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 5 &amp; 6, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 3, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.3, 2.4 &amp; 2.5; also see S Schama (resources)</p> <p><b>Teaching points to note:</b></p> <p>This week gives students an opportunity to understand in more detail the revolutionary atmosphere and culture emerging in France before the onset of the Terror. Students should be aware of the different political groups emerging, the revolutionary leadership and the role of ordinary people. It is important that students should understand who supported the different groups (including the royalists) and why. Although this Unit does not assess the use of primary sources, this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period.</p>		

<b>Week 7</b>	<b>Revolution and the failure of constitutional monarchy, 1789-93</b>	Breakdown in relations with the king, 1791-2
<p><b>Aim:</b></p> <p>To understand and explain the reasons for the breakdown of relations between the revolutionaries and the king 1791-2.</p> <p><b>Topics covered:</b></p> <p>Flight to Varennes and counter-revolutionary activity; divisions in the Legislative Assembly; the emergence of Republicanism; the impact of war with Austria and Prussia.</p> <p><b>Suggested activities/resources:</b></p> <p>Investigate the events surrounding the flight to Varennes and write a detailed magazine article describing and analyzing the events; devise a series of newspaper headlines to reflect the events of the flight to Varennes and/or the events of 1791-2 – these could be from different revolutionary/royalist perspectives.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 6; D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 3; P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.4</p> <p>Practice essay (significance): set a practice essay that focuses on an individual event e.g. flight to Varennes as a turning point in the course of the Revolution – use the generic mark scheme to level/mark students work but do not annotate it – ask students to re-read with just the level given and to annotate/explain why the level was awarded – get them to give a mark within the level and compare with the mark actually awarded.</p> <p><b>Teaching points to note:</b></p> <p>This week provides a good opportunity to build on the concept of significance established earlier and to consider concepts of consequence through analysing the impact of a specific event – in this case, the flight to Varennes.</p> <p>Students should ensure that they are aware of the specific vocabulary required to analyse events e.g. absolute monarchy, constitution, constitutional monarchy, republicanism, counter-revolution, royalist, radicalism.</p>		

<b>Week 8</b>	<b>Revolution and the failure of constitutional monarchy, 1789-93</b>	The revolution radicalized, 1792-93
<p><b>Aim:</b></p> <p>To chart, understand and explain the rapid escalation of events leading to the emergence of the 'Terror' and the trial and execution of the king.</p> <p><b>Topics covered:</b></p> <p>The invasion of the Tuileries; the impact of the state of national emergency; <i>the journée</i> of 10 August; revolutionary government and the September massacres; the creation of the National Convention; the trial and execution of the king.</p> <p><b>Suggested activities/resources:</b></p> <p>Create a flow chart to show the chain reaction of events from the flight to Varennes to the trial and execution of the king – students use the chart to write an explanation of why the breakdown in relations was so rapid; role play – set up a mock trial of the king or an Assembly debate over the future of the king; draw a political cartoon to sum up the impact of the state of national emergency on the lives of ordinary people in Paris.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 7, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 4, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p><b>Teaching points to note:</b></p> <p>This week would be a good opportunity to focus on the concept of similarity/difference. Students consider in what ways the events of 1792-3 were similar or different to those of the onset of the revolution in 1789.</p>		

<b>Week 9</b>	<b>The National Convention, the Jacobins and the Terror, 1793-4</b>	Preconditions for the 'terror'
<p><b>Aim:</b> To understand and explain the preconditions that existed and from which the Terror emerged.</p> <p><b>Topics covered:</b></p> <p>The significance of external threat; the impact of the Vendée revolt; economic pressures; political pressures, including the Girondin purge, Federalist revolt and Marat's death; the power of the <i>sans-culottes</i> and the Paris Commune.</p> <p><b>Suggested activities/resources:</b></p> <p>Carousel activity (see Week 2) – problems/pressures in France by 1793; debate – set up a formal debate or a balloon debate (different styles of debate can be found on-line) to evaluate the conditional causes of the Terror; create an imaginary blog or Twitter feed reflecting the experiences of people living in Paris or the Vendée.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 7, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 5, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p><b>Teaching points to note:</b></p> <p>Students should be aware of the atmosphere in which the threat, and use, of violence began to emerge. Students should also consider the violent/threatening nature of the revolution from its initial phase.</p> <p>This week provides a good opportunity to build on the concept of causation with a study of conditional (long-term) causes.</p>		

<b>Week 10</b>	<b>The National Convention, the Jacobins and the Terror, 1793-4</b>	Organising the Terror
<p><b>Aim:</b></p> <p>To understand and explain the means used to organise the Terror.</p> <p><b>Topics covered:</b></p> <p>The Committee of General Security; the Revolutionary Tribunal; the Committee of Public Safety representatives on mission; Watch Committees; the Laws of 19 March, Suspects and Frimaire.</p> <p><b>Suggested activities:</b></p> <p>Devise a detailed diagram to show the key machinery of the Terror – how they worked, their impact and the interrelationship between them; design a revolutionary calendar and chart the events of the Revolution from the death of the king to the coup de Brumaire; create a Beginner’s Guide to the Terror summarising the key machinery/individuals/events.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 7 &amp; 8, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 5, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p><b>Teaching points to note:</b></p> <p>Students should have an understanding of the machinery of the Terror – the institutions, legislation and groups of people behind the events.</p>		



<b>Week 11</b>	<b>The National Convention, the Jacobins and the Terror, 1793-4</b>	The Great Terror, 1794
<p><b>Aim:</b></p> <p>To chart, understand and explain the events of the Great Terror, 1794; establish the significance of Robespierre</p> <p><b>Topics covered:</b></p> <p>The purge of the Hébertists and Indulgents; religious radicalism; the legislation of terror and centralisation; the extent and nature of the Terror in Paris and the regions; the role of Robespierre and St-Just.</p> <p><b>Suggested activities:</b></p> <p>Debate/discuss the role of terror in revolutionary activity – this could be in relation to events in 1794 or a wider discussion on the role of terror in other revolutionary movements in history; investigate the nature of the Terror in Paris and produce a magazine article or documentary script describing and analyzing events; in-depth research into the role and significance of Robespierre/St Just – use to create a table of positive and negative aspects of the significance of an individual.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 8, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 5, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5; <i>Danton</i> (1983).</p> <p>Practice essay (consequence): set a practice question to focus on the impact of the Great Terror on the political, economic and social stability of France in 1794 – concentrate on planning and improving on previous essay - use the generic mark scheme to Level/mark.</p> <p><b>Teaching points to note:</b></p> <p>This week provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year. There is also an opportunity to build on the concepts of significance with regard to the role of an individual.</p>		

<b>Week 12</b>	<b>The National Convention, the Jacobins and the Terror, 1793-4</b>	The coup of Thermidor
<p><b>Aim:</b></p> <p>To understand and explain the events leading to, and of, the coup of Thermidor.</p> <p><b>Topics covered:</b></p> <p>Growing economic and political fear; Robespierre under pressure; the arrest and execution of Robespierre and his supporters; Thermidorean government established.</p> <p><b>Suggested activities/resources:</b></p> <p>Role play – mock trial of Robespierre; create a chart comparing the government of France under the Terror to that established after the coup of Thermidor; discussion of why revolutionary times often lead to a series of political coups; write an obituary for Robespierre; create political cartoons showing the coup of Thermidor from different political perspectives.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 8 &amp; 9, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch.5 &amp; 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.4</p> <p><b>Teaching points to note:</b></p> <p>This week provides a good opportunity to build on concepts of causation and consequence. Students should consider the reasons why the intensity of events led to a reaction.</p>		

<b>Week 13</b>	<b>From the Directory to Brumaire, 1795-99</b>	Problems facing the Directory
<p><b>Aim:</b></p> <p>To understand and explain the problems political, social and economic problems facing the Directory.</p> <p><b>Topics covered:</b></p> <p>Political violence, including the White Terror; political divisions; economic and financial pressures; popular protest.</p> <p><b>Suggested activities/resources:</b></p> <p>Evaluation of problems inherited– card sort activity to rank the importance of problems facing the Directory; write a Report to the Directory outlining the 'real' situation in Paris following the demise of Robespierre; discuss and rate the chances of the survival of the Directory.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 9, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p><b>Teaching points to note:</b></p> <p>Students should have an understanding of the experiences of ordinary people in France during the years of the revolution. Weeks 13-15 provide a good opportunity to reflect on the impact of events on ordinary urban and rural dwellers in France during the revolutionary period.</p>		

<b>Week 14</b>	<b>From the Directory to Brumaire, 1795-99</b>	The work of the Directory
<p><b>Aim:</b></p> <p>To describe and understand the nature of government under the Directory; to evaluate the effectiveness of the government by the Directory.</p> <p><b>Topics covered:</b></p> <p>The 1795 constitution; economic and financial reforms; martial law; attempts to control factionalism; Directorial terror; the extent of popularity and success.</p> <p><b>Suggested activities/resources:</b></p> <p>Balance sheet – create a chart to show the positive and negative achievements of the Directory – use to write an extended commentary; design an illustrated diagram to show the work of the Directory.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 9, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p><b>Teaching points to note:</b></p> <p>This is a time period of the French Revolution that can easily be overlooked – students should consider the nature of the government that was established and the compare the different types of government experimented with during the revolution including the Consulship.</p>		

<b>Week 15</b>	<b>From the Directory to Brumaire, 1795-99</b>	Dealing with internal and external threats
<p><b>Aim:</b></p> <p>To understand and explain the nature of the threats to the Directory both internally (from inside France) and externally.</p> <p><b>Topics covered:</b></p> <p>The Verona Declaration and the <i>émigrés</i>; Parisian unrest; revolt in the provinces and reaction to conscription; the significance of war for the domestic situation, 1795–99;</p> <p><b>Suggested activities/resources:</b></p> <p>Create a political cartoon to sum up the position of the Directory immediate before the coup de Brumaire; create a table that identifies key feature of government and fill in key aspects for absolutist France, the constitutional monarch, the Terror and the Directory – use this to explain similarities and differences between the different styles of government in France 1789-199.</p> <p>Evaluation of the problems faced – students work in pairs to investigate the internal and external threats – each student shares their findings with the other;</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch.9, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p><b>Teaching points to note:</b></p> <p>Students should be aware of the impact of the events in France on international relations in Europe – this week would be a good opportunity to review the reaction of the European powers since 1789 and the warfare which ensued.</p>		

<b>Week 16</b>	<b>From the Directory to Brumaire, 1795-99</b>	The coup de Brumaire, 1799
<p><b>Aim:</b> To chart and explain the coup de Brumaire and the establishment of the Consulship; establish the significance of Napoleon Bonaparte.</p> <p><b>Topics covered:</b> The Directory under threat; the role of Sieyès; the significance of the return of Bonaparte; the coup of November and establishment of the Consulship.</p> <p><b>Suggested activities/resources:</b> Investigate the events of the coup de Brumaire – use the information to produce a detailed magazine article or an in-depth piece for a news programme; produce a pen portrait of the achievements of Napoleon Bonaparte to 1799; discussion – how likely is the Consulship to survive and for how long?</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 9 &amp; 10, D Rees &amp; D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5<sup>th</sup> Edition, Hodder) Ch. 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.6</p> <p>Practice essay (change over time; similarity/difference) – set question to focus on change or similarity/difference over a longer period of time – this will allow reflection of the unit in the build-up to the period of revision – level/mark using the generic mark scheme.</p> <p><b>Teaching points to note:</b></p> <p>Students should be aware of the significance of 1799 in relation to the course of the revolution and the emergence of Napoleon Bonaparte. This should be used as an end date from which to establish change over time, change and continuity, similarity and difference across the time period 1789-99.</p> <p>Centres studying Unit 4a might consider using this week as an opportunity to introduce students to the history of Napoleonic France in preparation for the A Level Unit.</p>		

**Week 17 &18****Revision**

The programme of revision will depend on the perceived gaps in the student's knowledge and skills.

**Topics covered:**

**Week 17** - either Weeks 1-7 content or focus on questions relating to shorter time periods

**Week 18** - either Weeks 8-16 content or focus on question relation to longer time periods

**Suggested activities/resources:**

Short answer quizzes; timed essays; interrogation of model answers; visual charts and graphs illustrating change over time etc.

**Teaching points to note:**

Teachers/tutors should encourage students to check content knowledge during these weeks (use of a RAG chart might be useful) and teacher/tutors should ensure that students are developing the required skills for the assessment tasks (see assessment guidance above).

## Resources and references

Unit 1 topics cover popular periods of historical study and there have been many books written and resources produced that deal with all aspects of the specification. The books suggested here are only a small number of those available.

Teachers are recommended to utilise the following resources:

- the 2015 specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- Sample assessment materials for 2015 Specification for IAL History
- relevant material to be found in the Pearson AS/A Level History Specifications (2008 and 2015)/teacher support material (Pearson Edexcel website) and Pearson/Pearson accredited publications for these qualification – IAL Unit 1.A covers aspects of Unit 1 D.1 (2008)
- an historical atlas covering the time period
- on-line podcasts, articles, websites, timeline software – availability on-line is always subject to change and may include subscription charges e.g. BBC radio podcasts/series downloads, History Today, Historical Association, Biography Channel, National Archives, The Map as History, Alpha, Open University, Yale University
- TV documentaries – an increasing variety of made for television documentaries are available in DVD format or as downloads, e.g. BBC, Discovery Channel, History Channel, PBS
- regional resources – where units cover geographic areas regional to a centre utilise relevant resources
- many of the events covered in units 1A-1D have had or will be having significant historical anniversaries and new material has been/will be produced to coincide with these commemorations.

**Additional resource:** Pearson Edexcel GCE A Level (2015) website teaching materials for Paper 2 Option C.2 provides a topic booklet and also a scheme of work – these include useful resources, activities and timelines; see also material produced for Route E Paper 1 and Paper 3 Option 38.1.



## **Suggested resources: textbooks**

Unit 1 topics are well served by a variety of history text series that cater for A Level and undergraduate historians such as *Access to History* (Hodder), *Seminar Studies* (Routledge), *Historical Association Studies*, *Cambridge Perspectives in History* (Cambridge University Press) etc. - once identified it is always worth searching for other texts in the series.

Martin D, *The French Revolution*, (Enquiring History for A level, Hodder, 2013)  
White A, *Revolutions in early modern and modern Europe*, (Pearson, 2015) – Unit 2D.1  
Waller S, *France in Revolution 1776-1830*, (Heinemann Advanced History, 2002)  
Doyle W, *The French Revolution: A Very Short Introduction* (Oxford Paperbacks, 2001)  
Jones P M, *The French Revolution 1787-1804*, (Seminar Studies, Routledge, 2010)  
Wright D G, *Revolution & Terror in France 1789-1795*, (Seminar Studies, Routledge, 1991)  
Hibbert C, *The French Revolution*, (Penguin, new ed. 1982)  
Schama S, *Citizens: A Chronicle of the French Revolution* (Penguin, new ed. 2004)  
Forrest A, *Historical Association Studies: The French Revolution* ( John Wiley & Sons, 1995)  
Campbell P, *The Origins of the French Revolution*, (Problems in Focus, Palgrave Macmillan, 2005)  
Mason L, *The French Revolution: A Document Collection* (Houghton Mifflin, 1999)  
Davies, P, *The French Revolution: A Beginner's Guide* (Oneworld, 2009)  
Schurr R, *Fatal Purity: Robespierre and the French Revolution* (Vintage, 2007)

Also:

*Danton* (1983) – well regarded feature film dealing with the relationship between the Danton and Robespierre  
Charles Dickens, *A Tale of Two Cities* – novel with Victorian perspective of events in France  
Hilary Mantel, *A Place of Greater Safety* – novel following the lives of various revolutionary leaders.

**[Resource mapping on IAL History web page.](#)**