



## **SAMPLE COURSE OUTLINE**

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**MODERN HISTORY**

**ATAR YEAR 11**

**UNIT 1 – ELECTIVE 3: THE FRENCH REVOLUTION  
(1774-1804)**

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## Sample course outline

### Modern History – ATAR Year 11

#### Semester 1 – Unit 1 – Understanding the modern world

This outline is based on Elective 3: The French Revolution (1774–1804)

**The development of historical skills is intrinsic to the teaching of this unit.** (This content is shown beneath this table).

The impact of the following forces should be considered, where appropriate, throughout the unit

- economic
- international relations
- leadership
- political
- social.

| Week | Syllabus content  | Suggested teaching points   |
|------|---|---|
| 1–2  | <ul style="list-style-type: none"> <li>• the main causes of the French Revolution, including               <ul style="list-style-type: none"> <li>▪ the influence of the Enlightenment</li> <li>▪ the tensions within the <i>Ancien Régime</i></li> <li>▪ the changing class structure</li> <li>▪ the financial crisis of the government</li> </ul> </li> <li>• the significant phases of the French Revolution, including               <ul style="list-style-type: none"> <li>▪ the <i>Ancien Régime</i></li> </ul> </li> <li>• the key ideas and their significance in the French Revolution, including               <ul style="list-style-type: none"> <li>▪ absolutism</li> <li>▪ citizenship and inalienable rights</li> </ul> </li> <li>• the role and impact of significant individuals in the struggles of the Revolution, including</li> </ul> | <p><b>Royal government prior to 1789</b></p> <ul style="list-style-type: none"> <li>• Absolutism and royal prerogative</li> <li>• Parlements, including the Parlement of Paris, and Letters de Cachet</li> <li>• King’s council of ministers and role of the Controller-General of Finance</li> <li>• Louis XVI’s accession in 1774 and his suitability as a monarch</li> </ul> <p><b>Structure and tensions of the <i>Ancien Régime</i> &amp; the Estate system</b></p> <ul style="list-style-type: none"> <li>• Clerical absenteeism, land ownership and the tithes, the influence of the Church and religion in society</li> <li>• Privileges for the nobility, including land ownership and feudal dues, venal offices, exemption from taxation and labour, military service</li> <li>• Increasing size and wealth of the bourgeoisie and its tax burden without political voice</li> <li>• Experiences of the peasantry, including landownership and taxation, their reliance on agricultural conditions, continuing serfdom</li> <li>• Living and economic conditions for urban workers and the <i>sans-culottes</i></li> </ul> |

| Week | Syllabus content  | Suggested teaching points  |
|------|---|--|
|      | <ul style="list-style-type: none"> <li>▪ Louis XVI</li> <li>• the role and impact of significant groups in the struggles of the Revolution, including the <i>sans-culottes</i> and the peasants</li> </ul>  | <p><b>The influence of the Enlightenment</b></p> <ul style="list-style-type: none"> <li>• Development of the Enlightenment as a movement focused on using reason and logic to guide society</li> <li>• Role played by <i>philosophes</i> in questioning religion, challenging absolutism and calling for inalienable rights</li> <li>• Extent of readership of the work of the <i>philosophes</i></li> <li>• Significant <i>philosophes</i> and their work <ul style="list-style-type: none"> <li>▪ Montesquieu’s <i>The Spirit of Laws</i> and its criticism of absolutism</li> <li>▪ Voltaire’s call to crush the Church</li> <li>▪ Rousseau’s <i>The Social Contract</i> and its belief in the general will, citizenship and suffrage, and its impact on Robespierre</li> </ul> </li> </ul> <p><b>The financial crisis of the government</b></p> <ul style="list-style-type: none"> <li>• Challenges of the inefficient and inadequate indirect taxation system, and the burden of taxation on the Third Estate</li> <li>• Ongoing impact on government finances of the War of the Austrian Succession, Seven Years’ War, and the American War of Independence</li> <li>• Turgot’s proposed reforms as Controller-General</li> <li>• Necker’s proposed reforms, <i>Compte Rendu</i>, and foreign loans</li> <li>• Series of poor harvests and the resulting unemployment, food shortages and inflation</li> <li>• Calonne’s proposed reforms and rejection by the Assembly of Notables</li> </ul> |
| 3–5  | <ul style="list-style-type: none"> <li>• the significant phases of the French Revolution, including <ul style="list-style-type: none"> <li>▪ the <i>Ancien Régime</i></li> <li>▪ National Assembly/the Constitutional Monarchy</li> </ul> </li> <li>• the consequences of the French Revolution, including <ul style="list-style-type: none"> <li>▪ the difficulties and crises that were faced by revolutionary groups and government as the new state was consolidated</li> </ul> </li> </ul> | <p><b>The political crisis of the government</b></p> <ul style="list-style-type: none"> <li>• Calonne’s replacement by Brienne and his negotiations with the Parlement of Paris, leading to their exile</li> <li>• The calling of the Estates-General</li> <li>• Return of the Parlement of Paris and recall of Necker as Controller-General</li> </ul> <p><b>Preparations for the Estates-General</b></p> <ul style="list-style-type: none"> <li>• Method of voting – by head or order – in the Estates-General and the demands of the Third Estate</li> <li>• <i>Cahiers de Doléances</i> and the concerns of the bourgeoisie</li> </ul>   |

| Week | Syllabus content  | Suggested teaching points  |
|------|---|--|
|      | <ul style="list-style-type: none"> <li>▪ the political rise of the middle class</li> <li>• the key ideas and their significance in the French Revolution, including: <ul style="list-style-type: none"> <li>▪ absolutism</li> <li>▪ citizenship and inalienable rights</li> <li>▪ constitutional monarchy</li> </ul> </li> <li>• the role and impact of significant groups in the struggles of the Revolution, including the <i>sans-culottes</i> and the peasants</li> </ul>   | <ul style="list-style-type: none"> <li>• The pamphlet wars and Abbé Sieyès' <i>What is the Third Estate?</i></li> </ul> <p><b>Events of the Estates-General</b></p> <ul style="list-style-type: none"> <li>• Method of voting – by head or order – in the Estates-General and the demands of the Third Estate</li> <li>• Declaration of the National Assembly and the Tennis Court Oath</li> <li>• The King's response and the reforms of the Royal Session of 23 June, 1789</li> </ul> <p><b>Revolt in Paris</b></p> <ul style="list-style-type: none"> <li>• Tensions in Paris caused by the economic crisis and presence of the military</li> <li>• Increasing political activity of the people of Paris, including at the Palais Royal and the <i>sans-culottes</i></li> <li>• Response to the dismissal of Necker</li> <li>• Attack on the Bastille</li> <li>• Establishment of the Commune of Paris and the National Guard</li> <li>• The King's acceptance of the National Constituent Assembly's authority</li> </ul> <p><b>Task 1: Explanation (Week 5)</b></p> |
| 6    | <ul style="list-style-type: none"> <li>• the significant phases of the French Revolution, including <ul style="list-style-type: none"> <li>▪ the <i>Ancien Régime</i></li> <li>▪ National Assembly/the Constitutional Monarchy</li> </ul> </li> <li>• the consequences of the French Revolution, including <ul style="list-style-type: none"> <li>▪ the difficulties and crises that were faced by revolutionary groups and government as the new state was consolidated</li> <li>▪ the political rise of the middle class</li> </ul> </li> <li>• the key ideas and their significance in the French Revolution, including <ul style="list-style-type: none"> <li>▪ absolutism</li> </ul> </li> </ul> | <p><b>Consolidating the power of the National Constituent Assembly</b></p> <ul style="list-style-type: none"> <li>• Increase in peasant risings across France in response to the economic crisis and the events in Paris, and the Great Fear</li> <li>• Abolishing feudalism and the Night of Patriotic Delirium</li> <li>• Implementing the August Decrees and commencing reform of French society, based on The Declaration of the Rights of Man and the Citizen</li> <li>• Debates over the new constitution, including the powers and position of the King, and the King's refusal to give assent to the Assembly's legislation</li> <li>• October Days and Women's March to Versailles, subsequent return of the King to Paris</li> </ul> <p><b>Task 2 Part A: Historical inquiry (Issue Week 6)</b></p>  |

| Week | Syllabus content  | Suggested teaching points   |
|------|---|---|
|      | <ul style="list-style-type: none"> <li>▪ citizenship and inalienable rights</li> <li>▪ constitutional monarchy</li> </ul>   |   |
| 7–8  | <ul style="list-style-type: none"> <li>• the significant phases of the French Revolution, including               <ul style="list-style-type: none"> <li>▪ National Assembly/the Constitutional Monarchy</li> </ul> </li> <li>• the consequences of the French Revolution, including               <ul style="list-style-type: none"> <li>▪ the difficulties and crises that were faced by revolutionary groups and government as the new state was consolidated</li> </ul> </li> <li>• the key ideas and their significance in the French Revolution, including               <ul style="list-style-type: none"> <li>▪ citizenship and inalienable rights</li> <li>▪ constitutional monarchy</li> </ul> </li> <li>• the role and impact of significant individuals in the struggles of the Revolution, including               <ul style="list-style-type: none"> <li>▪ Danton</li> <li>▪ Marat</li> <li>▪ Louis XVI</li> <li>▪ Robespierre</li> </ul> </li> </ul> | <p><b>Reforms to French society</b></p> <ul style="list-style-type: none"> <li>• Political changes, including administrative restructure, the electoral system and political franchise (active/passive citizens), introduction of a new legal system and reorganisation of the military</li> <li>• Economic changes, including introduction of laissez faire economic policies, creation of national markets, introduction of the metric system for weights and measures, reforms to the taxation system, Le Chapelier Law and the printing of assignats</li> <li>• Social changes, including the weakening of the power and privilege of the Catholic Church by nationalisation of Church land, the Civil Constitution of the Clergy and the clerical oath, introduction of a public education system and extension of civil rights to some non-Catholic religious groups (including Protestants in 1789 and Jews in 1791)</li> </ul> <p><b>Formalising the Constitutional Monarchy</b></p> <ul style="list-style-type: none"> <li>• King’s refusal to accept the terms of the proposed Constitution</li> <li>• Rise of the Jacobins and Cordeliers, Danton, Robespierre and Marat</li> <li>• King’s Flight to Varennes</li> <li>• Increasing discontent of the <i>sans-culottes</i></li> <li>• Demonstration at the Champ de Mars</li> <li>• 1791 Constitution and end of the National Constituent Assembly</li> <li>• Self-denying Ordinance, composition of the new Legislative Assembly, including the development of the Left and Right</li> <li>• Laws concerning refractory priests and <i>émigrés</i> and the King’s veto</li> </ul> |
| 9–10 | <ul style="list-style-type: none"> <li>• the significant phases of the French Revolution, including               <ul style="list-style-type: none"> <li>▪ National Assembly/the Constitutional Monarchy</li> </ul> </li> <li>• the consequences of the French Revolution, including</li> </ul>   | <p><b>Outbreak of War with Austria and Prussia:</b></p> <ul style="list-style-type: none"> <li>• Foreign responses to the revolution, Declaration of Pillnitz</li> <li>• Questions about the King’s trustworthiness, role of Marie Antoinette and the Austrian Committee</li> <li>• Views of Lafayette, Brissotins/Girondins and Robespierre on war</li> </ul>  |

| Week  | Syllabus content   | Suggested teaching points  |
|-------|--|--|
|       | <ul style="list-style-type: none"> <li>▪ foreign policy and the revolutionary wars</li> <li>▪ the abolition of monarchy</li> <li>• the key ideas and their significance in the French Revolution, including <ul style="list-style-type: none"> <li>▪ citizenship and inalienable rights</li> <li>▪ constitutional monarchy</li> <li>▪ republicanism</li> </ul> </li> <li>• the role and impact of significant individuals in the struggles of the Revolution, including <ul style="list-style-type: none"> <li>▪ Danton</li> <li>▪ Marat</li> <li>▪ Louis XVI</li> <li>▪ Robespierre</li> </ul> </li> <li>• the role and impact of significant groups in the struggles of the Revolution, including the <i>sans-culottes</i> and the peasants</li> </ul> | <p><b>Influence of the War on the calls for a Republic</b></p> <ul style="list-style-type: none"> <li>• King’s veto of laws and subsequent dismissal of ministers</li> <li>• Tensions from State of Emergency and the Brunswick Manifesto</li> <li>• Creation of the revolutionary commune and role of <i>sans-culottes</i></li> <li>• Attack on the Tuileries by the <i>sans-culottes</i> and the <i>fédérés</i></li> <li>• Imprisonment of the King and the demands for the abolition of the monarchy, a new constitution and universal male suffrage</li> </ul> <p><b>Increasing radicalisation of the revolution</b></p> <ul style="list-style-type: none"> <li>• Dual control in France of the revolutionary commune and the Legislative Assembly and the immediate radical measures, which included the abolishment of feudal dues</li> <li>• Significance of Lafayette’s desertion and capture of Verdun</li> <li>• Influence of Danton and Marat on the September Massacres, the role of the <i>sans-culottes</i> and defeat of the Prussians at Valmy</li> <li>• Proclamation of the Republic</li> </ul> <p><b>Task 2 Part A: Historical inquiry (Submit in Week 10)</b></p> <p><b>Task 2 Part B: In-class validation (Week 10)</b></p> |
| 11–13 | <ul style="list-style-type: none"> <li>• the significant phases of the French Revolution, including <ul style="list-style-type: none"> <li>▪ the Reign of Terror</li> </ul> </li> <li>• the consequences of the French Revolution, including <ul style="list-style-type: none"> <li>▪ the abolition of monarchy</li> <li>▪ the counter-revolution and the Reign of Terror</li> <li>▪ the political rise of the middle class</li> </ul> </li> <li>• the key ideas and their significance in the French Revolution, including <ul style="list-style-type: none"> <li>▪ citizenship and inalienable rights</li> <li>▪ republicanism</li> </ul> </li> </ul>  | <p><b>Execution of the King</b></p> <ul style="list-style-type: none"> <li>• Composition of the National Convention</li> <li>• Debates about the fate of the King</li> <li>• Impact of Marat’s proposal for <i>appel nominal</i></li> <li>• Significance of the King’s execution for control of the Convention</li> </ul> <p><b>The expansion of revolutionary war on the counter-revolution</b></p> <ul style="list-style-type: none"> <li>• Edict of Fraternity, 1792</li> <li>• War with Britain, the Netherlands, Spain and the First Coalition</li> <li>• Internal challenges, including conscription and the economy</li> <li>• Uprising in the Vendée</li> </ul>  |

| Week | Syllabus content   | Suggested teaching points   |
|------|--|---|
|      | <ul style="list-style-type: none"> <li>• the role and impact of significant individuals in the struggles of the Revolution, including               <ul style="list-style-type: none"> <li>▪ Danton</li> <li>▪ Marat</li> <li>▪ Louis XVI</li> <li>▪ Robespierre</li> </ul> </li> </ul>  | <p><b>The emergence of government by terror</b></p> <ul style="list-style-type: none"> <li>• Emergency measures – Committee of General Security, Committee of Surveillance, Revolutionary Tribunal, Representatives-on-mission, Committee of Public Safety, Summary Execution Decree</li> <li>• Expulsion of the Girondin deputies</li> <li>• Constitution of 1793</li> </ul> <p><b>The escalation of terror after September 1793</b></p> <ul style="list-style-type: none"> <li>• Robespierre’s leadership of the Committee of Public Safety</li> <li>• Proclamation of ‘Terror is the order of the day’ and its impact</li> <li>• <i>Levée en masse, armée révolutionnaire</i>, Law of the Maximum, Law of Suspects and Show Trials</li> <li>• Dechristianisation</li> <li>• Revolutionary calendar</li> <li>• Law of Revolutionary Government and its response to opposition</li> <li>• Committee of Public Safety’s absolute authority, Law of 22 Prairial</li> <li>• Impact of the Great Terror of June–July 1794</li> <li>• Coup of Thermidor and execution of Robespierre</li> </ul> <p><b>Task 3: Source analysis (Week 13)</b></p> |
| 14   | <ul style="list-style-type: none"> <li>• the significant phases of the French Revolution, including               <ul style="list-style-type: none"> <li>▪ the Directory</li> </ul> </li> <li>• the consequences of the French Revolution, including               <ul style="list-style-type: none"> <li>▪ foreign policy and the revolutionary wars</li> <li>▪ the counter-revolution and the ‘Reign of Terror’</li> <li>▪ the political rise of the middle class</li> </ul> </li> <li>• the key ideas and their significance in the French Revolution, including               <ul style="list-style-type: none"> <li>▪ citizenship and inalienable rights</li> </ul> </li> </ul> | <p><b>Establishing the Directory</b></p> <ul style="list-style-type: none"> <li>• Thermidorian Reaction</li> <li>• Significance of continuing economic crisis and uprisings</li> <li>• Limited extent of the White Terror and the Vendémiaire uprising</li> <li>• Constitution of the Year III</li> </ul> <p><b>Challenges and successes during the phase of the Directory</b></p> <ul style="list-style-type: none"> <li>• Dealing with the war and the economy</li> <li>• The Babeuf Plot, Coup of 18 Fructidor and the royalist movement</li> <li>• Key events and achievements in the revolutionary wars, and the rise of Napoleon in the military</li> </ul>   |



| Week | Syllabus content   | Suggested teaching points   |
|------|--|---|
|      | <ul style="list-style-type: none"> <li>▪ republicanism</li> </ul>  |   |
| 15   | <ul style="list-style-type: none"> <li>• the significant phases of the French Revolution, including               <ul style="list-style-type: none"> <li>▪ Napoleon’s rise to Emperor</li> </ul> </li> <li>• the significance of the French Revolution into the 19th century, including               <ul style="list-style-type: none"> <li>▪ the influence of Napoleonic France</li> <li>▪ the growth of nationalism as an outcome of the French Revolution</li> </ul> </li> </ul> | <p><b>Napoleon’s rise to power</b></p> <ul style="list-style-type: none"> <li>• Opposition to the Directory and the war</li> <li>• Coup of 18 Brumaire</li> <li>• Abolition of the Directory, Law of Brumaire</li> <li>• Power structures of the new Constitution of the Year VIII</li> <li>• Napoleon’s actions as First Consul, including establishment of life consulate and hereditary rule</li> <li>• Napoleon’s transformation from First Consul to Emperor of the French in May 1804 and coronation in December 1804</li> </ul> <p><b>The significance of the revolution and Napoleon’s rise to Emperor</b></p> <ul style="list-style-type: none"> <li>• Overview of Napoleon’s leadership actions in France – Civil Code, education, religion and the Concordat, financial reforms, censorship and propaganda, the Legion of Honour</li> <li>• Significance of the revolution beyond France – growth of ideas of nationalism and national self-determination, amalgamation of small states of modern-day Germany, independence of Belgium, end of the Holy Roman Empire, consolidation of the British Empire</li> <li>• Ideological legacy of the revolution – democratic republicanism, sovereignty of the people, equality before the law, freedom of speech, freedom of association and freedom from arbitrary arrest, liberalism, Jacobinism and Socialism</li> </ul> |
| 16   |  | <b>Task 4: Semester 1 examination</b>   |

### Historical Skills

The following skills will be developed during this unit.

#### **Chronology, terms and concepts**

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### **Historical questions and inquiry**

- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- acknowledge and reference sources, as appropriate

#### **Analysis and use of historical sources**

- identify the message, origin, purpose and context of historical sources
- analyse and synthesise evidence from different types of historical sources
- evaluate the reliability and usefulness of historical sources

#### **Perspectives and interpretations**

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate different historical interpretations of the past and how they are shaped by the historian's perspective
- evaluate the significance of ideas, events and people

#### **Explanation and communication**

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to sustain an argument
- communicate historical understanding, using historical knowledge, concepts and terms