

Term	1	2	3	4	5	6
Topic Title	Democracy and participation /the media	UK Political Parties Voting behaviour and Electoral systems, political parties	The constitution Prime Minister and Cabinet	Parliament Relations between institutions, including devolution and Parliament checking the executive	Ideas - Liberalism and Socialism	Ideas: Conservatism and Nationalism
Rationale	In Year 12 we begin with UK Politics as this builds the foundation of the whole course and covers key concepts that will be compared with ideologies and the US topics. The students are introduced to vital concepts of democracy and participation. In these units students develop source analysis and essay writing skills. They will examine how voters are less driven by long term issues and more influenced in the short term in recent years. There are connections with Sociology as we examine how factors such as age, race, religion and class affect voting. This unit links to Year 13 Democracy and Participation.	In the previous unit the students learnt about voter turnout and participation, so this unit builds on this knowledge by looking at the mechanisms of how elections work. This is a challenging unit as we students need some mathematical understanding to examine representation and effectiveness as we use terms such as majority. The unit links to UK Govt relations between branches as we look at electoral systems in other nations of the UK. This unit links to Year 13 Democracy and Participation. It is important that this unit is taught separately from the ideologies units as some weaker students can confuse the ideas of parties with the ideologies of politics,	The students begin to learn about the Constitution first as this is the foundation of UK Government and all following Government topics link back to the support and constraints of the constitution. This topic is also essential comparison with the Year 13 USA Constitution topic. In this unit they will see how the Prime Minister is an executive in parliament. This unit will link to electoral systems and political parties as they will see how manifestos and electoral results can affect mandates.	This unit links to the previous unit as students would have learnt that the Parliament is sovereign in the UK. Students will examine how parliament functions, makes laws and scrutinises. This topic connects with UK Politics units of democracy and participation and electoral systems. This unit links directly to the Year 13 on Congress. the students will connect the branches of the UK and how they work together. They will examine the PM, judiciary and devolved bodies. This unit compares to the Year 13 unit on the Constitution as the students will be able to compare the devolution in the UK to the federalism in the USA.	This unit is conceptually easier to understand than the other ideologies units so it is a useful starting point. The ideas of liberalism will seem familiar to the students as we will have discussed these in the UK constitution and political parties. Some of the key thinkers may have been learnt by students in other subjects such as History and Economics. This unit will link when students study the USA Constitution as key liberal ideas such as 'limited government' are fundamental. Socialism has the most strands and has challenging concepts of collectivization and equality. Some students may be able to draw links between the international relations and their studies in History.	This next unit is challenging as students have to understand the differences between the strands of conservatism. In this unit students will look at the ideas of nationalism and how it is not a cohesive ideology. The unit links to the topic of devolution and referendums in Scotland from Paper 1 & Paper 2. Students may be able to draw from their own knowledge and studies in other subjects such as History, Geography and Economics.
Prior knowledge	The unit is useful for assessing student's general and prior knowledge of politics whether they have studied GCSE Citizenship or not. Some elements of Democracy and Participation may have been addressed in PSHCEE lessons as well as GCSE Business, History and Geography. Students will build on skills from GCSE English, History and Geography for analysing data, interpretations and evaluating and structuring arguments. KNOWLEDGE GAPS: This unit is completely new. An understanding of current affairs helps access the initial learning.	The unit is useful for assessing student's general and prior knowledge of politics whether they have studied GCSE Citizenship or not. Some elements of Democracy and Participation may have been addressed in PSHCEE lessons as well as GCSE Business, History and Geography. This unit builds on the key issues and terms learned in the previous unit. Students will build on skills from GCSE English, History and Geography for analysing data, interpretations and evaluating and structuring arguments.	The unit is useful for assessing student's general and prior knowledge of politics whether they have studied GCSE Citizenship or not. Some elements of Democracy and Participation may have been addressed in PSHCEE lessons. Some references may be familiar to those who studied GCSE History or Geography. This unit builds on the key issues and terms learned in the previous unit. Students will build on skills from GCSE English, History and Geography for analysing data, interpretations and evaluating and structuring arguments.	The unit is useful for assessing student's general and prior knowledge of politics whether they have studied GCSE Citizenship or not. Some elements of Democracy and Participation may have been addressed in PSHCEE lessons. Some references may be familiar to those who studied GCSE History or Geography. This unit builds on the key issues and terms learned in the previous unit. Students will build on skills from GCSE English, History and Geography for analysing data, interpretations and evaluating and structuring arguments.	The unit is useful for assessing student's general and prior knowledge of politics whether they have studied GCSE Citizenship or not. Some elements of Democracy and Participation may have been addressed in PSHCEE lessons. Some references may be familiar to those who studied GCSE History or Geography. Students will build on skills from GCSE English, History and Geography for analysing data, interpretations and evaluating and structuring arguments.	The unit is useful for assessing student's general and prior knowledge of politics whether they have studied GCSE Citizenship or not. Some elements of Democracy and Participation may have been addressed in PSHCEE lessons. Some references may be familiar to those who studied GCSE History or Geography. Students will build on skills from GCSE English, History and Geography for analysing data, interpretations and evaluating and structuring arguments.

Key knowledge/skills development	In these units students develop source analysis and essay writing skills. They will examine how voters are less driven by long term issues and more influenced in the short term in recent years. There are connections with Sociology as we examine how factors such as age, race, religion and class affect voting. Students are taught to make detailed comparisons. The students can make comparative points learnt from this unit in Paper 2 UK Government essays and Paper 3 USA.	In this unit the students learn about the role of political parties and the major and minor parties in the UK. They evaluate the various electoral systems and analyse and evaluate the cases for reform. They evaluate factors influencing voters and analyse the roles of pressure groups. Students are taught to make detailed comparisons. The students can make comparative points learnt from this unit in Paper 2 UK Government essays and Paper 3 USA.	The students are taught the concepts of authority, power and sovereignty. In UK Government students are taught to make synoptic links to US Politics. Students are taught to make detailed comparisons. The students can make comparative points learnt from this unit in Paper 2 UK Government essays and Paper 3 USA.	In UK Government students are taught to make synoptic links to US Politics. This unit links directly to the Year 13 on Congress. the students will connect the branches of the UK government and how they work together. They will examine the PM, judiciary and devolved bodies. In UK Government students are taught to make synoptic links to UK and US Politics. This unit compares to the Year 13 unit on the Constitution as the students will be able to compare the devolution in the UK to the federalism in the USA.	For the exam, students not need to compare between ideologies but it is a key teaching strategy to embed understanding and to prevent students becoming confused. For each unit there are 5 key thinkers which they need to learn and apply to their analysis. Some students may be able to draw links between the international relations and their studies in History.	For the exam, students not need to compare between ideologies but it is a key teaching strategy to embed understanding and to prevent students becoming confused. For each unit there are 5 key thinkers which they need to learn and apply to their analysis. Key concepts that we study are pragmatism, organic society. This unit is similar to the other ideologies units in skills but different in terms of knowledge
National Curriculum /specification links	Analysis and comparative analysis of case studies, research and op/ed sources. Evaluation of interpretations, Making synoptic links. Cause, consequence and impact.	Analysis and comparative analysis of case studies, research and op/ed sources. Evaluation of interpretations, making synoptic links. Cause, consequence and impact.	Analysis and comparative analysis of case studies, research and op/ed sources. Evaluation of interpretations, making synoptic links. Cause, consequence and impact.	Analysis and comparative analysis of case studies, research and op/ed sources. Evaluation of interpretations, making synoptic links. Cause, consequence and impact.	Analysis and comparative analysis of case studies, research and op/ed sources. Evaluation of interpretations, study of key individuals and thinkers, impact and influence of key thinkers.	Analysis and comparative analysis of case studies, research and op/ed sources. Evaluation of interpretations, study of key individuals and thinkers, impact and influence of key thinkers.
Cross curricular links	English - essay writing and source analysis. (elements of Narrative Y10./11) Maths - data handling. (ratio and statistics Y10/11) UK geography to understand constituencies and the 'Red Wall' (Y7 UK landscapes)	English - essay writing and source analysis. (English Language creative reading and writing skills Y10/11) Maths - data handling. (ratio and statistics Y10/11) Current affairs and History when studying case studies from the last 40 years. History with Rights in Context from Magna Carta to 1969 Reform Act. (Y7/8)	English - essay writing and source analysis. (English Language creative reading and writing skills Y10/11) Maths - data handling. (ratio and statistics Y10/11) History when studying case studies from the last 40 years. History with Rights in Context from Magna Carta to 1969 Reform Act. (Y7and 8)	English - essay writing and source analysis. (English Language creative reading and writing skills Y10/11) Maths - data handling. (ratio and statistics Y10/11) . History when studying case studies from the last 40 years. (KS3 and GCSE)	English - essay writing and source analysis. (English Language creative reading and writing skills Y10/11) Maths - data handling. (ratio and statistics Y10/11) History when studying case studies from the last 40 years. (KS3 and GCSE)	English - essay writing and source analysis. (English Language creative reading and writing skills Y10/11) Maths - data handling.(ratio and statistics Y10/11) History when studying case studies from the last 40 years. (KS3 and GCSE)
Literacy	Extended writing of essays, analytical writing, construction of opinions and argumentative essays, presentations and speeches, analysis of interpretations, synoptic thinking and writing.	Extended writing of essays, analytical writing, construction of opinions and argumentative essays, presentations and speeches, analysis of interpretations, synoptic thinking and writing.	Extended writing of essays, analytical writing, construction of opinions and argumentative essays, presentations and speeches, analysis of interpretations, synoptic thinking and writing.	Extended writing of essays, analytical writing, construction of opinions and argumentative essays, presentations and speeches, analysis of interpretations, synoptic thinking and writing.	Extended writing of essays, analytical writing, construction of opinions and argumentative essays, presentations and speeches, analysis of interpretations,	Extended writing of essays, analytical writing, construction of opinions and argumentative essays, presentations and speeches, analysis of interpretations,
Numeracy	Use of data - opinion polls, election results, popularity polls, participation polls, employment, industrial, crime etc. statistics, map work for analysis of constituencies	Use of data - opinion polls, election results, popularity polls, participation polls, employment, industrial, crime etc. statistics, map work for analysis of constituencies	Election result analysis - use of percentages, to analyse majorities and coalition governments. Use of flow charts to explain and analyse roles of different branches of government.	Election result analysis - use of percentages, to analyse majorities and coalition governments. Use of flow charts to explain and analyse roles of different branches of government.	Timelines to analyse evolution and development of ideologies. Mathematical data to relate ideologies to economic, historical and societal events.	Timelines to analyse evolution and development of ideologies. Mathematical data to relate ideologies to economic, historical and societal events.
STEM	Problem solving activities. Map work and demographic statistics, analysis of political geography.	Problem solving activities and decision making; design a political party. Map work and demographic statistics, analysis of political geography.	Problem solving activities and decision making; designing a constitution.	Problem solving activities. designing a system of checks and balances in a school/place of employment.	Problem solving activities. The analysis of industrialisation on society and political ideology.	Problem solving activities. The analysis of industrialisation on society and political ideology.

<p>Key vocabulary</p>	<p>Representative and direct democracy, media, mandate, majority, constituency, participation, pressure groups, think tanks</p>	<p>Mandate, majority, Red Wall, First Past the Post, Alternative Vote, Proportional Representation, lobbying</p>	<p>Executive, mandate, majority, legislative, separation of powers, judiciary, legislation, budget, Royal prerogative, codified and uncodified, convention, proroguing, parliamentary sovereignty</p>	<p>Checks and balances, separation of powers, ministerial responsibility, the Salisbury convention, Bill of Rights, select committees, back benchers.</p>	<p>Classical liberalism, Marxism, egoistical individualism and developmental individualism, freedom/liberty, human nature, the state, society, the economy: individualism, rationalism, social justice, collectivization, community.</p>	<p>Classical Conservatism. One Nation Conservatism, the New Right, Paradox, egoistical individualism and developmental individualism, freedom/liberty, human nature, the state, society, the economy: individualism, rationalism, social justice, collectivization, community. Social Nationalism.</p>
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