

| Term | 1 | 2 | 3 | 4 | 5 | 6 |
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| Topic Title | <u>Democracy and participation /the media</u> | <u>UK Political Parties Voting behaviour and Electoral systems, political parties</u> | <u>The constitution Prime Minister and Cabinet</u> | <u>Parliament Relations between institutions, including devolution and Parliament checking the executive</u> | <u>Ideas - Liberalism and Socialism</u> | <u>Ideas: Conservatism and Nationalism</u> |
| 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. | 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. Maths - data handling. UK geography to understand constituencies and the 'Red Wall' | English - essay writing and source analysis. Maths - data handling 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. | English - essay writing and source analysis. Maths - data handling History when studying case studies from the last 40 years. History with Rights in Context from Magna Carta to 1969 Reform Act. | English - essay writing and source analysis. Maths - data handling. History when studying case studies from the last 40 years. | English - essay writing and source analysis. Maths - data handling. History when studying case studies from the last 40 years. . | English - essay writing and source analysis. Maths - data handling. History when studying case studies from the last 40 years. |
| 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, 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. |
| 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. |
| Key vocabulary | Representative and direct democracy, media, mandate, majority, constituency, participation, pressure groups, think tanks | Mandate, majority, Red Wall, First Past the Post, Alternative Vote, Proportional Representation, lobbying | Executive, mandate, majority, legislative, separation of powers, judiciary, legislation, budget, Royal prerogative, codified and uncoded, convention, proroguing, parliamentary sovereignty | Checks and balances, separation of powers, ministerial responsibility, the Salisbury convention, Bill of Rights, select committees, back benchers. | Classical liberalism, Marxism, egoistical individualism and developmental individualism, freedom/liberty, human nature, the state, society, the economy; individualism, rationalism, social justice, collectivization, community. | 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 |

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| Topic Title | US politics - comparative theory element, Constitution, USA Democracy & participation | US Congress / US Presidency | US Supreme Court & Civil Rights | Comparative theory and synoptic links review / Revision and exam preparation. | Revision and exam preparation | |
| Rationale | Within the specification there is a unit called 'comparative theories' where students are taught to compare between the USA and UK applying three key theories to deepen their analysis. Rather than teach the Comparative theories unit as a standalone unit at the end of the course this unit has been included at the end of each unit to allow revision of Paper 1 and Paper 2 throughout Year 13. Students begin studying the USA constitution as this document outlines the foundation of the three branches of government which students then study in further detail throughout the year. The comparative theories section will encourage links between Paper 1 Liberalism, Paper 2 UK Constitution and Relations between branches. | This unit will return to the USA Constitution and then consider how the USA Congress may be seen by some as the 'weakest branch'. The comparative theories section will encourage links between Paper 2 UK Parliament. This unit will again return to the USA Constitution and then consider how the Presidency has evolved to become the powerful branch that it is today. Students will have studied Presidential elections in the Democracy unit and will be able to apply this knowledge. Students will also be able to connect how Congress interacts with the Presidency and scrutiny it can use including impeachment. Students will be encouraged to analyse across the USA course as the essay questions are synoptic in nature. The comparative theories section will encourage links between Paper 2 UK Prime Minister. | In the final unit of the course we return to the USA constitution and the final of the three branches of government. The Supreme Court has a complex relationship with the other branches and so it seems right to conclude with this unit. The students will examine civil rights which is a challenging issue which requires knowledge of democracy and participation. Students will be encouraged to analyse across the USA course as the essay questions are synoptic in nature. The comparative theories section will encourage links between Paper 1 Democracy, Paper 2 Relations between branches and UK Constitution. | Within the specification there is a unit called 'comparative theories' where students are taught to compare between the USA and UK applying three key theories to deepen their analysis. Rather than teach the Comparative theories unit as a standalone unit at the end of the course this unit has been included at the end of each unit to allow revision of Paper 1 and Paper 2 throughout Year 13. This also allows for time to focus on individual skills and papers and to formulate more bespoke study programmes for pupils. | In this half term there will be post mock exams and exam preparation. As some of the content is quite detailed, this period will focus on knowledge retrieval, exam skills and practice. The units will be rotated on a weekly basis to allow a fair allocation of time to cover each unit on a rolling programme to all the students to build up revision and knowledge retrieval over time. This also allows for time to focus on individual skills and papers and to formulate more bespoke study programmes for pupils. | |
| Prior knowledge | In the previous units students will already have an understanding of electoral systems, influences on voting, pressure groups and the UK constitution. Students can make synoptic links between the US systems and UK politics. | In the previous unit, students will have learnt about how the Founding Fathers intended the USA to be governed and this unit looks at how democracy functions in practice. Students will be encouraged to analyse across the USA course as the essay questions are synoptic in nature. Students will have studied Presidential elections in the Democracy unit and will be able to apply this knowledge. | The students will examine civil rights which is a challenging issue which builds on prior knowledge of democracy and participation, popular sovereignty and separation of powers and checks and balances, federalism and statehood. | Students can now review the US unit in light of the synoptic requirements and make analytical and comparative links with Units 1 and 2. This will then be reviewed in light of the requirements for the exam and provides useful revision and review of the units covered in y12. | All the prior knowledge and skills covered including Unit 1; UK politics and Government, Unit 2 Ideologies and Unit 3 US politics and government. This involves; analysis of political interpretations, participation and electoral systems, role of media and voting behaviour, electoral reform, political parties, UK governments and structure, key ideologies, US government and politics and synoptic links with units 1 and 2. | |
| Key knowledge /skills development | Key concepts of limited government and separation of powers are introduced which are necessary for their understanding of the course. Understanding of amendments to the constitution and the cases for further reform. Comparative analysis with the UK constitution. Comparative analysis and synoptic links with US/UK voting behaviour, evaluation of the roles of pressure groups and lobbyists. | As the essay questions are synoptic in nature | Key concepts of checks and balances, judicial review, role of the Supreme Court, statehood and federalism. Students will be encouraged to analyse across the USA and UK course as the essay questions are synoptic in nature. | Analytical comparisons, evaluation of political structures, Cumulation of previous key themes and issues of analysis and evaluation, source evaluation, role of individuals, knowledge retrieval, development of ideologies, impact and significance, assessment of key themes and structuring an argument. | Cumulation of previous key themes and issues of analysis and evaluation, source evaluation, role of individuals, knowledge retrieval, development of ideologies, impact and significance, assessment of key themes and structuring an argument. | |
| National Curriculum /specificity on links | Further development of analysis, evaluation and structuring an argument. Comparative analysis, impact and significance. Analysis and comparison of interpretations, source analysis. | Comparative analysis, evaluation of key reforms and the need for reform, structuring an argumentative essay. Comparative analysis, impact and significance. Analysis and comparison of interpretations, source analysis | Comparative analysis, evaluation of key reforms and the need for reform, structuring an argumentative essay, impact and significance. Analysis and comparison of interpretations, source analysis. | Comparative analysis, evaluation of key reforms and the need for reform, structuring an argumentative essay. Evolution of ideologies, roles of key thinkers, development of government, democracy and impact, significance, cause and consequence, | Comparative analysis, evaluation of key reforms and the need for reform, structuring an argumentative essay. Evolution of ideologies, roles of key thinkers, development of government, democracy and impact, significance, cause and consequence, | |
| Cross curricular links | English - essay writing, analysis of interpretations, construction of an argument. Maths - data handling, election statistics. Geography, political geography and the geography of the US. History - declaration of independence and the US constitution, case studies form the last 50 years of US political reform and amendments. | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | |
| Literacy | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | English - essay writing, analysis of interpretations, construction of an argument, presentations and speeches, analysis of interpretations, synoptic thinking and writing. | |
| 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, case review statistics, statistics, map work for analysis of constituencies | Use of data - opinion polls, election results, popularity polls, participation polls, case review statistics, 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 | Use of data - opinion polls, election results, popularity polls, participation polls, employment, industrial, crime etc. statistics, map work for analysis of constituencies. Use of flow charts to explain and analyse roles of different branches of government. | |
| STEM | Problem solving activities. Map work and demographic statistics, analysis of political geography. Problem solving exercises - organising and financing a campaign considering the logistic and financial exigencies of the electoral college. | Map work and demographic statistics, analysis of political geography. Problem solving exercises - organising and financing a campaign considering the logistic and financial exigencies of the electoral college. | Analysis of the system of checks and balances - identifying and/or creating comparative models for evaluation. | Problem solving activities. Map work and demographic statistics, analysis of political geography. The analysis of industrialisation on society and political ideology. | Problem solving activities. Map work and demographic statistics, analysis of political geography. The analysis of industrialisation on society and political ideology. | |
| Key vocabulary | Founding Fathers, declaration of independence, amendments, constitution, lobbyists, electoral college, statehood, | Popular vote, line item veto, executive orders, impeachment, reciprocity, partisan, by-partisan, Senate, Congress, gerrymandering, concurrent powers, incumbency | Civil liberties, civil rights, judicial review, chief justice, appellate courts, original jurisdiction, swing justice, constitutional rights, imperial judiciary. | review, consolidation and use of all previous terms. | review, consolidation and use of all previous terms. | |