

Curriculum Plan

Department/subject: Politics

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Autumn 1	Autumn 2	Signpost/notes
<b>Knowledge to be taught</b>	<p><b>UK Politics:</b> UK Prime Minister &amp; Cabinet</p> <ul style="list-style-type: none"> <li>• The structure, role and powers of the Executive</li> <li>• The concept of ministerial responsibility</li> <li>• The Prime Minister and Cabinet</li> </ul> <p><b>US Politics:</b> US Presidency</p> <ul style="list-style-type: none"> <li>• Formal sources of presidential power as outlined in the US Constitution and their use</li> <li>• Informal sources of presidential power and their use</li> <li>• The presidency</li> <li>• Interpretations and debates of the US presidency</li> <li>• <i>Comparisons to the UK</i> – role and power and limitations of the President and Prime Minister, extent of accountability to legislature</li> </ul>	<p><b>UK Politics:</b> Relations between institutions</p> <ul style="list-style-type: none"> <li>• The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes</li> <li>• The relationship between the Executive and Parliament</li> <li>• The aims, role and impact of the European Union (EU) on UK government</li> <li>• The location of sovereignty within the UK political system</li> </ul> <p><b>US Politics:</b> US Supreme Court</p> <ul style="list-style-type: none"> <li>• The nature and role of the US Supreme Court</li> <li>• The appointment process for Supreme Court</li> <li>• The Supreme Court and public policy</li> <li>• Debates surrounding the Supreme Court</li> <li>• <i>Comparisons to the UK</i> – the basis for their power, impact on government and policy, relative independence of each Court</li> </ul>	<p><b>Strategies to embed concepts in long term memory</b></p> <ul style="list-style-type: none"> <li>- Memory tests</li> <li>- Verbal Questioning</li> <li>- Feedback ‘therapy’ lessons</li> <li>- Revision homework</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>- Law</li> <li>- Journalism</li> <li>- Government official</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>- Who holds power in the country?</li> <li>- Who is the ‘decision maker(s)’ in the country?</li> <li>- Does the UK system need to reform?</li> <li>- What is sovereignty and why is it an important issue?</li> <li>- Who protects ‘rights’? in the country</li> </ul>
<b>Key Words</b>	<p><b>UK Politics:</b> Parliament, House of Commons, House of Lords, Confidence and supply, Salisbury Convention, Parliamentary privilege, Legislative bills</p>	<p><b>UK Politics:</b> Public bill committees, Backbenchers, Select committees, Opposition</p> <p><b>US Politics:</b> Conservative justice, Imperial judiciary, Judicial activism, Judicial restraint, Judicial review, Liberal justice,</p>	<p><b>Mental/physical development</b></p>

	<b>US Politics:</b> Domestic politics, Electoral mandate, Executive branch, Executive orders, Imperial presidency, Imperilled presidency, Informal powers, Powers of persuasion, Unified Government	Living constitution, Originalism, Public policy, Stare decisis, Strict/loose, constructionist, Swing justice, Constitutional rights, Racial equality, Affirmative action	<ul style="list-style-type: none"> <li>- Exploring undemocratic elements of our political system</li> <li>- Understanding the nature of political involvement and the impact that we can have on UK politics.</li> </ul> <p><b>Literacy</b> <b>Students develop the ability to write:</b> An effective paragraph, complete with opening argument and closing statement which sustains a judgement. A balanced argument based on a range of evidence. Using source material to broaden the evidence used within an essay.</p> <p><b>Numeracy</b> Timelines of political history.</p>
<b>Links to prior knowledge</b>	<b>UK Politics:</b> GCSE History, Paper 2a, Power and Monarchy - explores the history of the British government. Synoptic links with Component 1	<b>UK Politics:</b> Synoptic links with Component 1 <b>US Politics:</b> US politics Autumn Term and synoptic links with Component 1	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• In this half term students complete 1-2 judgement essays for each unit, which are formally assessed.</li> <li>• Students will also complete 1-2 source based essays</li> </ul>	<ul style="list-style-type: none"> <li>• Students continue their focus on judgement and source essays and complete another 1-2 essays that are formally assessed.</li> <li>• Students also complete their year 13 mocks in November, which will assess knowledge taught from all three components taught so far</li> </ul>	
<b>How gaps will be addressed</b>	<ul style="list-style-type: none"> <li>- Differentiated work – either through different reading texts, or by student selection of different questions from a PowerPoint</li> <li>- Hands down questioning used to assess students’ understanding and address misconceptions</li> <li>- Verbal feedback and support given by teachers throughout lessons</li> <li>- Paired/group work allows students to work together to develop their understanding</li> <li>- Medal and mission used to highlight and address misconceptions in written work</li> <li>- Fact or true/false tests on Google Classroom used to address misconceptions – teachers can go through these in the lesson</li> <li>- Conceptual lessons allow for recapping and consolidating knowledge</li> <li>- Revision homework &amp; lessons</li> </ul>		
<b>Cultural capital lessons</b>	<ul style="list-style-type: none"> <li>- Who holds power in the country?</li> <li>- Who is the ‘decision maker(s)’ in the country?</li> </ul>	<ul style="list-style-type: none"> <li>- What is sovereignty and why is it an important issue?</li> <li>- Who protects ‘rights’? in the country</li> </ul>	