

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	Summer 1	Summer 2	Signpost/notes
Knowledge to be taught	<ul style="list-style-type: none"> • Revision & recapping entire topic – all content from Y12 & Y13 	N/A – students complete exams & leave school	<p>Strategies to embed concepts in long term memory</p> <ul style="list-style-type: none"> - Memory tests - Verbal Questioning - Feedback ‘therapy’ lessons - Revision homework <p>Careers</p> <ul style="list-style-type: none"> - Law - Journalism - Government official <p>SMSC</p> <ul style="list-style-type: none"> - All from previous topics covered in revision <p>Mental/physical development</p> <ul style="list-style-type: none"> - Exploring undemocratic elements of our political system - Understanding the nature of political involvement and the impact that we can have on UK politics. - Constructing arguments/debates
Key Words	All from previous topics covered in revision		
Links to prior knowledge	<ul style="list-style-type: none"> • Recapping Y12 & Y13 work in revision lessons. 		
Assessment	<ul style="list-style-type: none"> • In consultation with students, teachers may decide to set essays to complete, based on students’ needs. This is combined with work students are completing outside of lessons. • At least 1 formally assessed piece of work. 		
How gaps will be addressed	<ul style="list-style-type: none"> - Revision mats used to identify and fill in gaps in knowledge & understanding - Hands down questioning used to assess students’ understanding and address misconceptions - Verbal feedback and support given by teachers throughout lessons - Paired/group work allows students to work together to develop their understanding - Medal and mission used to highlight and address misconceptions in written work - Fact or true/false tests on Google Classroom used to address misconceptions – teachers can go through these in the lesson - Revision homework 		

	<p>- Individual students may be given specific support or intervention following mocks, in consultation with the students themselves (this may be going through how to structure essays, or marking extra practice essays)</p>		<p>- Comparing interpretations and the value of sources</p> <p>- Understanding different socio-economic systems</p>
<p>Cultural capital lessons</p>	<ul style="list-style-type: none"> • <i>This depends on which topics students wish to recap.</i> 		<p>Literacy Students develop the ability to write: 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>Numeracy Timelines of political history.</p>