

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	Spring 1	Spring 2	Signpost/notes
Knowledge to be taught	<p><u>UK Politics: UK Democracy & Participation</u></p> <ul style="list-style-type: none"> • Representative and direct democracy • The case for reform of the democratic system • The widening franchise and debates over suffrage • Pressure groups and other influences • Rights in context - milestones and debates <p><u>US Politics: US Democracy and Participation</u></p> <ul style="list-style-type: none"> • Comparing US and UK democracy • Comparing interest group influence • Comparing party finances • Comparing approaches to democracy and participation 	<p><u>UK Politics: Voting behaviour and the media</u></p> <ul style="list-style-type: none"> • Influence of the media in politics and its impact • Class based voting and other influences on voting patterns • Gender, age, ethnicity and region as factors • General election case studies • Analysis of voting behaviour <p><u>US Politics: US Civil Rights</u></p> <ul style="list-style-type: none"> • Nature of Civil Liberties in the US • Race and rights in contemporary US politics • Interpretations and debates around civil rights 	<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
Key Words	<p>UK Politics: accountability, constituents, national interest, redress of grievances, decentralisation, pluralist democracy, civil society, universal suffrage, secret ballot, ballot rigging, democratic deficit.</p> <p>US Politics: democrats, republicans, election day, case study, closed primaries, open primaries, brokered convention.</p>	<p>UK Politics: social classes, floating/swing, manifesto, core voters, partisan delegates, disillusion, apathy, abstention, governing competency, mandate.</p> <p>US Politics: imperial judiciary, stare decisis, constitutional rights, public policy, case study, supreme court, civil rights, amendment, (civil) liberties, affirmative action</p>	<p>SMSC</p> <ul style="list-style-type: none"> - How democratic is our election system? - What are the working alternatives to First Past of the Post? - Do people choose not to vote, or just not care? - Is class an important factor in elections? - Who are you more likely to vote for, based on who you are?
Links to prior knowledge	<p>UK Politics: US democracy & participation.</p> <p>US Politics: part 3 of the comparative module</p>	<p>UK Politics: UK Democracy and Participation.</p> <p>US Politics: N/A</p>	
Assessment	<ul style="list-style-type: none"> • UK Politics: 30 Mark Source question. 	<p>UK Politics: 30 Mark Judgement question.</p>	

	<ul style="list-style-type: none"> ● US Politics: 12 Mark comparison question. ● Students are introduced to how to write judgement essays, and spend lessons looking at vocabulary, use of evidence, paragraph structure & building arguments. ● In this half term students complete 1-2 judgement essays for each unit, which are formally assessed. 	<p>US Politics: 30 Mark Judgement question.</p> <ul style="list-style-type: none"> ● Students continue their focus on judgement essays and complete another 1-2 judgement essays that are formally assessed. 	<ul style="list-style-type: none"> - Do you know who influences your vote? <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.
<p>How gaps will be addressed</p>	<ul style="list-style-type: none"> - Differentiated work – either through different reading texts, or by student selection of different questions from a PowerPoint - 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 Show My Homework used to address misconceptions – teachers can go through these in the lesson - Conceptual lessons allow for recapping and consolidating knowledge - Revision homework & lessons 		<p>Literacy</p> <p>Students develop the ability to write:</p> <p>An effective paragraph, complete with opening argument and closing statement which sustains a judgement.</p> <p>A balanced argument based on a range of evidence.</p> <p>Using source material to broaden the evidence used within an essay.</p>
<p>Cultural capital lessons</p>	<ul style="list-style-type: none"> - Who can really win an election? - What are the working alternatives to First Past of the Post? - Do voters care that the systems needs reforming? <p>UK Politics:</p> <ul style="list-style-type: none"> ● The students will understand the importance of debate around representation and suffrage. <p>US Politics:</p> <ul style="list-style-type: none"> ● The students will understand how similar the UK voting system is to the US, and why that is important. 	<ul style="list-style-type: none"> - Who are you more likely to vote for, based on who you are? - Do you know who influences your vote? - Is class an important factor in elections? <p>UK Politics:</p> <ul style="list-style-type: none"> ● Students will be able to reflect on their own thoughts and feelings and how they compare to voter behaviour in the US. <p>US Politics:</p> <ul style="list-style-type: none"> ● Students will understand some of the more controversial issues in the US news. 	<p>A balanced argument based on a range of evidence.</p> <p>Using source material to broaden the evidence used within an essay.</p> <p>Numeracy</p> <p>Timelines of political history. Election statistics and voting patterns</p>