

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
<b>Knowledge to be taught</b>	<p><b><u>UK Politics: UK Constitution</u></b></p> <ul style="list-style-type: none"> <li>• Development, nature and sources of the UK constitution</li> <li>• Changes since 1997</li> <li>• Devolution - England</li> <li>• Devolution - Scotland</li> <li>• Devolution - Wales and Northern Ireland</li> </ul> <p><b><u>US Politics: US Constitution</u></b></p> <ul style="list-style-type: none"> <li>• Historical setting of the Constitution</li> <li>• Nature of the Constitution</li> <li>• Key features of the Constitution</li> <li>• Main characteristics of US federalism</li> <li>• Comparing UK and US constitutions</li> </ul>	<p><b><u>UK Politics: UK Parliament</u></b></p> <ul style="list-style-type: none"> <li>• Selection of members</li> <li>• Functions of Parliament</li> <li>• Comparative Powers</li> <li>• Legislative process</li> <li>• Interactions with the executive</li> </ul> <p><b><u>US Politics: US Congress</u></b></p> <ul style="list-style-type: none"> <li>• Structure of Congress</li> <li>• Functions of Congress</li> <li>• Debates around congress</li> <li>• Comparing Congress with tht UK parliament</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>- How old is our constitution?</li> <li>- What is the Human Rights Act?</li> <li>- Should we have a codified constitution like the US?</li> <li>- Have the demands for constitutional reform been met?</li> <li>- What do we vote for?</li> <li>- Who has the loudest voice in the Commons?</li> <li>- Who keeps an eye on what MPs are doing?</li> </ul>
<b>Key Words</b>	<p><b>UK Politics:</b> Constitution, uncodified, codified, unitary, federal, common law, rule of law, unentrenched, entrenched, quasi-federalism, statute law, treaties, devolution</p> <p><b>US Politics:</b> codification, confederacy, articles of confederation, enumerated powers, supremacy clause, reserved powers, concurrent powers, entrenchment</p>	<p><b>UK Politics:</b> parliament, house of commons, house of lords, bicameral, opposition. backbenchers, party whip, life peer, crossbencher, consent, ballot, ten minute rule bills</p> <p><b>US Politics:</b> midterm elections, divided government, oversight, trustee model delegate model, congressional caucus, party unity vote, coalition, committee</p>	
<b>Links to prior knowledge</b>	<p><b>UK Politics:</b> 30 mark source question.</p> <p><b>US Politics:</b> 12 mark comparison question</p>	<p><b>UK Politics:</b> 30 mark essay question.</p> <p><b>US Politics:</b> 30 mark essay question</p>	

<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>- Bridging projects are assessed as a form of baseline assessment.</li> <li>- Students are introduced to how to write judgement essays, and spend lessons looking at vocabulary, use of evidence, paragraph structure &amp; building arguments.</li> <li>- In this half term students complete 1-2 judgement essays for each unit, which are formally assessed.</li> </ul>	<p><b>UK Politics:</b> asd. <b>US Politics:</b> asd</p> <ul style="list-style-type: none"> <li>● Students continue their focus on judgement essays and complete another 1-2 judgement essays that are formally assessed.</li> </ul>	<p><b>Mental/physical development</b></p> <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> <li>- Constructing arguments/debates</li> <li>- Comparing interpretations and the value of sources</li> <li>- Understanding different socio-economic systems</li> </ul>
<p><b>How gaps will be addressed</b></p>	<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 Show My Homework 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>		<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>Cultural capital lessons</b></p>	<ul style="list-style-type: none"> <li>- What is the Human Rights Act?</li> <li>- Should we have a codified constitution like the US?</li> <li>- Have the demands for constitutional reform been met?</li> </ul> <p><b>UK Politics:</b></p> <ul style="list-style-type: none"> <li>● Students will have context for the debates surrounding Scottish and Irish independence.</li> </ul> <p><b>US Politics:</b></p> <ul style="list-style-type: none"> <li>● Students will have a real sense of how UK politics could change if more powers devolved to the countries in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- What do we vote for?</li> <li>- Who has the loudest voice in the Commons?</li> <li>- Who keeps an eye on what MPs are doing?</li> </ul> <p><b>UK Politics:</b></p> <ul style="list-style-type: none"> <li>● Students will have a clear understanding of how important their vote is to the government.</li> </ul> <p><b>US Politics:</b></p> <ul style="list-style-type: none"> <li>● Students will see the value of congress, and see the role they play in curtailing the president.</li> </ul>	<p><b>Numeracy</b> Timelines of political history.</p>