

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
<b>Knowledge to be taught</b>	<p><b><u>Core Political Ideas: Conservatism</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas and principles, and how they relate to human nature, the state, society and economy</li> <li>• Tensions between traditional and new right</li> <li>• Ideas of key thinkers – Hobbes, Burke, Rand, Oakeshott, Nozick</li> </ul> <p><b><u>Core Political Ideas: Liberalism</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas and principles, and how they relate to human nature, the state, society and economy</li> <li>• Tensions between classical and modern liberalism</li> <li>• Ideas of key thinkers – Locke, Wollstonecraft, Mill, Rawls, Friedan</li> </ul>	<p><b><u>Core Political Ideas: Socialism</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas and principles, and how they relate to human nature, the state, society and economy</li> <li>• Tensions between revolutionary and social democracy</li> <li>• Ideas of key thinkers – Marx, Engels, Webb, Luxemburg, Crosland, Giddens</li> </ul> <p><b><u>Non-Core Political Ideas: Nationalism</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas and principles, and how they relate to human nature, the state, society and economy</li> <li>• Tensions between differing types of this ideology</li> <li>• Ideas of key thinkers: Jean-Jacques Rousseau, Johann Gottfried von Herder, Giuseppe Mazzini, Charles Maurras, Marcus Garvey</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>- What is an ideology?</li> <li>- How do people’s ideology affect their view of politics and the world we live in?</li> <li>- How can ideologies be beneficial/harmful to society?</li> <li>- What does it mean to be a conservative or liberal?</li> <li>- How has socialism changed over time?</li> <li>- What is multiculturalism?</li> </ul>
<b>Key Words</b>	<p><b>Conservatism:</b> Laissez-faire, Empiricism, Noblesse oblige, Anti-permissiveness, Radical, Hierarchy, Authority, Change to conserve, Atomism</p> <p><b>Liberalism:</b> Harm principle, Minimal state, Enabling state, Egotistical individualism, Developmental individualism, Negative freedom, Positive freedom, Laissez-faire capitalism, Foundational equality, Formal equality, Equality of opportunity, Social contract, Meritocracy, Mechanistic theory, Limited government</p>	<p><b>Socialism:</b> Fraternity, Cooperation, Capitalism, Common ownership, Communism, Class consciousness, Historical materialism, Dialectic, Keynesian economics, Evolutionary socialism, Marxism, Revisionism, Social justice</p> <p><b>Nationalism:</b> Rational, Progressive, Regressive, Inclusive nationalism, Exclusive nationalism, Chauvinistic nationalism, Imperialism/colonialism, Volksgeist, Integral nationalism, Black nationalism</p>	

<b>Links to prior knowledge</b>	UK Political Parties, GCSE Sociology and history (Cold War topic and power topic)	UK Political Parties, GCSE Sociology and history (Cold War topic and power topic)	<ul style="list-style-type: none"> <li>- How can Brexit be understood in terms of nationalist ideology?</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Students are introduced to how to write the 24 mark 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>	<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> <li>• Students will complete a mock exam which will include all of Component 1, 2 &amp; 3 apart from the ideology sections</li> </ul>	<b>Mental/physical development</b> <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>
<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>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.
<b>Cultural capital lessons</b>	<ul style="list-style-type: none"> <li>- What is an ideology?</li> <li>- How do people’s ideology affect their view of politics and the world we live in?</li> <li>- How can ideologies be beneficial/harmful to society?</li> <li>- What does it mean to be a conservative or liberal?</li> </ul>	<ul style="list-style-type: none"> <li>- How has socialism changed over time?</li> <li>- What is multiculturalism?</li> <li>- How can Brexit be understood in terms of nationalist ideology?</li> </ul>	<b>Numeracy</b> Timelines of political history. Election statistics and voting patterns