

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 election and voting</p> <ul style="list-style-type: none"> <li>• Direct and representative democracy</li> <li>• Functions of elections</li> <li>• First Past the Post - Strengths/weaknesses</li> <li>• Electoral System analysis</li> <li>• Impact of electoral system on government</li> </ul> <p><b>US Politics:</b> US Democracy and Participation</p> <ul style="list-style-type: none"> <li>• Presidential elections and their significance</li> <li>• Ideas and principles of the Democratic and Republican parties</li> <li>• Party Policies</li> </ul>	<p><b>UK Politics:</b> UK Political Parties</p> <ul style="list-style-type: none"> <li>• Political Parties - functions and features</li> <li>• Established parties: Conservatives and Labour</li> <li>• Established parties: Liberal Democrats</li> <li>• Emerging Parties: SNP, Green, UKIP</li> <li>• Political parties in context</li> </ul> <p><b>US Politics:</b> US Democracy and Participation (cont.)</p> <ul style="list-style-type: none"> <li>• Interest Groups</li> <li>• Relative power of interest groups</li> <li>• Interpretations and debates around democracy</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>
<b>Key Words</b>	<p><b>UK Politics:</b> accountability, constituents, national interest, redress of grievances, decentralisation, pluralist democracy, civil society, universal suffrage, secret ballot, ballot rigging, democratic deficit.</p> <p><b>US Politics:</b> invisible primary, primary, caucus, Super Tuesday, front loading, incumbent, convention, electoral college, hard money, soft money, PAC, Super PAC, party system, organic society, religious right</p>	<p><b>UK Politics:</b> policy, populism, aggregation, short money, Cranborne money, left wing, right wing, one nation, New Right, noblesse oblige, party faction, old labour, new labour</p> <p><b>US Politics:</b> Revolving-door syndrome, cultural approach, rational approach, structural approach</p>	<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>- What impact will leaving the EU have on UK rights?</li> <li>- Does the UK system need to reform?</li> <li>- When do pressure groups make a difference?</li> <li>- Who fought for your right to vote?</li> <li>- Was Thatcher a ‘wicked witch’?</li> <li>- How much does your vote matter?</li> <li>- Do votes for the smaller parties have an impact?</li> </ul>
<b>Links to prior knowledge</b>	<p><b>UK Politics:</b> GCSE History, Paper 2a, Power and Monarchy - explores the history of the British government.</p>	<p><b>UK Politics:</b> UK politics Autumn Term. <b>US Politics:</b> US politics Autumn Term</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> Judgement Essay (30 mark question) <b>US Politics:</b> Comparison Question (12 mark question)</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> </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>- Does the UK system need to reform?</li> <li>- When do pressure groups make a difference?</li> <li>- Who fought for your right to vote?</li> </ul> <p><b>UK Politics:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to observe all the ways they can be involved in an election, and the reasons for voter participation/apathy</li> </ul> <p><b>US Politics:</b></p> <ul style="list-style-type: none"> <li>• Students come to realise the key moments of the US election, and understand the role the media has to play.</li> </ul>	<ul style="list-style-type: none"> <li>- Was Thatcher a ‘wicked witch’?</li> <li>- How much does your vote matter?</li> <li>- Do votes for the smaller parties have an impact?</li> </ul> <p><b>UK Politics:</b></p> <ul style="list-style-type: none"> <li>• Students will have a greater understanding of the policies of the major political parties.</li> </ul> <p><b>US Politics:</b></p> <ul style="list-style-type: none"> <li>• Students will get a sense of how significant the personality and political skill of the prime minister/president is on the election process</li> </ul>	<p><b>Numeracy</b> Timelines of political history.</p>