

Curriculum Map 2021 onwards

Year view Subject: Politics				
Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	1. Structure Role of Parliament 2. Nature and Sources of Constitution	<p>In all components of this subject students must demonstrate the following skills across the course:</p> <ul style="list-style-type: none"> <li>comprehend and interpret political information</li> <li>critically analyse and evaluate the areas of politics studied</li> <li>construct arguments and explanations leading to reasoned conclusions</li> <li>identify parallels, connections, similarities and differences between aspects of the areas of politics studied</li> <li>construct and communicate arguments and explanations with relevance, clarity and coherence</li> <li>use appropriate political vocabulary</li> <li>make connections between the different areas of politics studied</li> <li>make comparisons across two political systems.</li> </ul>	<ul style="list-style-type: none"> <li>Essay on Parliament, MPs, select committees. 9 marker, excerpt and or essay question.</li> <li>Parliamentary committees game or debate</li> <li>Essay on the constitution. 9 marker, excerpt and/or essay question.</li> </ul>	<p><b>In the whole course:</b> <b>Curriculum Enrichment:</b> Understanding the nation's structure (political, Governmental, local), and the right to redress.</p> <p><b>Links to prior learning:</b> PSHCE/citizenship; history</p> <p><b>Links to wider curriculum:</b> Literacy- the ability to read excerpts, analyse argument, construct a critical piece of writing, well structured, evidenced, supported and concluded. History, economics, English Language</p> <p><b>Links to future learning:</b> Y12 provides the basis of comparison for the Y13 material.</p> <p><b>In addition to the above:</b> <b>Curriculum Enrichment:</b> Voluntary work and opportunities. <b>Links to wider curriculum:</b> School Mock election.</p>
<b>Autumn Term 2</b>	1. Cabinet and Executive 2. Democracy and participation including direct democracy, electoral systems, Judiciary, Supreme Court		<ul style="list-style-type: none"> <li>Essay on Cabinet/Executive/PM's power. 9 marker, excerpt and/or essay question.</li> <li>British PMs presentations and research.</li> <li>Essay on Dem and Participation. 9 marker, excerpt and/or essay question..</li> <li>Essay on judiciary. 9 marker, excerpt and/or essay question.</li> </ul>	
<b>Spring Term 1</b>	1. Political Parties 2. Devolution 3. EU 4. EU institutions		<ul style="list-style-type: none"> <li>Essay on Political Parties. 9 marker, excerpt and/or essay question.</li> <li>Essay on Devolution (Scottish, Northern Irish, Welsh, regional). 9 marker, excerpt and/or essay question. Essay on EU. 9 marker, excerpt and/or essay question.</li> </ul>	
<b>Spring Term 2</b>	Pressure groups Pluralism Elections & Referenda Majoritarian and proportional electoral systems.		<ul style="list-style-type: none"> <li>Essay on Pressure Groups. 9 marker, excerpt and/or essay question.</li> <li>Presentation on successes and failures of a given pressure group.</li> <li>Essay on Elections and referenda. 9 marker, excerpt and/or essay question.</li> </ul>	
<b>Summer Term 1</b>	Liberalism The individual and freedom Conservatism Government, the free market, the individual		<ul style="list-style-type: none"> <li>Essay on liberalism. 9 marker, excerpt and/or essay question.</li> <li>Essay on conservatism. 9 marker, excerpt and/or essay question.</li> <li>Y12 exams.</li> <li>Research on conservative thinkers.</li> </ul>	
<b>Summer Term 2</b>	Socialism Marxism, class analysis, fundamental socialism goals Nationalism Nation, the peoples' sovereignty		<ul style="list-style-type: none"> <li>Essay on socialism. 9 marker, excerpt and/or essay question.</li> <li>Essay on EU. 9 marker, excerpt and/or essay question.</li> <li>Summer term re-sits if applicable</li> </ul>	

## Curriculum Map 2021 onwards

Year view Subject: Politics					
Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments	
Autumn Term 1	<ol style="list-style-type: none"> <li>1. Constitution</li> <li>2. Presidency</li> <li>3. The Executive</li> </ol>	<p>In all components of this subject students must demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>• to comprehend and interpret political information</li> <li>• to critically analyse and evaluate the areas of politics studied</li> <li>• to construct arguments and explanations leading to reasoned conclusions</li> <li>• to identify parallels, connections, similarities and differences between aspects of the areas of politics studied</li> <li>• to construct and communicate arguments and explanations with relevance, clarity and coherence</li> <li>• to use appropriate political vocabulary</li> <li>• to make connections between the different areas of politics studied</li> <li>• to make comparisons across two political systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay on US constitution. 9 marker, excerpt and/or essay question.</li> <li>• Essay on presidency. 9 marker, excerpt and/or essay question.</li> <li>• Presentation on best POTUS</li> </ul>	<p><b>In the whole course:</b>  <b>Curriculum Enrichment:</b>            Understanding and appreciating the nation's structure (political, Governmental, local), and the right to redress.  <b>Links to prior learning:</b>            PSHCE/citizenship; history  <b>Links to wider curriculum:</b>            Literacy- the ability to read excerpts, analyse argument, construct a critical piece of writing, well structured, evidenced, supported and concluded.            Links to history, economics, English Language  <b>Links to future learning:</b>            Ability to engage and discuss International Politics</p>	
Autumn Term 2	<ol style="list-style-type: none"> <li>1. Electoral Process</li> <li>2. Key concepts and terminology</li> <li>3. Conventions</li> <li>4. Congress</li> </ol> <p><b>Links to future learning:</b>            When pupils reach voting age able to understand political processes</p>		<ul style="list-style-type: none"> <li>• Essay on elections. 9 marker, excerpt and/or essay question.</li> <li>• Essay on Congress. 9 marker, excerpt and/or essay question.</li> <li>• Year 13 mock exams.</li> <li>• How to make a US law (presentation)</li> </ul>		
Spring Term 1	<ol style="list-style-type: none"> <li>1. Supreme Court</li> <li>2. Political Parties</li> <li>3. Ideology</li> </ol> <p><b>Links to future learning:</b>            Understand the judicial processes in adult life.</p>		<ul style="list-style-type: none"> <li>• Essay on the US Supreme Court. 9 marker, excerpt and/or essay question.</li> <li>• Essay on US political parties. 9 marker, excerpt and/or essay question.</li> </ul>		
Spring Term 2	Pressure Groups Civil Rights Civil Liberties		<ul style="list-style-type: none"> <li>• Essay on pressure groups. 9 marker, excerpt and/or essay question.</li> <li>• Essay on civil rights. 9 marker, excerpt and/or essay question.</li> </ul>		<p><b>In addition to the above</b>  <b>Links to future learning:</b>            Debating and communication skills. Ability to formulate an argument /opinion.            To be able to apply the skills learnt to a range of university/apprenticeship courses.</p>
Summer Term 1	Comparative politics/Revision		<ul style="list-style-type: none"> <li>• Past papers.</li> </ul>		
Summer Term 2	Comparative politics/Revision		<ul style="list-style-type: none"> <li>• Past papers and external exams</li> </ul>		