

## Curriculum Map 2022 onwards

Year view Subject: Politics		For further information, please see the <a href="#">KS5 Curriculum Booklet</a>		
Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	1: Nature and Sources of Constitution (5hrs per fortnight) 2: Structure and Role of Parliament (3hrs per fortnight) 3: Devolution (2hrs per fortnight)	<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>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>
<b>Autumn Term 2</b>	1: Democracy & participation including direct democracy, electoral systems (majoritarian and proportional) 2: Structure & Role of Parliament; start Cabinet & Executive 3: Devolution		<ul style="list-style-type: none"> <li>British PMs presentations and research.</li> <li>Essay on Dem and Participation. 9 marker, excerpt and/or essay question.</li> <li>Essay on Devolution. 9 marker, excerpt and/or essay question</li> </ul>	
<b>Spring Term 1</b>	1: EU and EU Institutions 2: Cabinet and Executive; 3: Pressure Groups		<ul style="list-style-type: none"> <li>Essay on Cabinet/Executive/PM's power. 9 marker, excerpt and/or essay question.</li> <li>Essay on EU. 9 marker, excerpt and/or essay question.</li> <li>Presentation on successes and failures of a given pressure group.</li> </ul>	
<b>Spring Term 2</b>	1: Judiciary, Supreme Court; Referenda; start Liberalism 2: Political Parties 3: Pressure Groups; Pluralism		<ul style="list-style-type: none"> <li>Essay on Pressure Groups. 9 marker, excerpt and/or essay question.</li> <li>Essay on Elections and referenda. 9 marker, excerpt and/or essay question.</li> <li>Essay on Political Parties. 9 marker, excerpt and/or essay question.</li> </ul>	
<b>Summer Term 1</b>	1: Liberalism (individual and freedom) 2: Conservatism (Government, the free market, the individual) 3: Nationalism (nations, peoples' sovereignty)		<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 End of Year Exams.</li> <li>Research on conservative thinkers.</li> </ul>	
<b>Summer Term 2</b>	1: Socialism (Marxism, class analysis, fundamental socialism goals) 2: Conservatism 3: Nationalism		<ul style="list-style-type: none"> <li>Essay on socialism. 9 marker, excerpt and/or essay question.</li> <li>Essay on Nationalism. 9 marker, excerpt and/or essay question.</li> <li>Summer term re-sits if applicable</li> </ul>	

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Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	1: Constitution (5 hours per fortnight) 2: Presidency; The Executive (3 hours per fortnight) 3: Civil Rights (2 hours per fortnight)	In all components of this subject students must demonstrate the following skills: • to comprehend and interpret political information	<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.</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.</p> <p>Links to history, economics, English Language</p> <p><b>Links to future learning:</b> Ability to engage and discuss International Politics</p> <p><b>In addition to the above</b> <b>Links to future learning:</b> Debating and communication skills. Ability to formulate an argument /opinion.</p> <p>To be able to apply the skills learnt to a range of university/apprenticeship courses.</p>
<b>Autumn Term 2</b>	1: Electoral Process 2: Executive; Conventions 3: Civil Rights (and comparative)  <b>Links to future learning:</b> When pupils reach voting age able to understand political processes	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Essay on elections. 9 marker, excerpt and/or essay question.</li> <li>• Year 13 mock exams.</li> <li>• How to make a US law (presentation)</li> </ul>	
<b>Spring Term 1</b>	1: Supreme Court 2: Congress 3: Civil Liberties  <b>Links to future learning:</b> Understand the judicial processes in adult life.	<ul style="list-style-type: none"> <li>• to construct and communicate arguments and explanations with relevance, clarity and coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Essay on the US Supreme Court. 9 marker, excerpt and/or essay question.</li> <li>• Essay on Civil Rights. 9 marker, excerpt and/or essay question.</li> </ul>	
<b>Spring Term 2</b>	1: Political Parties 2: Pressure Groups 3: Civil Liberties (and comparative)	<ul style="list-style-type: none"> <li>• to use appropriate political vocabulary</li> <li>• to make connections between the different areas of politics studied</li> </ul>	<ul style="list-style-type: none"> <li>• Essay on US political parties. 9 marker, excerpt and/or essay question.</li> <li>• Essay on pressure groups. 9 marker, excerpt and/or essay question.</li> </ul>	
<b>Summer Term 1</b>	Comparative politics/Revision	<ul style="list-style-type: none"> <li>• to make comparisons across two political systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Past papers.</li> </ul>	
<b>Summer Term 2</b>	Comparative politics/Revision		<ul style="list-style-type: none"> <li>• Past papers and external exams</li> </ul>	