

## KS5 Politics Curriculum Mapping

Year 12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	UK Politics	UK Politics	UK Government	UK Government	Political Ideologies	Political Ideologies
<b>Knowledge and skills (Content)</b>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>Democracy &amp; Participation</li> <li>Political Parties</li> </ol> <p>See appendix for the accompanying guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, Source Analysis, Interpretation, Critical Thinking</p>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>Electoral Systems</li> <li>Voting Behaviour and the Media</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, Source Analysis, Interpretation, Critical Thinking, Comparing structures/systems.</p>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>The Constitution</li> <li>Parliament</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, Source Analysis, Interpretation, Critical Thinking, Evaluating influence and impact.</p>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>The Prime Minister and executive</li> <li>Supreme Court and relationship between branches</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, Source Analysis, Interpretation, Critical Thinking, Evaluating influence and impact.</p>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>Introduction to Political Ideologies</li> <li>Conservatism</li> <li>Liberalism</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, significance, assessing individual influences on society, evaluating conflict.</p>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>Socialism</li> <li>Anarchism</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, significance, assessing individual influences on society, evaluating conflict.</p>
<b>Assessment</b>	30 mark source questions – one at home, one seen paper in class, one unseen in class.	30 mark questions – one – one at home, one seen paper in class, one unseen in class.	30 mark source questions – one at home, one seen paper in class, one unseen in class.	30 mark questions – one – one at home, one seen paper in class, one unseen in class. Progress exams at beginning of Summer term based on Units 1 & 2 – must pass to continue to Y13.	24 mark question – one prepared in class, one completed independently.	24 mark question – one prepared in class, one completed independently, one timed in class.
<b>Cross Curricular Links</b>	This builds on contextual knowledge delivered in GCSE History. It also provides developed knowledge for students studying A Level History.		This builds on contextual knowledge delivered in GCSE History. It also provides developed knowledge for students studying A Level History & Law.		This builds on contextual knowledge delivered in GCSE History. It also provides developed knowledge for students studying A Level History & Sociology.	This builds on contextual knowledge delivered in GCSE History. It also provides developed knowledge for students studying A Level History & Sociology.
<b>SMSC, British Values, Cultural Capital</b>	Issues surrounding inclusion (eg extension of the Franchise – including a focus on Women’s Lib; Democracy, Representation) and protest (Pressure Groups and Human Rights Pressure Groups) are covered in depth. The role of the media within a democratic society are also covered in depth.		Issues surrounding the constitutional base of our country and the working of parliament are covered in depths – both in terms of sovereignty and accountability. Furthermore, the role of the Executive is covered – powers and influence over Cabinet. The role and power of the Supreme Court and it’s influence over government and protecting the rights of citizens is studied in Depth. A trip to Parliament for all students in the term provides greater cultural capital.		These units provide opportunities to study the development of ideological thinking – in terms of individual rights and liberties, class development, aspects of how society should be run, building a complex picture of political thought within the UK. They demonstrate the historical development of political parties and allow students to understand current arguments in relation to British Values.	
<b>CEIAG</b>	Throughout the course, students are taught skills applicable to a wide range of careers. These are explained to the students both in lessons and through displays around the department. They would also look at how Politics can contribute towards post-18 choices within lesson times.					
<b>Learning outside the classroom</b>	<b>Homework:</b> Students are set regular past exam questions as core	<b>Homework:</b> Students are set regular past exam questions as core	<b>Homework:</b> Students are set regular past exam questions as core homework tasks.	<b>Homework:</b> Students are set regular past exam questions as core	<b>Homework:</b> Students are set regular past exam questions as core	<b>Homework:</b> Students are set regular past exam questions as core

	homework tasks.	homework tasks. <b>Optional Wider Reading:</b>	<b>Optional Wider Reading:</b> <i>The Vietnam War 1956 – 1975 – Andrew Wiest</i> (Osprey Essentials Series)	homework tasks.	homework tasks. <b>Optional Wider Reading:</b>
<b>Additional Subject Specific Information</b>	<p><b>Democracy &amp; Participation</b> An in-depth study of how rights developed in the UK – both electoral and Human. Investigations into the extent of Democracy within the UK and role of Pressure Groups and SPAGs in this.</p> <p><b>Political Parties</b> Exploring the development of the Conservative, Labour and Liberal Democrat Parties – how the parties have developed over time and their impact on the country.</p> <p><b>Electoral Systems</b> Analysis of the FPTP voting system, its efficacy and the viability of alternate PR and Hybrid voting systems.</p> <p><b>Voting Behaviour &amp; the Media</b> Examination on influence on voting behaviour in General elections and the extent to which media influences decision making.</p>		<p><b>The Constitution</b> Examination into the development of the UK constitution, analysing the strengths and weaknesses of an uncodified constitution.</p> <p><b>Parliament</b> Functions and analysis on the role of parliament, including the power of the Lords, back bench MPs and their effectiveness.</p> <p><b>The Prime Minister and executive</b> In depth-study of the power or the PM (patronage etc) and the relationship with Cabinet.</p> <p><b>Supreme Court and relationship between branches</b> Study of the composition, powers and influence of the Supreme Court.</p>		<p><b>Conservatism</b></p> <p><b>Liberalism</b></p> <p><b>Socialism</b></p> <p><b>Anarchism</b> With all ideologies, students will examine the development of each ideology, the differing groups within (such as traditional, one-nation and new right conservatives), the key themes (such as equality, community, fraternity, class for socialism) and the key thinkers (such as Marx, Luxemburg, Giddens, Crosland or Webb for Socialists). In all ideologies, students will also look at their views towards Human Nature, Society, State and the Economy.</p>

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Political Ideologies	US Politics	US Politics	US Politics	Revision and Examinations	Students complete their exams in the first week of this term and then are no longer in lessons.
<b>Knowledge and skills (Content)</b>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>Socialism</li> <li>Anarchism</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, significance, assessing individual influences on society, evaluating conflict.</p>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>US Constitution and Federalism</li> <li>US Congress</li> <li>US President</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, Interpretation, Critical Thinking, Evaluating influence and impact.</p>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>US Supreme Court</li> <li>Democracy &amp; Participation</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, Interpretation, Critical Thinking, Evaluating influence and impact.</p>	<p><b>Topics Covered in Lessons:</b></p> <ol style="list-style-type: none"> <li>Democracy &amp; Participation</li> <li>Comparative Approaches</li> </ol> <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p><b>Disciplinary Knowledge:</b> Knowledge, Interpretation, Critical Thinking, Evaluating influence and impact.</p>	All lessons are focused on revision for Paper 1, 2 and 3.	
<b>Assessment</b>	Re-cap exam on Y12 content. 24 mark question – one prepared in class, one completed independently, one timed in class.	30 Mark questions, 12 mark comparative questions – completed at home and under timed conditions in class.	Mock exam (January) 30 Mark questions, 12 mark comparative questions – completed at home and under timed conditions in class.	30 Mark questions, 12 mark comparative questions – completed at home and under timed conditions in class.	No formal assessment. Students will continue to complete past examination questions as part of their programme of revision.	
<b>Cross Curricular Links</b>	This builds on contextual knowledge delivered in GCSE History. It also provides developed knowledge for students studying A Level History & Sociology.	This builds on contextual knowledge delivered in GCSE History.	This builds on contextual knowledge delivered in GCSE History. It also provides contextual knowledge for students studying A Level Law.	This builds on contextual knowledge delivered in GCSE History.	Not applicable.	
<b>SMSC, British Values, Cultural Capital</b>	These units provide opportunities to study the development of ideological thinking – in terms of individual rights and liberties, class development, aspects of how society should be run, building a complex picture of political thought within the UK. They demonstrate the historical development of political parties and allow students to understand current arguments in relation to British Values.	Students develop awareness of the impact of post-war migration on Britain. The Windrush migration is addressed in detail and issues such as diversity and racism (and the response to this) within society are covered.	Constitutional development and the origins of parliament/aspects of the legal system are addressed. Anti-Semitism is covered, as are the origins of the development of the United Kingdom.	Students develop awareness of the historic landscape and also understand historic tensions between different parts of the UK (and how this may relate to contemporary constitutional tensions).	Not applicable.	
<b>CEIAG</b>	Throughout the course, students are taught skills applicable to a wide range of careers. These are explained to the students both in lessons and through displays around the department. They would also look at how Politics can contribute towards post-18 choices within lesson times.					
<b>Learning outside</b>	<b>Homework:</b>	<b>Homework:</b>	<b>Homework:</b>	<b>Homework:</b>	<b>Homework:</b>	



<p><b>the classroom</b></p>	<p>Students are set regular past exam questions as core homework tasks. <b>Optional Wider Reading:</b></p>	<p>Students are set regular past exam questions as core homework tasks. <b>Optional Wider Reading:</b></p>	<p>Students are set regular past exam questions as core homework tasks. <b>Optional Wider Reading:</b></p>	<p>Students are set regular past exam questions as core homework tasks. <b>Optional Wider Reading:</b></p>	<p>Students are set regular past exam questions as core homework tasks. <b>Optional Wider Reading:</b></p>	
<p><b>Additional Subject Specific Information</b></p>	<p><b>Socialism</b> <b>Anarchism</b> With all ideologies, students will examine the development of each ideology, the differing groups within (such as revolutionary, Social Democrats &amp; Third Way for Socialism), the key themes (such as equality, community, fraternity, class for socialism) and the key thinkers (such as Marx, Luxemburg, Giddens, Crosland or Webb for Socialists). In all ideologies, students will also look at their views towards Human Nature, Society, State and the Economy.</p>	<p><b>US Constitution and Federalism</b> Considering the nature, root and efficacy of the US Constitution and how Federalism affects government in the US. <b>US Congress</b> Students will examine the effectiveness of Congress – it's composition, legislative function and powers of oversight. <b>US President</b> Students will look at the formal and informal powers of the President and consider the extent of their influence in the modern age.</p>	<p><b>US Supreme Court</b> Students will explore the nature, judicial powers and key decisions of the Supreme Court and how they have impacted on the lives of American citizens. <b>Democracy &amp; Participation</b> Students will investigate the electoral process within federal government, together with an assessment of the extent of democracy within America – looking at PACs, SuperPacs, Pressure Groups and Lobbyists. <b>Comparative Approaches</b> Students will look at cultural, rational and structural approaches to political systems.</p>			