



**(Government and Politics) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids**



Year 12 UK Politics	Term 1	Term 2	Term 3
<p><b>Unit(s) – As outlined in 39 week plans</b></p>	<p>3.1.1. The UK Government            3.1.1.1 The nature and sources of the British Constitution            3.1.1.5 Devolution            3.1.2.5 The European Union            3.1.1.2 Structure and role of Parliament</p>	<p>3.1.1.2 Structure and role of Parliament            3.1.1.3 The PM and the Cabinet</p>	<p>3.1.1.3 The PM and the Cabinet</p>
<p><b>Key Retainable Knowledge &amp; Skills</b></p>	<p><b><u>UK Constitution</u></b>            Students need to have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>codified</li> <li>uncodified</li> <li>statute</li> <li>common law</li> <li>conventions</li> <li>authoritative opinions</li> <li>The royal prerogative</li> <li>rule of law</li> <li>parliamentary sovereignty</li> <li>individual and collective rights.</li> </ul> <p>Students should be able to describe and explain the significance of key documents in the development of rights in the UK, including the Magna Carta (1215), Bill of Rights (1689), Act of Settlement (1701), Parliament Acts (1911, 1949), European Communities Act (1972)</p> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>the nature and sources of the British Constitution</li> <li>Contemporary legislation and current issues regarding rights</li> <li>Issues and debates around recent constitutional changes</li> <li>Debates about the extent of rights in the UK</li> <li>Two examples of constitutional changes since 1997 e.g. Devolution, Freedom of Information Act, reform of House of Lords</li> <li>Areas of agreement and conflict between individual and collective rights.</li> </ul> <p><b><u>Parliament</u></b>            Students should have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>Scrutiny of executive</li> <li>Commons</li> <li>Lords</li> <li>MP's and Peers</li> <li>Delegates and trustees</li> <li>Burkean theories of representation</li> <li>Delegate theories</li> <li>Mandate theories</li> <li>Trustees</li> <li>Parliamentary privilege</li> <li>Opposition</li> <li>Legislation</li> <li>Debate</li> <li>Redress of grievance</li> <li>Campaign</li> <li>Referendum</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Scrutiny of the executive and how effective the means of scrutinising the executive are in practice e.g. PMQ's,</li> <li>Parliamentary debate and the legislative process in the Commons and the Lords.</li> <li>Theories of representation e.g. Burkean, delegate, mandate</li> <li>Roles and influence of MP's and Peers.</li> </ul>	<p><b><u>Parliament</u></b>            Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Significance of the Commons and the Lords, including the work of Committee's and the role of the Opposition</li> <li>The extent of Parliament's influence on government decisions including an examination of the power Party discipline in allowing Government to outvote opposition</li> <li>The extent of Parliament's influence on government decisions including an examination of the power of Ministers to control the appearance of the Civil Service before Committee's</li> <li>The extent of Parliament's influence on government decisions including an examination of the power of Whips to control the make-up of Committee's</li> <li>Interactions between the Parliament and other branches of government</li> </ul> <p><b><u>Devolution</u></b>            Students need to have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>Devolution</li> <li>Scottish Parliament and Government</li> <li>Welsh Assembly and Government</li> <li>Northern Ireland Assembly and Government</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>The roles, powers and responsibilities of the different devolved bodies in the UK including difference between Parliament and Assembly.</li> <li>Debate around devolution in England</li> <li>Existing devolution in England</li> <li>Impact of devolution on Government in the UK</li> </ul> <p><b><u>The EU</u></b>            Students should have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>EU institutions, including EU Parliament, Council of Ministers, European Commission, Court of Justice of the European Community</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>The aims of the EU and the extent to which they have been achieved</li> <li>The impact of the EU on UK politics and policy making</li> </ul> <p><b><u>PM and Cabinet</u></b>            Students should have solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>Core executive</li> <li>Prime Minister and concept of 'Primus inter Pares'</li> <li>Cabinet and concept of 'inner Cabinet'</li> <li>Cabinet Committee</li> <li>Individual and Cabinet responsibility; Ministerial responsibility</li> <li>Accountability</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>The main functions of the PM, their main powers and resources</li> </ul>	<p><b><u>PM and Cabinet</u></b>            Students should have solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>Core executive</li> <li>Prime Minister and concept of 'Primus inter Pares'</li> <li>Cabinet and concept of 'inner Cabinet'</li> <li>Cabinet Committee</li> <li>Individual and Cabinet responsibility; Ministerial responsibility</li> <li>Accountability</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>How policy is made, including 'key players' such as the PM, Cabinet, Senior Civil Servants and Special Advisors</li> <li>The function of the Cabinet and Cabinet Committees</li> <li>The relationship between the PM and the Cabinet</li> <li>The difference between individual and collective responsibility, including specific examples e.g. the resignation of Sir Thomas Dugdale – Crichel Down 1954; resignation of Iain Duncan Smith - Welfare reform, 2016. Students should also understand the different reasons why Cabinet members might resign.</li> <li>Power of the PM to determine events e.g. Poll Tax and Iraq War</li> <li>The means and methods used by Parliament to hold the Government to account, including the importance of size of majority.</li> <li>The relationship between the government and parliament</li> </ul>



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<b>Key Technical Vocabulary</b>	Codified/uncodified constitution Royal Prerogative Parliamentary Sovereignty Devolution Parliament v Assembly Referendum Representation	Primus inter pares Cabinet/Individual/Ministerial Responsibility Whips	Accountability Scrutiny
<b>Opportunities for Reading</b>	UK Govt and Politics Lynch et al My Revision Notes UK Politics Politics Review (various) UK Politics Annual update Constitutional change in the UK, Routledge, 2002 Developments in British Politics 7 & 8, Palgrave, 2003 Local Government website BBC's Q&A: The West Lothian Question	UK Govt and Politics Lynch et al My Revision Notes UK Politics Politics Review (various) UK Politics Annual update Constitutional change in the UK, Routledge, 2002 <a href="http://www.parliament.uk">www.parliament.uk</a>	UK Govt and Politics Lynch et al My Revision Notes UK Politics The PM: Its office and its holders since 1945, Hennessey Cabinet Office website <a href="#">Collective Cabinet responsibility in the EU Referendum by Dr Catherine Haddon</a> <a href="#">Ministerial Responsibility after Huhne</a>
<b>Developing Cultural Capital</b>	Students should develop an understanding of how the British political system, allowing them to be more active and engaged citizens. Over the term they should understand how the British constitution operates, its strength and weaknesses and the power relationship between England, Scotland and Wales.	Students need to understand how the main centres of British politics work and the importance of the different institutions. This term should allow them to understand the power of parliament and how it is limited due to the nature and location of the executive. They should also understand the power of the Prime Minister and the dangers of an increasingly Presidential system.	Students should develop an understanding of how Government ministers are held to account by both the PM and the legislature and the notion Responsibility within British politics. They should also develop an understanding through modern examples of the power of Special Advisors and the conflict between the SpAd's and the civil service.
<b>Cross Curricular Links (Authentic Connections)</b>	Literacy: Extended writing	Literacy: Extended writing History: Britain 1951-2007	Literacy: Extended writing History: Britain 1951-2007
<b>Key Assessment</b>	End of topic tests Home learning activities	End of topic tests Home learning activities Short answer/essays Y12 Trials to cover Constitution, EU, Devolution	End of topic tests Home learning activities Short answer/essays Y12 Trials to cover all content covered so far

Year 12 US Politics/Comparative	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	3.2.1.1 Constitutional framework 3.2.2.1 Comparative – Constitutional framework 3.2.1.6 Political Parties 3.2.2.4 Comparative = Electoral and Party systems	3.2.1.5 Electoral process and direct democracy 3.2.2.4 Comparative = Electoral and Party systems 3.2.1.2 Legislative Branch: Congress 3.2.2.1 Comparative – Constitutional framework	3.2.1.3 Executive Branch: the President 3.2.2.2 Comparative: The Executive
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b><u>US Constitutional framework</u></b> Students need to have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>US Constitution</li> <li>Bill of Rights</li> <li>Separation of powers</li> <li>Checks and balances</li> <li>Federalism</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Nature and significance of the US Constitution</li> <li>Significance of constitutional principles</li> <li>Framework of government as set out in constitution</li> <li>Federal system of government</li> <li>Federal state relations</li> </ul>	<p><b><u>Electoral process and direct democracy</u></b> Students need to have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>Electoral college system</li> <li>Primaries and caucuses</li> <li>National nominating conventions</li> <li>Direct democracy</li> <li>Voting behaviour</li> <li>Popular vote</li> <li>Split ticket voting</li> <li>Abstention</li> <li>Incumbency</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>The electoral system used in the USA</li> </ul>	<p><b><u>Executive Branch: The President</u></b> Students need to have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>The Executive</li> <li>The President</li> <li>Formal powers</li> <li>Informal powers</li> <li>Checks and balances</li> <li>Imperial presidency</li> <li>Imperilled presidency</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Sources of presidential power</li> </ul>



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	<ul style="list-style-type: none"> <li>Amendment process, including challenge of amending constitution</li> <li>Debates around importance of constitution to working of contemporary US government</li> <li>How the Constitution, Bill of Rights and Supreme Court protects civil rights and liberties</li> </ul> <p><b>Comparative: Constitutional framework</b> Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Key similarities and differences between the UK/US Constitutions, and the impact they have on politics and government</li> <li>Nature of constitutions, their sources, provisions, and key statements surrounding principles of separation of powers, checks and balances</li> </ul> <p><b>Political Parties</b> Students need to have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>Ideology</li> <li>Factionalism</li> <li>Party decline</li> <li>Party renewal</li> <li>Party organisation</li> <li>Third parties</li> <li>Independent candidates</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Ideology, values, policies, traditions and organisation of the Democrat and Republican parties</li> <li>Ideological changes over time of Democrat and Republican parties leading to polarisation of US politics e.g. attitudes to gun control, healthcare, abortion</li> <li>Factionalised nature of parties and internal division</li> <li>Weakness of US Parties</li> <li>Dominance of two party system and significance of third parties and independent candidates.</li> </ul> <p><b>Comparative: Electoral and Party system</b> Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Comparisons of Party system in US/UK</li> <li>Debates around Party finance</li> <li>Growth of 2 Party system in US v growth of multiparty in UK</li> <li>Comparison of Party policies in US/UK</li> <li>Significance of third party and independent candidates in US/UK</li> </ul>	<ul style="list-style-type: none"> <li>The main characteristics of presidential and congressional elections and campaigns</li> <li>Candidate selection and nomination process, including primaries, caucuses and national nominating conventions</li> <li>Debates around the workings of, outcomes of and impacts of the electoral college system</li> <li>The impact of money, media, leadership, incumbency and issues on electoral outcomes</li> <li>Campaign finance</li> <li>The role of direct democracy at state level, including referendums, initiatives, propositions, recall elections</li> <li>Issues affecting voter behaviour including issues, candidates</li> <li>Re-alignment elections e.g. 1932, 1968</li> <li>Split ticket voting and abstention in US elections</li> </ul> <p><b>Comparative: Electoral and Party system</b> Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Comparison of electoral systems used in UK and US</li> <li>Debates around campaign finance</li> </ul> <p><b>Legislative branch: Congress</b> Students need to have a solid understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>Congress</li> <li>House of Representatives</li> <li>Senate</li> <li>Oversight</li> <li>Committee system</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>The structure, role and powers of the US Congress</li> <li>Composition of Congress, including terms of office and allegiance</li> <li>Debates about function, power and effectiveness of Congress in legislation, oversight and power of the purse</li> <li>Party system and committee system and their significance within Congress</li> <li>Representative role of Senators and Representatives</li> <li>Relative strength of the House of Representatives and Senate</li> <li>Relationship between Congress, executive branch and Supreme Court</li> </ul> <p><b>Comparative: Constitutional framework</b> Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Relative strengths and weaknesses of legislatures in UK and US</li> <li>Similarities and differences between role and power of legislatures in UK and US.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between formal powers (enumerated and inherent powers outlined in the constitution) and informal powers (party leader, agenda setting, world leader, EXOP</li> <li>Constraints on the presidency e.g. checks and balances, variables such as Party support in Congress, orientation of Supreme Court, media and public opinion</li> <li>Relationship between President and other institutions e.g. EXOP, Cabinet, federal bureaucracy, federal agencies</li> <li>Waxing and waning of presidential power e.g. FDR, JFK, Clinton, Reagan</li> <li>Imperial v imperilled presidency</li> </ul> <p><b>Comparative: the Executive</b> Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>Role and powers of the PM and the President</li> <li>Accountability to the legislature</li> <li>Relationship of President and PM to other institutions of government</li> </ul>
<b>Key Technical Vocabulary</b>	US Constitution; Bill of Rights; Separation of powers; Checks and balances; Federalism; Ideology; Factionalism; Party decline; Party renewal; Party organisation; Third parties; Independent candidates	Electoral college system; Primaries and caucuses; National nominating conventions; Direct democracy; Voting behaviour; Popular vote; Split ticket voting; Abstention; Incumbency; Congress; House of Representatives; Senate; Oversight; Committee system	The Executive; The President; Formal powers; Informal powers; Checks and balances; Imperial presidency; Imperilled presidency
<b>Opportunities for Reading</b>	My Revision Notes: US and Comparative Politics US Govt and Politics Bennett Politics Review (various)	My Revision Notes: US and Comparative Politics US Govt and Politics Bennett Politics Review (various)	My Revision Notes: US and Comparative Politics US Govt and Politics Bennett Politics Review (various)
<b>Developing Cultural Capital</b>	Students should develop an understanding of how the American political system works and operates, including the constitution. This should allow students to understand key differences between the two systems and highlight strengths and weaknesses of both.	Students should be able to explain the American electoral process and how that impacts the style of American politics in comparison to British. By developing an understanding of Congress, they should also understand the British parliamentary system more and the cooperative versus combative nature of the two systems	The President of the USA is the most powerful person in the world, and so it is important that British students understand what powers they do and do not have. This includes an awareness of how the individual in the White House affects the how the political system works.
<b>Cross Curricular Links (Authentic Connections)</b>	Literacy: Extended writing History: Making of a superpower	Literacy: Extended writing History: Making of a superpower	Literacy: Extended writing History: Making of a superpower
<b>Key Assessment</b>	End of topic tests Home learning activities	End of topic tests Home learning activities Short answer/essays Y12 Trials to cover Constitution, Parties	End of topic tests Home learning activities Short answer/essays Y12 Trials to cover all content covered so far



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Year 12 Political Ideas	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	3.3.1.1 Liberalism 3.3.1.2 Conservatism	3.3.1.2 Conservatism 3.3.1.3 Socialism	3.3.1.3 Socialism
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b><u>Liberalism:</u></b> Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>Individual and freedom</li> <li>Human nature, the state, society and the economy</li> <li>Classical liberalism</li> <li>Modern liberalism</li> </ul> <p>Students should be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>debates about the nature of liberalism, including reference to classical, modern, and neo-liberalism</li> <li>core liberal ideas and values concerning the individual and freedom, including the concepts of positive and negative liberty</li> <li>the different ideas, concepts and attitudes that exemplify classical liberalism, modern (new/progressive) liberalism</li> <li>in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to liberal thinking on human nature, the state, society and the economy:               <ul style="list-style-type: none"> <li>John Locke – natural rights, liberty and individualism, fiduciary power of government</li> <li>John Stuart Mill – criticism of hedonism, freedom, integrity and self-respect of the individual, self-regarding and other regarding actions</li> <li>John Rawls – concept of justice, principles of justice</li> <li>Thomas Hill Green – self development/role of the State, negative and positive freedom</li> <li>Mary Wollstonecraft – equality and rights, 'revolution controversy', criticisms of aristocracy and republicanism</li> <li>Betty Friedan – equal rights, Civil Rights and feminist movements in the USA.</li> </ul> </li> </ul> <p><b><u>Conservatism</u></b> Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>The government, the free market, the individual</li> <li>Authority, tradition, private property, human nature, the state, society and the economy</li> <li>Traditional conservatism</li> <li>The New Right</li> </ul>	<p>Students should be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>debates about the nature of conservatism</li> <li>core conservative ideas and values concerning government, the free market and the individual</li> <li>different strands of conservative thinking from traditional Conservatism to the New Right</li> <li>in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to conservative thinking on human nature, the state, society and the economy:               <ul style="list-style-type: none"> <li>Thomas Hobbes – concept of human nature/laws of nature, power of the sovereign/the individual and self protection</li> <li>Edmund Burke – Anti-Jacobinism/Whig principles, Burke's reaction to the American and French Revolutions</li> <li>Michael Oakeshott – importance of tradition/criticisms of rationalism, 'Politics of Faith' vs 'Politics of Scepticism'</li> <li>Ayn Rand – opposition to collectivism and statism, rational and ethical egoism/individual rights</li> <li>Robert Nozick – limited functions of the State, justification of inequalities of wealth resulting from freely exchanged contracts.</li> </ul> </li> </ul> <p><b><u>Socialism</u></b> Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>Marxism, class analysis, fundamental goals of socialism</li> <li>Human nature, the state, society and the economy</li> <li>Revolutionary socialism</li> <li>Social democracy</li> </ul>	<p>Students should be able to analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>debates about the nature of socialism</li> <li>core socialist views and values concerning Marxism, class analysis and the fundamental goals of socialism</li> <li>differing views and tensions within and between revolutionary socialism and social democracy</li> <li>in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to socialist thinking on human nature, the state, society and the economy:               <ul style="list-style-type: none"> <li>Karl Marx and Friedrich Engels – class and class struggle, dialectical materialism</li> <li>Rosa Luxemburg – inevitability of the triumph of revolution/capacity of the masses, spontaneity/party oriented class struggle</li> <li>Beatrice Webb – co-operative movement, co-operative federalism and co-operative individualism</li> <li>Anthony Crosland – criticism of Marxism/Revisionism, rejection of nationalisation as central goal of party, political values of personal liberty, social welfare and equality</li> <li>Anthony Giddens – rejection of traditional conception of socialism, the 'Third Way' in politics, combination of right wing economic and left wing social policies.</li> </ul> </li> </ul>
<b>Key Technical Vocabulary</b>	Classical liberalism; modern liberalism; neo-liberalism; Mechanistic theory; egotistical individualism; economic liberalism; social contract; foundational equality; legal equality; meritocracy; equality of opportunity; equality of outcome; limited government; positive freedom; negative freedom; laissez-faire capitalism; minimal state; developmental individualism; enabling state; social liberalism	Localism; organicism; empiricism; normative; progressive; hierarchy; paternalism/noblesse oblige; private property; authority; aristocracy; laissez-faire capitalism; Thatcherism; New Right; One Nation; Fascism; Christian Democracy; Supranationalism; pragmatism; atomism;  Socialism; equality of opportunity; equality of outcome; class; social justice; common ownership; capitalism	Fundamental socialism; Marxism; communism; dialectic; historical materialism; class consciousness; false consciousness; democratic centralism; democratic socialism; gradualism; revolutionary socialism; evolutionary socialism; Euro-communism; bourgeoisie; Neo-Marxism; Revisionism; social democracy; Keynesianism; The Third Way; embourgeoisement;
<b>Opportunities for Reading</b>	Political Ideas for A Level by Kelly & McNaughton My Revision Notes AQA A Level Politics Political Ideas	Political Ideas for A Level by Kelly & McNaughton My Revision Notes AQA A Level Politics Political Ideas	Political Ideas for A Level by Kelly & McNaughton My Revision Notes AQA A Level Politics Political Ideas



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<b>Developing Cultural Capital</b>	Understanding basis for British constitution and governance Understanding basis for US constitution and governance Concepts of freedom and equality Understanding roots of British political parties.	Understanding basis for British constitution and governance Understanding basis for US constitution and governance Concepts of freedom and equality Understanding roots of British political parties.	Understanding basis for British constitution and governance Understanding basis for US constitution and governance Concepts of freedom and equality Understanding roots of British political parties.
<b>Cross Curricular Links (Authentic Connections)</b>	Literacy: Extended writing History: Making of a superpower	Literacy: Extended writing History: Making of a superpower	Literacy: Extended writing History: Making of a superpower
<b>Key Assessment</b>	Key thinkers and key tensions tests End of topic tests Home learning activities	Key thinkers and key tensions tests End of topic tests Home Learning activities Y12 Trials to cover Liberalism	Key thinkers and key tensions tests End of topic tests Home learning activities Y12 Trial to cover Liberalism and Conservatism



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Year 13 UK Politics	Term 1	Term 2	Term 3
<p><b>Unit(s)</b> – As outlined in 39 week plans</p>	<p>3.1.2.1 Democracy and Participation 3.1.2.2 Elections and referendums 3.1.2.3 Parties</p>	<p>3.1.2.4 Pressure Groups 3.1.1.4 The Judiciary</p>	<p>Revision</p>
<p><b>Key Retainable Knowledge &amp; Skills</b></p>	<p><b><u>Democracy and Participation</u></b> Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>• Direct democracy</li> <li>• Representative democracy</li> <li>• Suffrage</li> <li>• Participation</li> <li>• Partisan dealignment</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>• How suffrage has changed from 1832 Great Reform Act</li> <li>• Debates around gender, class, ethnicity and age</li> <li>• Significance of Chartists, Suffragists and Suffragettes</li> <li>• Suffrage as a human right</li> <li>• Nature of democracy</li> <li>• Types of democracy</li> <li>• Patterns and forms of participation</li> </ul> <p><b><u>Elections and Referendums</u></b> Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>• Majoritarian and proportional electoral systems</li> <li>• Representative democracy</li> <li>• Suffrage</li> <li>• Participation</li> <li>• Voting behaviour</li> <li>• Manifesto</li> <li>• Campaign</li> <li>• Referendums</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>• Debates around performance of Westminster and Holyrood</li> <li>• Advantages and disadvantages of elections/referendums in London and Edinburgh</li> <li>• 3 key elections i.e. 1945, 1983, 2016 covering the following:               <ul style="list-style-type: none"> <li>○ Patterns of voting behaviour</li> <li>○ Influence of media</li> <li>○ Reasons for and impact of Party policy/manifesto</li> <li>○ Impact of leaders</li> <li>○ Influence of elections on policy</li> <li>○ Effects of electoral system on party system</li> <li>○</li> </ul> </li> <li>• Impact of referendums i.e. 1997 Scottish Devolution, 2011 Alternative Voting System, 2014 Scottish independence, 2016 Brexit</li> </ul> <p><b><u>Political Parties</u></b> Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>• Ideology</li> <li>• Party structure/systems/funding/functions</li> <li>• Minor parties</li> <li>• Political agenda</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>• Origins, ideas and development of Conservative, Labour and Lib Dems and how shapes current policy</li> <li>• Structure and function of Conservative, Labour and Lib Dem parties</li> </ul>	<p><b><u>Pressure Groups</u></b> Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>• Pluralism</li> <li>• Political agenda</li> <li>• Insider and outsider pressure groups</li> <li>• Promotional and interest groups</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>• Pluralism, pressure groups and democracy</li> <li>• How pressure groups, think tanks, lobbyists, corporations and the media influence government and parliament</li> <li>• Types of pressure groups, including a detailed study of BMI/National Trust (Insider) and Amnesty International/Fathers4Justice (Outsider) and the methods used</li> <li>• Factors affecting influence of pressure groups e.g. membership, resources, actions taken</li> <li>• Links between pressure groups, political parties, government and the media.</li> </ul> <p><b><u>The Judiciary</u></b> Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>• Supreme Court</li> <li>• Judicial independence and impartiality</li> <li>• Separation of powers</li> <li>• Ultra vires</li> <li>• Judicial review</li> </ul> <p>Students should be able to describe, analyse and evaluate the following:</p> <ul style="list-style-type: none"> <li>• Composition of judiciary and appointments process</li> <li>• Role of Supreme Court and its impact on government/parliament</li> <li>• Importance of ultra vires, judicial review and Supreme Court on legislative process</li> </ul>	<p>Students will consolidate Y12 and Y13 content in preparation for the external exam. This will include taught lessons, working through past papers and student presentations on core content.</p>



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	<ul style="list-style-type: none"> <li>• Party funding</li> <li>• Relations with, and influence of, the media</li> <li>• Factors affecting electoral outcomes</li> <li>• Policies of minor parties and impact on debates and agenda setting</li> <li>• Development of multiparty system</li> </ul>		
<b>Key Technical Vocabulary</b>	Direct democracy; representative democracy; liberal democracy; suffrage; Chartism; Partisan dealignment; referendum; pluralist democracy; democratic deficit; West Lothian Question; franchise;	Insider; outsider; pressure group; think tank; pluralism; ultra vires; judicial review; judicial independence; judicial neutrality; derogation;	
<b>Opportunities for Reading</b>	UK Govt and Politics Lynch et al My Revision Notes UK Politics <a href="http://www.referendumanalysis.uk">www.referendumanalysis.uk</a> BBC Bitesize guide to voting behaviour	UK Govt and Politics Lynch et al My Revision Notes UK Politics Politics Review (various) UK Politics Annual update Constitutional change in the UK, Routledge, 2002 <a href="http://www.supremecourt.uk/about">www.supremecourt.uk/about</a> <a href="http://www.theguardian.com/politics/lobbying">www.theguardian.com/politics/lobbying</a>	UK Govt and Politics Lynch et al My Revision Notes UK Politics
<b>Developing Cultural Capital</b>	Students should understand the nature of democracy in Britain and the role played by political parties, helping them to identify their own political beliefs and allegiances.	Students should understand the power of pressure groups in British politics and the importance of being politically involved and how they have the power to shape the actions of government. Understanding the judicial system should also help them understand the importance of judicial independence and evaluate how independent the British judiciary is.	
<b>Cross Curricular Links (Authentic Connections)</b>	Literacy: Extended writing History: Britain 1951-2007	Literacy: Extended writing	Literacy: Extended writing
<b>Key Assessment</b>	End of topic tests Home learning activities	End of topic tests Home learning activities	End of topic tests Home learning activities A Level exam



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Year 13 US Politics/ Comparative	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b> 3.2.1.4 Judicial branch of Government 3.2.2.3 Comparative – Judiciary 3.2.1.8 Civil Rights 3.2.2.6 Comparative – Civil Rights	<b>Judicial branch of Government</b> Students should be able to describe and explain the following key concepts and terminology <ul style="list-style-type: none"> <li>Supreme Court</li> <li>Judicial activism/restraint/review</li> <li>Strict and loose constructionism</li> </ul> Students should be able to describe, analyse and evaluate the following: <ul style="list-style-type: none"> <li>Selection and appointment process to Supreme Court</li> <li>Composition of Supreme Court</li> <li>Nature of judicial power</li> <li>Constitutional role of Supreme court</li> <li>Significance of Judicial Review, inc Marbury v Madison1803</li> </ul> <b>Comparative: Judiciary</b> Students should be able to describe, analyse and evaluate the following: <ul style="list-style-type: none"> <li>Similarities and differences of Supreme Court</li> <li>Impact on government and politics</li> <li>Extent of powers and base of powers within UK/US</li> <li>Relative independence of judiciary in UK/US</li> </ul> <b>Civil Rights</b> Students should be able to describe and explain the following key concepts and terminology <ul style="list-style-type: none"> <li>Civil Liberties</li> <li>Bill of Rights</li> <li>Supreme Court</li> <li>Civil Rights movement</li> </ul> Students should be able to describe, analyse and evaluate the following: <ul style="list-style-type: none"> <li>Protection of civil rights under constitution/Bill of Rights, Supreme Court, amendments</li> <li>Role of pressure groups</li> <li>Impact of abortion, sexual orientation, guns</li> </ul>	3.2.1.7 Pressure Groups 3.2.2.5 Comparative – Pressure Groups  <b>Comparative: Civil Rights</b> Students should be able to describe, analyse and evaluate the following: <ul style="list-style-type: none"> <li>Protection of civil rights in UK/US</li> <li>Debates around civil rights issues e.g. gender, sexual orientation</li> </ul> Methods, influence and effectiveness of civil rights campaigns in UK/US.  <b>Pressure Groups</b> Students should be able to describe and explain the following key concepts and terminology <ul style="list-style-type: none"> <li>Political pluralism</li> <li>Electoral finance</li> <li>Iron triangle</li> <li>Promotional groups</li> <li>Interest groups</li> <li>PACs and Super PACs</li> </ul> Students should be able to describe, analyse and evaluate the following: <ul style="list-style-type: none"> <li>Extent of political pluralism in US</li> <li>Types of pressure groups</li> <li>Methods used by pressure groups</li> <li>Pressure group funding of elections</li> <li>Role and significance of PACs and Super PACs</li> </ul> <b>Comparative: Pressure Groups</b> Students should be able to describe, analyse and evaluate the following: <ul style="list-style-type: none"> <li>Influence of pressure groups on government in UK/US</li> <li>Relative power, influence and methods of pressure groups in UK/US</li> </ul>	Revision   Students will consolidate Y12 and Y13 content in preparation for the external exam. This will include taught lessons, working through past papers and student presentations on core content.
<b>Key Retainable Knowledge &amp; Skills</b>	Supreme Court; Judicial activism/restraint/review; Strict constructionism; loose constructionism; Civil Liberties; Bill of Rights; Supreme Court; Civil Rights movement	Political pluralism; Electoral finance; Iron triangle; Promotional groups; Interest groups; PACs and Super PACs	
<b>Key Technical Vocabulary</b>	My Revision Notes: US and Comparative Politics US Govt and Politics Bennett Politics Review (various)	My Revision Notes: US and Comparative Politics US Govt and Politics Bennett Politics Review (various)	My Revision Notes: US and Comparative Politics US Govt and Politics Bennett Politics Review (various)
<b>Opportunities for Reading</b>	<b>Developing Cultural Capital</b> Students should develop an understanding through studying the judicial system and the development of civil rights in the USA the impact of societal change as well as the impact a codified constitution can have. This should allow them to compare how easily changed civil rights are in the UK.	Students should develop an understanding of the importance of getting involved in politics and the power of pressure groups in the American political system. Through a study of PAC's and Super PACs they should understand the power of money in American politics and the different nature of British politics.	
<b>Developing Cultural Capital</b>	<b>Cross Curricular Links (Authentic Connections)</b> Literacy: Extended writing History: Making of a superpower	Literacy: Extended writing	Literacy: Extended writing
<b>Cross Curricular Links (Authentic Connections)</b>			





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<b>Key Assessment</b>	End of topic tests Home learning activities	End of topic tests Home learning activities	End of topic tests Home learning activities A Level exam
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<b>Year 13 Political Ideas</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
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**(Government and Politics) Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids**



<b>Unit(s)</b> – As outlined in 39 week plans	Multiculturalism	Revision	Revision
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b><u>Multiculturalism</u></b>            Students should be able to describe and explain the following key concepts and terminology</p> <ul style="list-style-type: none"> <li>• equality of opportunity, anti discrimination</li> <li>• human nature, the state, society and the economy</li> <li>• integration and segregation.</li> </ul> <p>Students should analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• debates about the nature of multiculturalism</li> <li>• core ideas and values of multiculturalism concerning equality of opportunity, antidiscrimination, assimilation</li> <li>• integration and segregation</li> <li>• in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to multiculturalist thinking on human nature, the state, society and the economy:               <ul style="list-style-type: none"> <li>○ Isaiah Berlin – negative/positive freedom</li> <li>○ Will Kymlicka – rights and status of minority cultures, toleration</li> <li>○ Charles Taylor – human rights and the dignity of human life, benevolent formula for mutual existence</li> <li>○ Tariq Modood – multiculturalism, cosmopolitanism, assimilation, liberalism and multiculturalism</li> <li>○ Bikhu Parekh – cultural pluralism, the limits of diversity.</li> </ul> </li> </ul>	Students will consolidate Y12 and Y13 content in preparation for the external exam. This will include taught lessons, working through past papers and student presentations on core content.	Students will consolidate Y12 and Y13 content in preparation for the external exam. This will include taught lessons, working through past papers and student presentations on core content.
<b>Key Technical Vocabulary</b>	Culture; assimilation; individualist integration; diversity; multiculturalist integration; tolerance; communitarianism; identity politics; politics of recognition; essentialism; cultural relativism; BAME; segregation; value pluralism; formal equality; positive discrimination; Sharia Law; group differentiated rights; tolerance; pluralism; cosmopolitan integration;		
<b>Opportunities for Reading</b>	Political Ideas for A Level by Kelly & McNaughton My Revision Notes AQA A Level Politics Political Ideas Politics Review (various) <a href="#">Stanford Encyclopedia of Philosophy – Multiculturalism</a>		
<b>Developing Cultural Capital</b>	Understanding of current issues and political climate		
<b>Cross Curricular Links (Authentic Connections)</b>	Literacy: Extended writing		
<b>Key Assessment</b>	End of topic tests Home learning activities	End of topic tests Home learning activities	A Level exam