Curriculum Map

Subject: Politics

| | Autu | | Autu | mn 2 | Spri | ing 1 | | ing 2 | Sum | mer 1 | Sum | mer 2 |
|--------------------------|-------------------------------------|---------------------------|-------------------------------|---------------------------|-----------------------|----------------------------------|--------------------|-------------------------------|--------------------------------------|------------------|------------------------|------------------|
| | Paper 1 | Paper 2 | Paper 1 | Paper 2 | Paper 1 | Paper 2 | Paper 1 | Paper 2 | Paper 1 | Paper 3 | Paper 1 | Paper 3 |
| Content- WHAT | UK Democracy | UK Constitution | UK Political | <u>UK Parliament</u> | UK Elections | UK Executive | UK Voting | UK Relationship | <u>Liberalism</u> | US Constitution | <u>Socialism</u> | US Constitution |
| will be learned? | | | Parties | | | | Behaviour and | between the | | | | Underpins all |
| What previous | It introduces key | Principles under | Introduces | Students need | Elections need | Executive taught | <u>the Media</u> | <u>branches</u> | Easiest of the | Underpins all | Three strands | later concept in |
| earning can be | terminology, | pin UK politics | ideologies and | the idea of | to be taught | after as | Elections need | Relationship | ideologies – 2 | later concept in | within the | US Politics |
| linked? Why this | concepts, and | and introduces | provides | parliamentary | before voting | concepts such as | to be taught | with the | strands | US Politics | ideology - 1 | course |
| order/ sequence ? | provides the | key ideas and | understanding | government | behaviour. As | majorities and | before voting | branches | | course | strand up from | US Congress |
| | ideas that | concepts e.g., | of the basis for | reinforced. | elections | party politics in | behaviour. As | requires | Ideologies must | | liberalism | Due to the |
| | underpin the | parliamentary | elections, minor | Works alongside | provide the | unit 1 already | elections | knowledge of | occur after other | | | explicit powers |
| | course. | sovereignty. | parties, and | parties as | mechanism and | taught | provide the | executive, | units so that | | | that are granted |
| | | Constitutional | concepts such as | concepts such as | voting behaviour | | mechanism and | judiciary, and | they have | | | to Congress by |
| | | reform covered | nationalism. | rebellions, | the outcome. | | voting behaviour | legislature to | knowledge of | | | the Constitution |
| | | here to consider | | whips, and | | | the outcome. | assess the | key concepts | | | the Executive as |
| | | topics in more | | scrutiny | | | | relationship. | e.g., the state. | | | powers are both |
| | | depth in the | | | | | | | | | | constitutional |
| | | following units. | | | | | | | | | | and implied. |
| Skills- What will | • | • | of political informat | | • | • | IS. | | | | | |
| be developed? | - | | ing and evaluation o | • | • | | | | | | | |
| | | • | ons, similarities, and | | | | | | | | | |
| | | | f arguments and exp | | vance, clarity, and c | coherence, and drav | ing reasoned concl | lusions about UK po | litics and core politi | ical ideas. | | |
| | | - | derstanding of key p | olitical concepts. | | | | | | | | |
| | Use appropriate | , | | | | | | I | 1 | I | | I |
| Key 'How'/'Why' | Analysis of | Nature and | The functions | The structure | Analysis and | Structure, role, | Analysis of | The Supreme | Core ideas and | The nature of | Core ideas and | The main |
| Questions- What | direct and | sources of the | and features of | and role of the | comparison of | and powers of | three general | Court and its | principles of | the US | principles of | characteristics |
| powerful | representative | UK Constitution | political parties | House of | different voting | the Executive | elections (1979, | interactions | liberalism and | Constitution | socialism and | of US federalism |
| knowledge will | democracy | | | Commons and | systems | | 1997, and one | with, and | how they relate | | how they relate | |
| be gained? What | (features and | Constitutional | The origins and | the Lords | | Concepts of | since 1992) | influence over, | to human | The key features | to human | Interpretations |
| areas/themes/co | comparison) | reform since | development of | | Use of | individual and | | the legislative | nature, the | of the US | nature, the | and debate |
| ncepts will be | | 1997 | Conservative, | The | referendums | collective | Analysis of | and policy- | state, society, | Constitution | state, society, | around the US |
| explored? | What were the | | Labour and | comparative | and analysis of | ministerial | voting pattern | making | and the | (Federalism, | and the | Constitution and |
| | key milestones | Role and powers | Liberal | powers of the | their role in a | responsibility | behaviour | processes. | economy | separation of | economy | federalism |
| | in widening of | of the devolved | Democrat | Commons and | representative | - | | | D.(()) | powers, checks | D.(()) | |
| | the franchise | bodies in the UK | parties and | Lords | democracy | The powers of | Role and | The relationship | Differing views | and balances. | Differing views | The structure of |
| | and what the | and the impact | their current | | | the PM and the | impact of the | between the | and tensions | Bipartisanship | and tensions | Congress |
| | next step is | of devolution | ideas and | Analysis of the | Analysis of | Cabinet and the | media in | Executive and | with liberalism – | and limited | with socialism – | |
| | | Dahataa | policies | legislative | electoral | relationship | elections | Parliament | classical v | government) | revolutionary | Distribution of |
| | How pressure | Debates on | las a subserve of | process | systems (Impact | between the | | The since using | modern | A | socialism, social | power in |
| | group and other | further | Importance of | Interaction | on government, | two | | The aims, role, | liberalism | Amendment | democracy, and | Congress |
| | agencies seek to influence politics | constitutional | minor parties in | between Parliament and | representation, | Analysis of the | | and impact of | Key ideas of | procedure | the Third Way | |
| | and their | reform in the UK | the UK and their ideas and | | and voter | Analysis of the extent the PM | | the European Union (EU) on | | | Key ideas of Karl | |
| | degrees of | including the debate | policies | the Executive | choice) | and Cabinet | | the UK | John Locke, Mary | | Marx and | |
| | - | | policies | | | dictate events | | | Wollstonecraft, | | | |
| | success | regarding codification | The | | | | | government. | | | Friedrich Engels, | |
| | How rights have | | The development of | | | and determine | | The location of | John Stuart Mill, John Rawls, and | | Beatrice Webb, Rosa | |
| | developed in the | | a multiparty | | | policy. | | sovereignty in | Betty Friedan to | | Luxemburg, | |
| | UK and the | | system and the | | | | | the UK political | exemplify | | Anthony | |
| | limitations and | | implications of | | | | | system | content from | | Crossland and | |
| | tensions with | | this. | | | | | 39310111 | above | | Anthony | |
| | rights-based | | uns. | | | | | | abuve | | Giddens to | |
| | culture. | | Analysis of the | | | | | | | | exemplify | |
| | | 1 | | | 1 | 1 | | 1 | 1 | 1 | | 1 |
| | culture. | | | | | | | | | | | |
| | culture. | | factors that affect party | | | | | | | | content from above | |

Year Group: 12

| SEND- how will | • Students who r | • Students who require information to be read to them are emailed the booklets so that the computer can read to them, as are students who type in exams sent the booklets. | | | | | | | | | | | |
|---------------------|---|--|---------------------------|---|-----------------------|---------------------------|---------------------------|------------------------|-----------------------|----------------------|-------------------------|--------------------|--|
| support be seen? | | • | | | | | them, as are stude | ints who type in exa | The bookies | | | | |
| Seating plans? | | Students who have extra time allocated in exams are given extra time for questions Students who require coloured paper/overlays are provided with such. | | | | | | | | | | | |
| Simplified | | | | | | | | | | | | | |
| | | | • | rrangements are for | warded to the SEN | DCO | | | | | | | |
| questions? | • Liaise with CTAs when they are supporting students in the class. | | | | | | | | | | | | |
| | • Non-white backgrounds used on PowerPoints to help with reading. | | | | | | | | | | | | |
| | • Use images to support vocabulary and reading (Dual coding) | | | | | | | | | | | | |
| | Consideration of seating based upon students' needs | | | | | | | | | | | | |
| Assessment- | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | |
| What? Why? | quizzes to | quizzes to | quizzes to | quizzes to | quizzes to | quizzes to | quizzes to | quizzes to | quizzes to | quizzes to | quizzes to | quizzes to | |
| What: Why. | reinforce key | reinforce key | reinforce key | reinforce key | reinforce key | reinforce key | reinforce key | reinforce key | reinforce key | reinforce key | reinforce key | reinforce key | |
| | terms and | terms and | terms and | terms and | terms and | terms and | terms and | terms and | terms and | terms and | terms and | terms and | |
| | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | |
| | vocabulary | vocabulary | vocabulary | vocabulary | Vocabulary | vocabulary | Vocabulary | vocabulary | Vocabulary | Vocabulary | Vocabulary | vocabulary | |
| | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | |
| | question | question | question | question | question | question | question | question | question | question | question | question | |
| | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | |
| | Reinforce skills | Reinforce skills | bar a0. abriot | Par 20. april | Par 40. 4P. 61 | han a0. ab. or | ha. 29. ak. at | Par #8. #P.101 | Par 68. 64. 61. | Par 20. 2010 | para8.aprior | Par - 8 Pro- | |
| | one paragraph | in one | Full essay | Full essay | Full essay | Full essay | Full essay | Full essay | Full essay | Full essay | Full essay | Full essay | |
| | correct then it | paragraph | question at the | question at the | question at the | question at the | question at the | question at the | question at the | question cannot | question at the | question cannot | |
| | can be applied | correct then it | end of the unit | end of the unit | end of the unit | end of the unit | end of the unit | end of the unit | end of the unit | be answered | end of the unit | be answered | |
| | to three | can be applied | | | | | | | | without the | | without the | |
| | paragraphs | to three | | | | | | | | application of | | application of | |
| | paragraphs | | | | | | | | | the US | | the US | |
| | | paragraphs | | | | | | | | Constitution to | | Constitution to | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | other units | | other units | |
| What memory | | | | e are always reinfor | | | | | | | | | |
| for learning skills | | | | e naturally repeat, a | | | | | | | | | |
| will be required- | | • | | urrently being studie | ed to reinforce learn | ning and on current | units to assess leve | els of understanding | | | | | |
| modelling? | | | ned in different uni | | | | | | | | | | |
| Concrete | Mock exam que | estions are not aske | d on the recent top | ics – previous topics | are always assesse | ed. | | | | | | | |
| answers? | Model answers | are provided to an | swers and each in cl | lass assessment beg | ins with a model ar | iswer | | | | | | | |
| Retrieval? | | | | . | | | | | | | | | |
| Literacy- reading, | | | | he essential informa | | | | | | | | | |
| extended | | | | review, political upo | dates, and relevant | news outlets | | | | | | | |
| accurate writing | We encourage s | students to read rele | evant texts e.g., Sap | piens | | | | | | | | | |
| and oracy | | | | | | | | | | | | | |
| opportunities | | 1 | 1 | 1 | 1 | I | 1 | 1 | 1 | 1 | 1 | 1 | |
| Numeracy/comp | Homework | Homework | Homework | Homework | Homework | Homework | Homework | Homework | Homework | Homework | Homework | Numeracy – | |
| uting skills | Use of satchel | Use of satchel | Use of satchel | Use of satchel | Use of satchel | Use of satchel | Use of satchel | Use of satchel | Use of satchel | Use of satchel | Use of satchel | Assessment of | |
| | and forms | and forms | and forms | and forms | and forms | and forms | and forms | and forms | and forms | and forms | and forms | data of diverse | |
| | | | | Numeracy – | Numeracy – | | | | | | | groups of people | |
| | | | | Assessment of | statistics with | | Numeracy – | | | | | represented in | |
| | | | | data of diverse | voting election | | statistics with | | | | | Congress | |
| | | | | groups of people | outcomes | | voting election | | | | | | |
| | | | | represented in | Quotas of | | outcomes and | | | | | | |
| | | | | parliament | different voting | | behaviour. | | | | | | |
| | | | | parmanent | systems | | | | | | | | |
| Character | Aspirational - Stu | l dents are always or | I Incouraged to consid | I ler the opportunities | | I Russell group univer | l sities are mentioned | d reneatedly. Route | s of other students | and figures in the c | I Jurse are mentione | d to highlight the | |
| development | | • | - | le course. We encou | | • • | | a repeateury. Noule | | | | | |
| development | | | | compassion with the | - | - | | c Compaccionato to | the causes experi | ances and activities | of others | | |
| | | - | - | knowledge from GCS | | | | - | | | | analyse course | |
| | | - | nui no packground i | Knowledge from GC | | is the demands of P | Level study. Cours | e changes constant | iy, resilience fieede | u to be adaptable al | iu revaluate allu le | analyse course | |
| | I WILLING CHANGING C | II CUITISLATICES | | | | | | | | | | | |
| | within changing circumstances Resourceful – Ability to find and consider aspects of the course as they change. Use of a variety of sources and the ability to assess the suitable of online news channels. | | | | | | | | | | | | |
| | Resourceful – Abi | lity to find and cons | | course as they chan hat are not their ow | | | | e suitable of online r | news channels. | | | | |

| Homework | Homework | Numeracy – |
|----------------|----------------|------------------|
| Use of satchel | Use of satchel | Assessment of |
| and forms | and forms | data of diverse |
| | | groups of people |
| | | represented in |
| | | Congress |
| | | |
| | | |
| | | |
| | | |

| Equality/Diversity opportunities | Students' own ide We include examp We also challenge Students must rec world that they ar Pressure groups | Delivered throughout the course Students' own ideas about ideologies that they support are challenged by the curriculum. We include examples that reflect everyone in the course – we use examples of LGBTQ+, ethnic minorities, women, disabled individuals, religious groups We also challenge ideas that are presented by political parties Students must reconcile different political beliefs and attitude regularly. They are taught about Britain and America – they are aware of other aspects of the world. Students are more than happy to bring in examples for parts of the vorld that they are familiar with e.g., Turkey, Afghanistan Pressure groups Regional Wide variety of Issue of representation voting systems the make up of voting trends on the Supreme and social justice Father's ideas humanity representation | | | | | | | | | | | | |
|-------------------------------------|---|--|--|--|--|---|--|--|---|---|--|--|--|--|
| | issues that have groups have taken on board. Status of those groups considered and the chances of success. Widening of the franchise to political minorities | the UK Historical significance of the situation in | represented by political parties and their attitudes to other groups | of diverse groups in Parliament including the questions regarding the religious representation in the Lords. Consideration of how representation can be increased without undermining legitimacy. | are used in various places e.g., STV in Northern Ireland. Rise of nationalist parties in Scotland and Wales | the executive and the significance of Rishi Sunak as PM | with different social and ethnic groups and if they exist at all. | Court and discussions about the need for the Court to be representative Impact of BREXIT on social cohesion in the UK | explored. Respect of civil liberties in society Rationalism (individuals know what is in their own best interest) | about women and minorities. Amendments to Constitution to protect wider minorities. Assess of how effective the constitution is in protecting rights Regionalism through the concept of state rights and limited government. | Consideration of social class and the worker's control. | of diverse groups in Congress including the influence of pressure groups and caucuses. Consideration of how representation can be increased without undermining legitimacy. | | |
| Homework/Indep endent learning | Use of Seneca who | e with current politi | | nd latest political sh | nows | | I | I | 1 | | I | 1 | | |
| CIAG coverage/links | Job/work experier Advise on relevan We mention to stu | udents what others | uals who appear in t opportunities e.g., have used politics f | the course | d with us at Coplest | cal courts, contacting ton. | g local MPs. | | | | | | | |

| | Autu | umn 1 | Autu | ımn 2 | Spr | ing 1 | | ing 2 | Sum | mer 1 | Summer 2 | |
|----------------------------|--|--------------------------------|-------------------------------------|------------------------------|---------------------------------------|---------------------------|--|---------------------------------|--------------------------------------|-------------------------------------|----------|--|
| | Paper 1 | Paper 2 | Paper 1 | Paper 2 | Paper 1 | Paper 2 | Paper 1 | Paper 2 | Paper 1 | Paper 3 | | |
| Content- WHAT | <u>Conservatism</u> | US Congress / | Conservatism | US Executive | <u>Nationalism</u> | US Supreme Court | <u>Nationalism /</u> | US Democracy and | Comparative and | Comparative | | |
| will be learned? | | Executive | | | | and Rights | <u>Comparative</u> | Participation | revision | and Revision | | |
| What previous | | | | | | | Politics | | | | | |
| learning can be | Most challenging | Due to the explicit | Most challenging | Due to the explicit | This is the most | SC next as it | This is the most | Covers the | Can only occur | Can only occur | | |
| linked? Why this | of core ideologies | powers that are | of core ideologies | powers that are | challenging | requires a focus on | challenging | electoral | after the UK and | after the UK and | | |
| order/ sequence ? | | granted to | | granted to | ideology of the | the constitution | ideology of the | procedure and | US courses are | US courses are | | |
| | Five strands of | Congress by the | Five strands of | Congress by the | four and the | but also | four and the | references need to | complete – | complete – | | |
| | thought – the | Constitution the | thought – the | Constitution the | hardest to | presidential/ | hardest to resource | be made back to | references are | references are made in lessons | | |
| | highest of all | Executive as powers are both | highest of all | Executive as powers are both | resource | Senate involvement and | Can only occur | the constitution, congress, and | made in lessons during the units, | during the units, | | |
| | | constitutional and | | constitutional and | | then the role of the | after the UK and | president. Parties | but a full | but a full | | |
| | | implied. | | implied. | | court, with a link | US courses are | and interest groups | | comparison | | |
| | | implied. | | implied. | | back to checks and | complete – | are then at the end | requires complete | requires complete | | |
| | | | | | | balances. | references are | as they have the | knowledge. | knowledge. | | |
| | | | | | | Salaricesi | made in lessons | knowledge to fully | | | | |
| | | | | | | | during the units, | assess their roles in | | | | |
| | | | | | | | but a full | the US politics. | | | | |
| | | | | | | | comparison | | | | | |
| | | | | | | | requires complete | | | | | |
| | | | | | | | knowledge. | | | | | |
| Skills- What will | Comprehension and interpretation of political information in relation to areas of UK politics and core political ideas. | | | | | | | | | | | |
| be developed? | Understanding, and critically analysing and evaluation of areas of UK politics and core political ideas. Identification of parallels, connections, similarities, and differences between content studied, providing a basis for comparing the UK with the USA. | | | | | | | | | | | |
| | Identification of parallels, connections, similarities, and differences between content studied, providing a basis for comparing the UK with the USA Construction and communications of examples and evaluations with relevance, elarity, and coherence, and drawing reasoned conclusions about UK politics and core political ideas | | | | | | | | | | | |
| | Construction and communication of arguments and explanations with relevance, clarity, and coherence, and drawing reasoned conclusions about UK politics and core political ideas. Development of knowledge and understanding of key political concents. | | | | | | | | | | | |
| | Development of knowledge and understanding of key political concepts. | | | | | | | | | | | |
| | Use appropriate vo | | | | | | | | | | - | |
| Key 'How'/'Why' | Core ideas and | Representation | Core ideas and | Limitations on | Core ideas and | Nature and role of | Theoretical | Presidential | Theoretical | Theoretical | | |
| Questions- What | principles of | function of | principles of | presidential power | principles of | the US Supreme | approaches – | elections and their | approaches – | approaches – | | |
| powerful knowledge will | conservatism and how they relate to | Congress (Impact of elections, | conservatism and how they relate to | and variations between | nationalism and how they relate to | Court | rational, cultural, and structural. | significance | rational, cultural, and structural. | rational, cultural, and structural. | | |
| be gained? What | human nature, the | incumbency and | human nature, the | Presidents | human nature, the | Appointments | | Campaign finance | | | | |
| areas/themes/co | state, society, and | the other factors | state, society, and | riesidents | state, society, and | process | Similarities and | Campaign mance | Similarities and | Similarities and | | |
| ncepts will be | the economy | that affect voting | the economy | Relationships | the economy | process | differences | Ideas and | differences | differences | | |
| explored? | the economy | behaviour in | | between the | | Impact of the | between the US | principles of the | between the US | between the US | | |
| enprereat | Differing views and | Congress) | Differing views and | Presidency, | Differing types of | Supreme Court and | and UK in relation | Democratic and | and UK in relation | and UK in relation | | |
| | tensions within | | tensions within | Congress, and | nationalism and | public policy | to: | Republican parties | to: | to: | | |
| | conservatism – | Legislative function | conservatism – | Supreme Court | the extent to which | | Constitutions | | Constitutions | Constitutions | | |
| | traditional | of Congress | traditional | | they vary (liberal | Protection of civil | Legislative | Current conflicts | Legislative | Legislative | | |
| | conservatism, one | (legislative process | conservatism, one | Interpretations and | nationalism, | liberties in the US | branches | and tendencies | branches | branches | | |
| | nation | of Congress, | nation | debates about the | conservative | today | Executives | within the parties | Executives | Executives | | |
| | conservatism, New | differences | conservatism, New | US Presidency. | nationalism, | | Supreme | | Supreme | Supreme | | |
| | Right, and the | between the two | Right, and the | | anti/post – | Race and Rights in | Courts | Coalition of | Courts | Courts | | |
| | marriage of neo | chambers and an | marriage of neo | | colonialism and | contemporary US | Civil Rights | supporters for | Civil Rights | Civil Rights | | |
| | liberalism and neo | analysis of | liberalism and neo | | expansionist | politics | Democracy | each party | Democracy | Democracy | | |
| | conservatism. | effectiveness. | conservatism. | | nationalism) | | Participation | | Participation | Participation | | |
| | Liberalism | Policy significance | Liberalism | | | Interpretations and | | Interest groups in | | | | |
| | | of Congress) | | | Key ideas of Jean- | debates of the | | the USA – | | | | |
| | Key ideas of | Farmal and the | Key ideas of | | Jacques Rousseau, | Supreme Court and | | significance, | | | | |
| | Thomas Hobbes, | Formal sources of | Thomas Hobbes, | | Johann Gottfried | civil rights. | | resources, tactics, | | | | |
| | Edmund Burke, | the presidential | Edmund Burke, | | von Herder, | | | and debates about | | | | |
| | Michael Oakeshott, | power and the | Michael Oakeshott, | | Giuseppe Mazzini, | | | their impact. | | | | |
| | Ayn Rand, and | significance with | Ayn Rand and | | Charles Maurras | | | | | | | |

Year Group: 13

| | Robert Nozick to | references to | | | and Marcus Garvey | | | interpretations and | | | | | |
|--------------------------------|--|---|----------------------------|------------------------------|-----------------------------|-----------------------|-----------------------------|--|---------------------|---------------------|--|--|--|
| | exemplify content | Presidents since | | | to exemplify | | | debates of US | | | | | |
| | from above | 1992 | | | content from | | | democracy and | | | | | |
| | | | | | above | | | participation. | | | | | |
| | | Informal sources of | | | | | | | | | | | |
| | | the presidential | | | | | | | | | | | |
| | | power and the | | | | | | | | | | | |
| | | significance with | | | | | | | | | | | |
| | | references to | | | | | | | | | | | |
| | | Presidents since | | | | | | | | | | | |
| | | 1992 | | | | | | | | | | | |
| | | 1992 | | | | | | | | | | | |
| SEND- how will | Students who real | l lire information to be l | l read to them are emai | l iled the booklets so th | l at the computer can re | ad to them as are stu | l Idents who type in exa | ams sent the booklets. | | | | | |
| support be seen? | | e extra time allocated i | | | | | | | | | | | |
| Seating plans? | | | • | • | | | | | | | | | |
| Simplified | Students who require coloured paper/overlays are provided with such. Students who we consider require testing for access arrangements are forwarded to the SENDCO | | | | | | | | | | | | |
| questions? | | | • • | ents are forwarded to | the SENDLU | | | | | | | | |
| 44636013: | | hen they are supporting | | | | | | | | | | | |
| | Non-white backgrounds used on PowerPoints to help with reading. Lise images to support vocabulary and reading (Dual coding) | | | | | | | | | | | | |
| | • Use images to support vocabulary and reading (Dual coding) | | | | | | | | | | | | |
| | Consideration of seating based upon students' needs | | | | | | | | | | | | |
| Assessment- | Knowledge quizzes | Knowledge quizzes | Knowledge quizzes | Knowledge quizzes | Knowledge quizzes | Knowledge quizzes | Knowledge quizzes | Knowledge quizzes | Knowledge quizzes | Knowledge quizzes | | | |
| What? Why? | to reinforce key | to reinforce key | to reinforce key | to reinforce key | to reinforce key | to reinforce key | to reinforce key | to reinforce key | to reinforce key | to reinforce key | | | |
| | terms and | terms and | terms and | terms and | terms and | terms and | terms and | terms and | terms and | terms and | | | |
| | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | vocabulary | | | |
| | | | | | | | | | | | | | |
| | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | Writing of essay | | | |
| | question | question | question | question | question | question | question | question | question | question | | | |
| | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | paragraphs. | , paragraphs. | , paragraphs. | | | |
| | | | | | | | | | | | | | |
| | Full essay question | Full essay question | Full essay question | Full essay question | Full essay question | Full essay question | Full essay question | Full essay question | Full essay question | Full essay question | | | |
| | at the end of the | at the end of the | at the end of the | at the end of the | at the end of the | at the end of the | at the end of the | at the end of the | at the end of the | at the end of the | | | |
| | unit | unit | unit | unit | unit | unit | unit | unit | unit | unit | | | |
| What memory | All lessons related to the relevant constitutions – these are always reinforced across each unit | | | | | | | | | | | | |
| for learning skills | All lessons related to the relevant constitutions – these are always reinforced across each unit Course naturally intertwines – all aspects of the course naturally repeat, and content is across units | | | | | | | | | | | | |
| will be required- | Course naturally intertwines – all aspects of the course naturally repeat, and content is across units Homework guizzes on various aspects of the course currently being studied to reinforce learning and on current units to assess levels of understanding | | | | | | | | | | | | |
| modelling? | | • | • | • | nce learning and on cu | | evers of understanding | 5 | | | | | |
| Concrete | • | ade and questioned in | | | • • • • • • • • • • | | | | | | | | |
| answers? | | ons are not asked on t | | | | | | | | | | | |
| Retrieval? | Model answers are | e provided to answers | and each in class asse | ssment begins with a r | nodel answer | | | | | | | | |
| Literacy- reading, | • Students have hoo | klets for each lesson th | nat contains the essen | tial information that is | used and discussed in | n class | | | | | | | |
| extended | | e shared with students | | | | | | | | | | | |
| accurate writing | | dents to read relevant | | pontical apuates, allu | Cicvant news Outiets | | | | | | | | |
| and oracy | - | ad and used in lessons | • • | | | | | | | | | | |
| | • 05 constitution rea | au anu useu in lessons. | • | | | | | | | | | | |
| • | 1 | Homework | Homework | Homework | Homework | Homework | Homework | Homework | Homework | Homework | | | |
| opportunities | Homework | | | Use of satchel and | Use of satchel and | Use of satchel and | Use of satchel and | Use of satchel and | Use of satchel and | Use of satchel and | | | |
| opportunities Numeracy/comp | Homework Use of satchel and | | Use of satchel and | | | | | | forms | | | | |
| opportunities | Use of satchel and | Use of satchel and | Use of satchel and forms | | forms | l forme | torme | torme | | torme | | | |
| opportunities Numeracy/comp | | | Use of satchel and forms | forms | forms | forms | forms | forms | TOTTIS | forms | | | |
| opportunities Numeracy/comp | Use of satchel and | Use of satchel and forms | | forms | forms | forms | forms | | TOTTIS | torms | | | |
| opportunities Numeracy/comp | Use of satchel and | Use of satchel and forms Numeracy – | | forms Numeracy – size of | forms | forms | forms | Numeracy – | IOIIIIS | forms | | | |
| opportunities Numeracy/comp | Use of satchel and | Use of satchel and forms Numeracy – Assessment of data | | forms | forms | forms | forms | Numeracy – election statistics | IOTTIS | forms | | | |
| opportunities Numeracy/comp | Use of satchel and | Use of satchel and forms Numeracy – Assessment of data of diverse groups | | forms Numeracy – size of | forms | forms | forms | Numeracy – election statistics Use of statistics to | IOIIIIS | forms | | | |
| opportunities Numeracy/comp | Use of satchel and | Use of satchel and forms Numeracy – Assessment of data of diverse groups of people | | forms Numeracy – size of | forms | forms | forms | Numeracy – election statistics Use of statistics to highlight | IOIIIIS | forms | | | |
| opportunities Numeracy/comp | Use of satchel and | Use of satchel and forms Numeracy – Assessment of data of diverse groups of people represented in | | forms Numeracy – size of | forms | forms | forms | Numeracy – election statistics Use of statistics to highlight arguments against | IOIIIIS | forms | | | |
| opportunities Numeracy/comp | Use of satchel and | Use of satchel and forms Numeracy – Assessment of data of diverse groups of people represented in Congress | | forms Numeracy – size of | forms | forms | forms | Numeracy – election statistics Use of statistics to highlight arguments against electoral college | IOIIIIS | forms | | | |
| opportunities Numeracy/comp | Use of satchel and | Use of satchel and forms Numeracy – Assessment of data of diverse groups of people represented in | | forms Numeracy – size of | forms | forms | forms | Numeracy – election statistics Use of statistics to highlight arguments against | IOIIIIS | forms | | | |

| Homework | Homework |
|--------------------|--------------------|
| Use of satchel and | Use of satchel and |
| forms | forms |
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| Character | Aspirational – Studer | nts are always encoura | aged to consider the o | pportunities in front o | of them. Russell group | universities are mentio | oned repeatedly. Rout | es of other students a | nd figures in the course | e are mentioned to | | | |
|--------------------|---|------------------------|-------------------------|-------------------------|--------------------------|-------------------------|------------------------|-------------------------|--------------------------|-----------------------|--|--|--|
| development | | - | - | | courage the idea that s | | | | | | | | |
| actelopinent | Compassionate – recognition of the rights of others and compassion with the challenges facing groups that are different to themselves. Compassionate to the causes, experiences, and activities of others. | | | | | | | | | | | | |
| | Resilient – Students begin a course with no background knowledge from GCSE as well as meeting the demands of A Level study. Course changes constantly, resilience needed to be adaptable and revaluate and | | | | | | | | | | | | |
| | | hin changing circumst | - | | | | | (i)) i comence needed (| | | | | |
| | Resourceful – Ability to find and consider aspects of the course as they change. Use of a variety of sources and the ability to assess the suitable of online news channels. Respectful – Consideration of conflicting political ideas that are not their own. Respectful attitude to and analysis of those ideas. | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Equality/Diversity | Delivered throughou | | | | | | | | | | | | |
| opportunities | _ | | they support are chall | enged by the curricul | um. | | | | | | | | |
| | | - | | • • | +, ethnic minorities, w | omen. disabled individ | uals, religious groups | | | | | | |
| | • | eas that are presented | | | ,, | , | | | | | | | |
| | _ | - | | gularly. They are taug | ht about Britain and A | merica – thev are awa | re of other aspects of | the world. Students ar | e more than happy to | bring in examples for | | | |
| | | - | th e.g., Turkey, Afghar | | , | , | | | | 0 | | | |
| | Human | Issue of | Human | Constitutional and | Exploration of | Protection of the | Effectiveness of | Challenges to | Effectiveness of | Effectiveness of | | | |
| | imperfections | representation of | imperfections | non-constitutional | concepts such as | rights of minorities | interest groups in | election for | interest groups in | interest groups in | | | |
| | considered | diverse groups in | considered | requirements of | what is a nation | and the extent | the protection of | minorities and | the protection of | the protection of | | | |
| | | Congress including | | being US president | and what is | rights are | civil rights in the | minority ideas | civil rights in the | civil rights in the | | | |
| | Libertarianism | the influence of | Libertarianism | | nationalism | protected | USA and the UK. | , | USA and the UK. | USA and the UK. | | | |
| | (specifically neo- | pressure groups | (specifically neo- | Significance of the | | | | Election analysis of | | | | | |
| | liberalism) – | and caucuses. | liberalism) – | Obama presidency | Culturalism | Significance of | The policy profiles | diverse groups | The policy profiles | The policy profiles | | | |
| | upholds liberty, | Consideration of | upholds liberty, | / comparison with | | appointments to | of the two main | | of the two main | of the two main | | | |
| | seeking to | how | seeking to | Trump succession. | Racialism | the SC to balance | parties in each | Political ideas | parties in each | parties in each | | | |
| | maximise | representation can | maximise | | | make up and | country | regarding | country | country | | | |
| | autonomy and free | be increased | autonomy and free | Trump's divisive | Internationalism | ideology | | minorities and | | | | | |
| | choice, in the | without | choice, in the | activities | and pan Africanism | | The relative power, | measures to | The relative power, | The relative power, | | | |
| | economy – to | undermining | economy – to | | - | Race and rights in | methods, and | promote equality | methods, and | methods, and | | | |
| | cover the moral | legitimacy e.g., | cover the moral | | Anti/post | the USA - | influence of | | influence of | influence of | | | |
| | and economic | majority minority | and economic | | colonialism | immigration, | pressure groups | Interest groups | pressure groups | pressure groups | | | |
| | values associated | districts | values associated | | | voting rights, | | promoting the | | | | | |
| | with this idea | | with this idea | | | affirmative action, | | ideas of minorities. | | | | | |
| | | | | | | and representation | | Are all interest | | | | | |
| | | | | | | | | groups equal? | | | | | |
| | | | | | | Assessment of the | | | | | | | |
| | | | | | | effectiveness of | | | | | | | |
| | | | | | | measures to | | | | | | | |
| | | | | | | increase equality. | | | | | | | |
| Homework/Indep | Interleaved knowled | ge quizzes to complet | e on satchel and/form | S | | | | | | | | | |
| endent learning | Use of Seneca when | | | | | | | | | | | | |
| | 1 0 1 | • | evelopments and lates | st political shows | | | | | | | | | |
| | Super curriculum act | ivities | | | | | | | | | | | |
| CIAG | | • | orced and routes into | • | | | | | | | | | |
| coverage/links | · · | | who appear in the cour | | | | | | | | | | |
| | | | | | nd the local courts, cor | tacting local MPs. | | | | | | | |
| | | | used politics for who | | at Copleston. | | | | | | | | |
| | Help with personal s | tatements and univers | sity interviews through | n mock interviews | | | | | | | | | |