

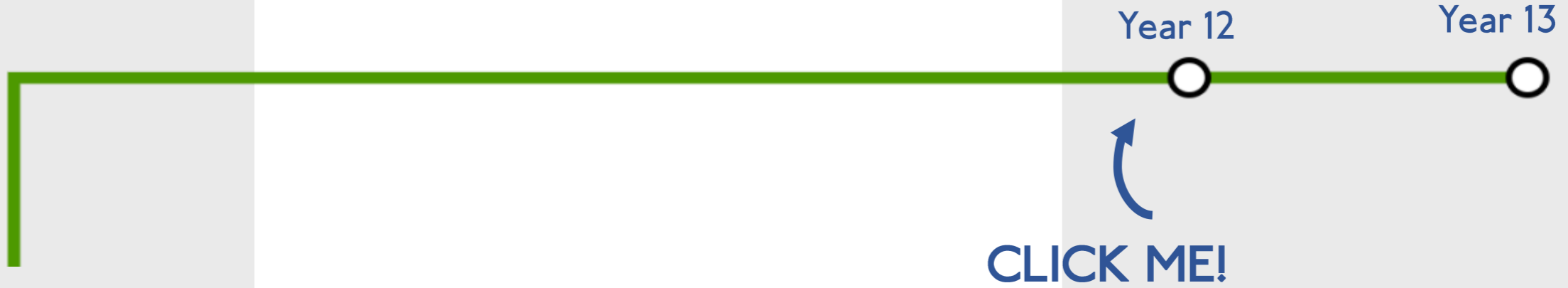


**Key**

 Politics

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# Politics Curriculum

St Thomas More High School

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>Democracy in the UK</b> Pupils will learn to: <b>1:</b> How to identify democratic markers in society <b>2:</b> Explain why there are some issues with democracy <b>3:</b> Evaluate whether the UK is a democratic nation</p> <p><b>Political parties</b> <b>1:</b> Assess the features and functions of political parties <b>2:</b> Identify the policy areas of the different parties <b>3:</b> Evaluate whether the UK still has a two-party system.</p> <p><b>Electoral systems</b> Pupils will learn to: <b>1:</b> Assess the workings impact of the various systems used in the UK <b>2:</b> Assess how the systems can affect representation <b>3:</b> Evaluate whether FPTP is fit for purpose</p> <p><b>Voting behaviours</b> <b>Using case studies of THREE previous elections pupils will learn to:</b> <b>1:</b> Assess the growing trend towards traditional dealignment <b>2:</b> Assess the importance of valance issues in elections <b>3:</b> Evaluate whether the media has too much influence over election results</p>	<p><b>Constitution</b> Pupils will learn to: <b>1:</b> Assess the sources of constitutional power <b>2:</b> Assess the effectiveness of devolution <b>3:</b> Evaluate whether constitutional reform since 1997 has gone far enough</p> <p><b>Parliament</b> <b>1:</b> Understand the relative powers of both Houses. <b>2:</b> Assess who dominates the legislative process <b>3:</b> Evaluate whether backbench MPs play a meaningful role</p> <p><b>The Executive</b> Pupils will learn to: <b>1:</b> Assess the powers of the executive <b>2:</b> Assess the effectiveness of ministerial responsibility <b>3:</b> Evaluate when and why a PM has power over his/her cabinet</p> <p><b>Relationships between the branches</b> <b>1:</b> Understand the role of the Supreme Court <b>2:</b> Assess how the relationship between parliament and the executive can change. <b>3:</b> Evaluate where sovereignty lies in the UK</p>	<p><b>Ideologies</b> <b>Conservatism:</b> Pupils will learn to: <b>1:</b> Identify how the ideology developed <b>2:</b> Assess the impact of the key thinkers. <b>3:</b> Evaluate how and where the different strands within the ideology agree and disagree</p> <p><b>Liberalism:</b> Pupils will learn to: <b>1:</b> Identify how the ideology developed <b>2:</b> Assess the impact of the key thinkers. <b>3:</b> Evaluate how and where the different strands within the ideology agree and disagree</p> <p><b>Socialism:</b> Pupils will learn to: <b>1:</b> Identify how the ideology developed <b>2:</b> Assess the impact of the key thinkers. <b>3:</b> Evaluate how and where the different strands within the ideology agree and disagree</p> <p><b>Feminism:</b> Pupils will learn to: <b>1:</b> Identify how the ideology developed <b>2:</b> Assess the impact of the key thinkers. <b>3:</b> Evaluate how and where the different strands within the ideology agree and disagree</p>
Exam Spec w/link	<p><b>Unit 1</b> <b>Democracy and participation</b> 1.1 Current systems of representative democracy and direct democracy. 1.2 A wider franchise and debates over suffrage. 1.3 Pressure groups and other influences. 1.4 Rights in context.</p> <p><b>Political parties</b> 2.1 Political parties. 2.2 Established political parties. 2.3 Emerging and minor UK political parties. 2.4 UK political parties in context</p> <p><b>Electoral systems</b> 3.1 Different electoral systems. 3.2 Referendums and how they are used. 3.3 Electoral system analysis.</p> <p><b>Voting behaviours</b> 4.1 Case studies of three key general elections. 4.2 The influence of the media</p>	<p><b>Unit 2</b> <b>Constitution</b> 1.1 The nature and sources of the UK Constitution 1.2 How the constitution has changed since 1997 1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK. 1.4 Debates on further reform.</p> <p><b>Parliament</b> 2.1 The structure and role of the House of Commons and House of Lords. 2.2 The comparative powers of the House of Commons and House of Lords 2.3 The legislative process. 2.4 The ways in which Parliament interacts with the Executive</p> <p><b>The Executive</b> 3.1 The structure, role, and powers of the Executive 3.2 The concept of ministerial responsibility 3.3 The Prime Minister and the Cabinet</p> <p><b>Relationships between the branches</b> 4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes 4.2 The relationship between the Executive and Parliament 4.3 The aims, role and impact of the European Union (EU) on the UK government. 4.4 The location of sovereignty in the UK political system.</p>	<p><b>Ideologies</b> <b>Conservatism:</b></p> <ol style="list-style-type: none"> <li>1. Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy</li> <li>2. Differing views and tensions within conservatism</li> <li>3. Conservative thinkers and their ideas</li> </ol> <p><b>Liberalism:</b></p> <ol style="list-style-type: none"> <li>1. Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy</li> <li>2. Differing views and tensions within liberalism</li> <li>3. Liberal thinkers and their ideas</li> </ol> <p><b>Socialism:</b></p> <ol style="list-style-type: none"> <li>1. Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy</li> <li>2. Differing views and tensions within socialism</li> <li>3. Socialist thinkers and their ideas</li> </ol> <p><b>Feminism</b></p> <ol style="list-style-type: none"> <li>1. Core ideas and principles of feminism and how they relate to human nature, the state, society and the economy</li> <li>2. Differing views and tensions within feminism</li> <li>3. Feminist thinkers and their ideas</li> </ol>
Assessment	<p><b>Curriculum Skills</b> Each topic will cover a range of key political skills such as: AO1: Knowledge, key information and recent examples. AO2: Explanation and analysis of key political information. AO3: Evaluation of political arguments. How to make substantiated judgements using recent examples There will be a formal assessment at the end of each topic assessment. These assessments will be based on the above assessment objectives and will use examination skills.</p>		
E/L	<p>The expectation is that the student will complete written tasks as set out in the scheme of work for each lesson in the topic. They will also be expected to undertake independent research around the issues discussed in each topic They are expected to complete the tasks set for AT LEAST two articles from each 'Weekly round-up'</p>		

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>US Constitution</b></p> <p>Pupils will learn to:</p> <ol style="list-style-type: none"> <li>1: Understand the key principles of the US constitution.</li> <li>2: Assess the advantages and disadvantages of the amendment process</li> <li>3: Evaluate the strengths and weakness of the constitution</li> <li>4: Examine the similarities and differences between the US and UK constitutions</li> </ol> <p><b>US Congress</b></p> <ol style="list-style-type: none"> <li>1: Assess the functions of Congress</li> <li>2: Assess the significance of parties in Congress</li> <li>3: Evaluate the effectiveness of Congress in carrying out its roles</li> <li>4: Examine the similarities and differences between the US and UK legislatures</li> </ol> <p><b>US Presidency</b></p> <p>Pupils will learn to:</p> <ol style="list-style-type: none"> <li>1: Assess the formal and informal powers of the president</li> <li>2: Assess when and how the President’s power over congress can be limited</li> <li>3: Evaluate whether a president can be seen as imperial</li> <li>4: Examine the similarities and differences between the US and UK executives</li> </ol> <p><b>US Supreme Court</b></p> <ol style="list-style-type: none"> <li>1: Assess the difficulties in interpreting the constitution</li> <li>2: Evaluate the politicisation of the appointment process</li> <li>3: Evaluate the effectiveness of rights protection</li> <li>4: Assess the impact of affirmative action</li> <li>5: Examine the similarities and differences between the US and UK judiciaries</li> </ol>	<p><b>US democracy</b></p> <p>Pupils will learn to:</p> <ol style="list-style-type: none"> <li>1: Assess the election process</li> <li>2: Evaluate whether both the electorate college and campaign finance need reform</li> <li>3: Examine the similarities and differences between the US and UK campaign finance and party funding</li> <li>4: Assess the impact of a two-party system</li> <li>5: Evaluate whether there are clear divisions over key policy areas</li> <li>6: Examine the similarities and differences between the US and UK parties</li> <li>7: Assess the significance of interest groups</li> <li>8: Evaluate the impact of interest groups on democracy</li> <li>9: Examine the similarities and differences between the US and UK groups</li> </ol> <p><b>Knowledge consolidation and revision UK Politics and Government</b></p> <p>Pupils will learn to:</p> <ol style="list-style-type: none"> <li>1: Master key content and recent examples on: Year 12 topics</li> <li>2: Plan answers to examination essay questions.</li> <li>3: Create and follow a revision timetable.</li> <li>4: Apply a series of revision techniques</li> </ol>	<p><b>Final revision</b></p>
Exam Spec w/link	<p><b>Unit 3 US Comparative study</b></p> <p><b>US Constitution</b></p> <ol style="list-style-type: none"> <li>1.1 The nature of the US Constitution</li> <li>1.2 The key features of the US Constitution and an evaluation of their effectiveness today.</li> <li>1.3 The main characteristics of US federalism</li> <li>1.4 Interpretations and debates around the US Constitution and federalism</li> <li>6.2 Similarities and differences in the UK and USA</li> </ol> <p><b>US Congress</b></p> <ol style="list-style-type: none"> <li>2.1 The structure of Congress</li> <li>2.2 The functions of Congress</li> <li>2.3 Interpretations and debates around Congress</li> <li>6.2 Similarities and differences in the UK and USA</li> </ol> <p><b>US Presidency</b></p> <ol style="list-style-type: none"> <li>3.1 Formal sources of presidential power as outlined in the US Constitution and their use</li> <li>3.2 Informal sources of presidential power and their use</li> <li>3.3 The presidency</li> <li>3.4 Interpretations and debates of the US presidency.</li> <li>6.2 Similarities and differences in the UK and USA</li> </ol>	<p><b>US Democracy</b></p> <ol style="list-style-type: none"> <li>5.1 Electoral systems in the USA.</li> <li>5.2 The key ideas and principles of the Democratic and Republican parties.</li> <li>5.3 Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy</li> <li>5.4. Interpretations and debates of US democracy and participation</li> <li>6.2 Similarities and differences in the UK and USA</li> </ol>	

<p><b>US Supreme Court</b></p> <p>4.1 The nature and role of the Supreme Court  4.2 The appointment process for the Supreme Court.  4.3 The Supreme Court and public policy  4.4 The protection of civil liberties and rights in the US today  4.5 Race and rights in contemporary US politics.  4.6 Interpretations and debates of the US Supreme Court and civil rights.  6.2 Similarities and differences in the UK and USA</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment</p>	<p><b>Curriculum Skills</b></p> <p>Each topic will cover a range of key political skills such as:  AO1: Knowledge, key information and recent examples.  AO2: Explanation and analysis of key political information.  AO3: Evaluation of political arguments. How to make substantiated judgements using recent examples  There will be a formal assessment at the end of each topic assessment. These assessments will be based on the above assessment objectives and will use examination skills.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">E/L</p>	<p>The expectation is that the student will complete written tasks as set out in the scheme of work for each lesson in the topic.  They will also be expected to undertake independent research around the issues discussed in each topic  They are expected to complete the tasks set for AT LEAST two articles from each 'Weekly round-up'</p>	