



## KS5 Politics Curriculum Map Year 12: UK Politics

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Democracy	<ul style="list-style-type: none"> <li>• Current systems of representative democracy and direct democracy.</li> <li>• A wider franchise and debates over suffrage.</li> <li>• Pressure groups and other influences.</li> <li>• Rights in context.</li> </ul>	<p>For this unit the political skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organize and communicate knowledge and understanding</li> <li>• To analyses and evaluate the key features related to the concepts studied,</li> <li>• To make substantiated judgements</li> <li>• Independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>
Political Parties	<ul style="list-style-type: none"> <li>• Political parties.</li> <li>• Established political parties.</li> <li>• Emerging and minor UK political parties.</li> <li>• UK political parties in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of significance</li> <li>• Evaluation of sources to create coherent argument.</li> <li>• Ability to assess significance of key thinkers</li> <li>• Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li> <li>• Demonstrating understanding of substantive</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>

<p>UK Elections and Voting Behaviour</p>	<ul style="list-style-type: none"> <li>• Different electoral systems.</li> <li>• Referendums and how they are used.</li> <li>• Debates on why different electoral systems are used in the UK.</li> <li>• The impact of the electoral system on the government or type of government appointed.</li> <li>• The impact of different systems on party representation and of electoral systems on voter choice.</li> </ul>	<p>second order concepts</p> <ul style="list-style-type: none"> <li>• Wider reading and application of concepts into real life scenarios.</li> <li>• Updated Case studies and application to contemporary examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>
<p>Patterns of Participation</p>	<ul style="list-style-type: none"> <li>• Case studies of three key general elections.</li> <li>• Case studies of three elections (one from the period 1945–92, the 1997 election, and one since 1997), the results and their impact on parties and government.</li> <li>• The factors that explain the outcomes of these elections,</li> <li>• The influence of the media</li> </ul>		<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>
<p>The Constitution</p>	<ul style="list-style-type: none"> <li>• The nature and sources of the UK constitution</li> <li>• How the Constitution has changed since 1997</li> <li>• The Role and powers of devolved bodies in the UK and the impact of devolution</li> <li>• Debates on Further Reform</li> </ul>		<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>
<p>Parliament</p>	<ul style="list-style-type: none"> <li>• The structure and role of the House of Commons and House of Lords</li> <li>• The Comparative powers of the House of Commons and The House of Lords</li> <li>• The legislative process</li> <li>• The ways in which parliament interacts with the Executive</li> </ul>		<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>

Executive	<ul style="list-style-type: none"> <li>• The Structure, role and powers of the Executive</li> <li>• The concept of ministerial responsibility</li> <li>• The Prime Minister and the Cabinet</li> <li>• The Powers of the PM and the cabinet to dictate events and determine policy</li> </ul>		<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>
Relationship between branches	<ul style="list-style-type: none"> <li>• The Supreme Court and its interactions with, and influence over, the legislative and policy making processes</li> <li>• The Relationship between the Executive and Parliament</li> <li>• The aims role and impact of the European Union on government</li> <li>• The location of sovereignty in the UK political system</li> </ul>		<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>

## KS5 Curriculum Map Year 12: (Political Ideologies)

Topic	Knowledge	Skills	Assessment Opportunities
Liberalism	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> <li>Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy:</li> <li>Individualism, freedom/liberty</li> <li>Rationalism, equality/social justice</li> <li>liberal democracy</li> <li>The differing views and tensions within liberalism:</li> <li>classical liberalism – modern liberalism</li> </ul> <p>The key ideas of the following thinkers to exemplify the content from</p> <ul style="list-style-type: none"> <li>John Locke (1632-1704)</li> <li>Mary Wollstonecraft (1759–97)</li> <li>John Stuart Mill (1806-73)</li> <li>John Rawls (1921-2002)</li> <li>Betty Friedan (1921-2006)</li> </ul>	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <p>For this unit the political skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>Demonstrate, organize and communicate knowledge and understanding</li> <li>To analyses and evaluate the key features related to the concepts studied, and the differences between strands.</li> <li>To make substantiated judgements</li> <li>independent and wider reading</li> <li>Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> </ul>	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> <li>Key Words check</li> <li>Notes audit</li> <li>Knowledge Tests and retrieval practice</li> <li>PPEs</li> <li>Essays with personalized feedback.</li> <li>Targeted questioning</li> </ul>
Conservatism	<ul style="list-style-type: none"> <li>Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy:</li> <li>Pragmatism, tradition, human imperfection</li> <li>organic society/state, paternalism</li> <li>libertarianism</li> <li>Differing views and tensions within conservatism:</li> <li>traditional conservative</li> <li>one-nation conservative</li> <li>New Right</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of significance</li> <li>Evaluation of sources to create coherent argument.</li> <li>Ability to assess significance of key thinkers</li> <li>Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li> </ul>	<ul style="list-style-type: none"> <li>Key Words check</li> <li>Notes audit</li> <li>Knowledge Tests and retrieval practice</li> <li>PPEs</li> <li>Essays with personalized feedback.</li> <li>Targeted questioning</li> </ul>

	<ul style="list-style-type: none"> <li>• The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</li> <li>• Thomas Hobbes (1588–1679)</li> <li>• Edmund Burke (1729–1797)</li> <li>• Michael Oakeshott (1901–1990)</li> <li>• Ayn Rand (1905–1982)</li> <li>• Robert Nozick (1938–2002)</li> </ul>		
Socialism	<ul style="list-style-type: none"> <li>• Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy:</li> <li>• Collectivism, common humanity</li> <li>• equality, social class, workers’ control</li> <li>• The differing views and tensions within socialism:</li> <li>• revolutionary socialism, social democracy</li> <li>• The key ideas of the following thinkers to exemplify the content from areas 1 and 2:</li> <li>• Karl Marx (1818–83) and Friedrich Engels (1820–95)</li> <li>• Beatrice Webb (1858–1943)</li> <li>• Rosa Luxemburg (1871–1919)</li> <li>• Anthony Crosland (1918–77)</li> <li>• Anthony Giddens (1938– )</li> </ul>	<p>For this unit the political skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organize and communicate knowledge and understanding</li> <li>• To analyses and evaluate the key features related to the concepts studied, and the differences between strands.</li> <li>• To make substantiated judgements</li> <li>• independent and wider reading</li> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Evaluation of significance</li> <li>• Evaluation of sources to create coherent argument.</li> <li>• Ability to assess significance of key thinkers</li> <li>• Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>
Nationalism	<ul style="list-style-type: none"> <li>• Core ideas and principles of nationalism and how they relate to human nature, the state, society and the economy:</li> <li>• Nations, self-determination, nation-state</li> <li>• Culturalism, racialism, internationalism</li> <li>• The different types of nationalism and the extent to which they vary:</li> <li>• liberal nationalism, conservative nationalism</li> <li>• anti/post-colonialism, expansionist nationalism</li> <li>• Jean-Jacques Rousseau (1712–1778)</li> <li>• Johann Gottfried von Herder (1744–1803)</li> </ul>	<p>For this unit the political skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organize and communicate knowledge and understanding</li> <li>• To analyses and evaluate the key features related to the concepts studied, and the differences between strands.</li> <li>• To make substantiated judgements</li> <li>• independent and wider reading</li> <li>• Ability to structure and sustain a political</li> </ul>	

	<ul style="list-style-type: none"><li>• Giuseppe Mazzini (1805–1872)</li><li>• Charles Maurras (1868-1952)</li><li>• Marcus Garvey (1887–1940)</li></ul>	<p>argument covering a range of issues within an overall topic</p> <ul style="list-style-type: none"><li>• Evaluation of significance</li><li>• Evaluation of sources to create coherent argument.</li><li>• Ability to assess significance of key thinkers</li><li>• Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li></ul>	
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## KS5 Curriculum Map Year 13: Global Politics

Topic	Knowledge	Skills	Assessment Opportunities
The State and Globalisation	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> <li>• The state: nation-state and of national sovereignty.</li> <li>• Its impact on the state system</li> <li>• Debates about the impact of globalisation including its advantages and disadvantages.</li> <li>• The ways and extent to which globalisation addresses and resolves contemporary issues,</li> </ul>	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Evaluation of significance</li> <li>• Evaluation of sources to create coherent argument.</li> </ul>	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning)</li> </ul>
Global Governance: Political and Economic	<ul style="list-style-type: none"> <li>• The United Nations (UN).</li> <li>• North Atlantic Treaty Organisation (NATO)</li> <li>• International Monetary Fund (IMF) and the World Bank.</li> <li>• The World Trade Organisation (WTO) and G7/G8 and G20.</li> <li>• Significance of how global economic governance deals with the issue of poverty, including:</li> <li>• Ways / extent to which institutions address and resolve contemporary global issues,</li> <li>• The role and significance of the global civil society and non-state actors, including non-governmental organisations (NGOs) in addressing and resolving the issues above.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to assess significance of key thinkers</li> <li>• Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li> <li>• Demonstrating understanding of substantive second order concepts</li> <li>• Wider reading and application of concepts into real life scenarios.</li> <li>• Updated Case studies and application to contemporary examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning)</li> </ul>

<p>Global governance: human rights and environmental</p>	<ul style="list-style-type: none"> <li>• Human rights</li> <li>• Origins and development of international law and institutions (International Court of Justice, International Criminal Court, special UN tribunals and European Court of Human Rights (ECHR) in creating the concept of global politics.</li> <li>• The key issues of these institutions in dealing with human rights</li> <li>• The role and significance of the United Nations Framework Convention on Climate Change (UNFCCC).</li> <li>• The creation of the Intergovernmental Panel on Climate Change (IPCC) and its role and significance.</li> <li>• The ways and extent to which these institutions address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.</li> <li>• How the following issues affect international law from effectively addressing and resolving the issues above:</li> <li>• How the following issues affect global environmental governance from effectively addressing and resolving the issues above:</li> <li>• competing views about how to tackle environmental issues to include: o shallow-green ecology versus deep-green ecology o sustainable development and tragedy of the commons.</li> <li>• Strengths and weaknesses of international agreements, including key highlights from Rio, Kyoto, Copenhagen, Paris.</li> <li>• The role and significance of the global civil society and non-state actors, including non-governmental organisations (NGOs) in addressing and resolving the issues above..</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Evaluation of significance</li> <li>• Evaluation of sources to create coherent argument.</li> <li>• Ability to assess significance of key thinkers</li> <li>• Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li> <li>• Demonstrating understanding of substantive second order concepts</li> <li>• Wider reading and application of concepts into real life scenarios.</li> <li>• Updated Case studies and application to contemporary examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>
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<p style="text-align: center;">Power and Development</p>	<ul style="list-style-type: none"> <li>• Different types of power</li> <li>• The use and effectiveness of the follow types of power: hard: military and economic soft: diplomatic and cultural.</li> <li>• Differing significance of states in global affairs and how and why state power is classified.</li> <li>• Polarity.</li> <li>• Different systems of government.</li> <li>• The ways and extent to which the changing relationships and actions of states in relation to power and developments address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment.</li> <li>• Regionalism The different forms.</li> <li>• Debates about and the reasons for and significance of regionalism. Development of regional organisations, excluding the EU.</li> <li>• North American Free Trade Association (NAFTA)</li> <li>• African Union (AU)</li> <li>• Arab League</li> <li>• Association of South East Asian Nations (ASEAN).</li> <li>• Factors that have fostered European integration and the major developments through which this has occurred.</li> <li>• Significance of the EU as an international body/global actor, including the constraints and obstacles affecting:</li> <li>• The ways and extent to which regionalism addresses and resolves contemporary global issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Evaluation of significance</li> <li>• Evaluation of sources to create coherent argument.</li> <li>• Ability to assess significance of key thinkers</li> <li>• Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li> <li>• Demonstrating understanding of substantive second order concepts</li> <li>• Wider reading and application of concepts into real life scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words check</li> <li>• Notes audit</li> <li>• Knowledge Tests and retrieval practice</li> <li>• PPEs</li> <li>• Essays with personalized feedback.</li> <li>• Targeted questioning</li> </ul>
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