Curriculum Map **Subject:** **Politics**   **Year Group: 12**

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

SEND- how will support be seen? Seating plans? Simplified questions?	• 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. • Students who have extra time allocated in exams are given extra time for questions • Students who require coloured paper/overlays are provided with such. • Students who we consider require testing for access arrangements are forwarded to the SENDCO • 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- What? Why?												
	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Reinforce skills one paragraph correct then it can be applied to three paragraphs	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Reinforce skills in one paragraph correct then it can be applied to three paragraphs	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question at the end of the unit	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question at the end of the unit	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question at the end of the unit	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question at the end of the unit	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question at the end of the unit	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question at the end of the unit	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question at the end of the unit	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question cannot be answered without the application of the US Constitution to other units	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question at the end of the unit	Knowledge quizzes to reinforce key terms and vocabulary Writing of essay question paragraphs. Full essay question cannot be answered without the application of the US Constitution to other units

What **memory for learning** skills will be required- modelling? Concrete answers? Retrieval?	• 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 • Homework quizzes on various aspects of the course currently being studied to reinforce learning and on current units to assess levels of understanding • Explicit links are made and questioned in different units where relevant. • Mock exam questions are not asked on the recent topics – previous topics are always assessed. • Model answers are provided to answers and each in class assessment begins with a model answer

Literacy- reading, extended accurate writing and oracy opportunities	• Students have booklets for each lesson that contains the essential information that is used and discussed in class • Political articles are shared with students from Politics review, political updates, and relevant news outlets • We encourage students to read relevant texts e.g., Sapiens

Numeracy/computing skills												
	Homework Use of satchel and forms	Homework Use of satchel and forms	Homework Use of satchel and forms	Homework Use of satchel and forms Numeracy – Assessment of data of diverse groups of people represented in parliament	Homework Use of satchel and forms Numeracy – statistics with voting election outcomes Quotas of different voting systems	Homework Use of satchel and forms	Homework Use of satchel and forms Numeracy – statistics with voting election outcomes and behaviour.	Homework Use of satchel and forms	Homework Use of satchel and forms	Homework Use of satchel and forms	Homework Use of satchel and forms	Numeracy – Assessment of data of diverse groups of people represented in Congress

Character development	Aspirational – Students are always encouraged to consider the opportunities in front of them. Russell group universities are mentioned repeatedly. Routes of other students and figures in the course are mentioned to highlight the different routes into different careers associated with the course. We encourage the idea that students can change the world. 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 reanalyse course 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. Respectful – Consideration of conflicting political ideas that are not their own. Respectful attitude to and analysis of those ideas.

Equality/Diversity opportunities	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 world that they are familiar with e.g., Turkey, Afghanistan											
	Pressure groups activity and the 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	Regional identities within the UK Historical significance of the situation in Northern Ireland	Wide variety of ideas represented by political parties and their attitudes to other groups	Issue of representation 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.	Why different voting systems are used in various places e.g., STV in Northern Ireland. Rise of nationalist parties in Scotland and Wales	Consideration of the make up of the executive and the significance of Rishi Sunak as PM	Consideration of voting trends with different social and ethnic groups and if they exist at all.	Representation on the Supreme Court and discussions about the need for the Court to be representative Impact of BREXIT on social cohesion in the UK	Idea of equality and social justice explored. Respect of civil liberties in society Rationalism (individuals know what is in their own best interest)	Founding Father's ideas 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.	Idea of common humanity Consideration of social class and the worker's control.	Issue of representation of diverse groups in Congress including the influence of pressure groups and caucuses. Consideration of how representation can be increased without undermining legitimacy.
Homework/Independent learning	Interleaved knowledge quizzes to complete on satchel and/forms Use of Seneca when appropriate Keeping up to date with current political developments and latest political shows Super curriculum activities											
CIAG coverage/links	Jobs connected to politics constantly reinforced and routes into those jobs Job/work experience of those individuals who appear in the course Advise on relevant work experience / opportunities e.g., encouraging students to attend the local courts, contacting local MPs. We mention to students what others have used politics for who have studied with us at Copleston. Help with personal statements and university interviews through mock interviews											

Curriculum Map   **Subject:**   **Politics**   **Year Group: 13**

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

	Robert Nozick to exemplify content from above	references to Presidents since 1992 Informal sources of the presidential power and the significance with references to Presidents since 1992			and Marcus Garvey to exemplify content from above			interpretations and debates of US democracy and participation.			
SEND- how will support be seen? Seating plans? Simplified questions?	• 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. • Students who have extra time allocated in exams are given extra time for questions • Students who require coloured paper/overlays are provided with such. • Students who we consider require testing for access arrangements are forwarded to the SENDCO • Consult 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										
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Numeracy/computing skills	Homework Use of satchel and forms	Homework Use of satchel and forms Numeracy – Assessment of data of diverse groups of people represented in Congress Congressional election trends	Homework Use of satchel and forms	Homework Use of satchel and forms Numeracy – size of mandates	Homework Use of satchel and forms	Homework Use of satchel and forms	Homework Use of satchel and forms	Homework Use of satchel and forms Numeracy – election statistics Use of statistics to highlight arguments against electoral college reform	Homework Use of satchel and forms	Homework Use of satchel and forms	Homework Use of satchel and forms

Character development	Aspirational – Students are always encouraged to consider the opportunities in front of them. Russell group universities are mentioned repeatedly. Routes of other students and figures in the course are mentioned to highlight the different routes into different careers associated with the course. We encourage the idea that students can change the world.
	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 reanalyse course 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.
	Respectful – Consideration of conflicting political ideas that are not their own. Respectful attitude to and analysis of those ideas.

Equality/Diversity opportunities	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 world that they are familiar with e.g., Turkey, Afghanistan

| Human imperfections considered

Libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, in the economy – to cover the moral and economic values associated with this idea | Issue of representation of diverse groups in Congress including the influence of pressure groups and caucuses. Consideration of how representation can be increased without undermining legitimacy e.g., majority minority districts | Human imperfections considered

Libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, in the economy – to cover the moral and economic values associated with this idea | Constitutional and non-constitutional requirements of being US president

Significance of the Obama presidency / comparison with Trump succession.

Trump's divisive activities | Exploration of concepts such as what is a nation and what is nationalism

Culturalism

Racialism

Internationalism and pan Africanism

Anti/post colonialism | Protection of the rights of minorities and the extent rights are protected

Significance of appointments to the SC to balance make up and ideology

Race and rights in the USA - immigration, voting rights, affirmative action, and representation

Assessment of the effectiveness of measures to increase equality. | Effectiveness of interest groups in the protection of civil rights in the USA and the UK.

The policy profiles of the two main parties in each country

The relative power, methods, and influence of pressure groups | Challenges to election for minorities and minority ideas

Election analysis of diverse groups

Political ideas regarding minorities and measures to promote equality

Interest groups promoting the ideas of minorities. Are all interest groups equal? | Effectiveness of interest groups in the protection of civil rights in the USA and the UK.

The policy profiles of the two main parties in each country

The relative power, methods, and influence of pressure groups | Effectiveness of interest groups in the protection of civil rights in the USA and the UK.

The policy profiles of the two main parties in each country

The relative power, methods, and influence of pressure groups |
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Homework/Independent learning	Interleaved knowledge quizzes to complete on satchel and/forms
	Use of Seneca when appropriate
	Keeping up to date with current political developments and latest political shows
	Super curriculum activities
CIAG coverage/links	Jobs connected to politics constantly reinforced and routes into those jobs
	Job/work experience of those individuals who appear in the course
	Advise on relevant work experience / opportunities e.g., encouraging students to attend the local courts, contacting local MPs.
	We mention to students what others have used politics for who have studied with us at Copleston.
	Help with personal statements and university interviews through mock interviews