

Politics

Intent:

To develop in students a passion for learning about the political context and institutions in the UK and abroad, as well as fostering and improving the skills required to write source and knowledge based essays.

Context:

Prior learning in the community may include some coverage of issues such as voting in school elections, and issues discussed in form sessions around elections, equality, national and international issues.

The Big Picture—Intent: Students gain an understanding of Political institutions and concepts around UK Politics. They become critical independent learners and researchers who use their initiative to develop knowledge that can be used to justify their views in a sustained and logical way. Students will be able to use historic and recent political examples when completing knowledge essays as well as source based essays.

**YEAR 12
POLITICS**

Content / Units	Skills	Knowledge	Prior learning	Next Year 13
<p>Component 1: UK Politics and Core Political Thought</p> <p>Component 2: UK Government</p>	<p>1. Content essays using political knowledge gained in lessons and historic and contemporary political examples.</p> <p>2. Essays where sources and arguments made in sources are analysed using own knowledge.</p>	<p>1. UK Politics– What is Politics, as well as the role of an MP will be discussed, Examples of and the role of Political Parties in the UK, different electoral systems compared and evaluated, and voting behaviour, both historically and more recently, will be analysed. Conservatism, Liberalism and Socialism will be researched, both the history of the schools of thought, as well as their applications in political systems.</p> <p>2. UK Government– The UK Constitution, the role of parliament and Prime Minister, the power and responsibility of the UK Cabinet, as well as the relationship between the executive, judiciary and legislature.</p>	<p>Political terms and institutions are touched upon at KS3 History, RE and Geography. At KS4– History, Geography and RE will have direct applications.</p> <p>Citizenship studied at all Key Stages will also include discussion of some of the concepts studied at KS5 Politics.</p>	<p>Knowledge of institutions and political concepts will be compared to USA Politics.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>5 Hours a week: UK Politics and Core Political Thought will be completed first, then Component 2 afterwards.</p> <p>The year will run this way so students can gain the understanding of key political issues in Britain before applying this knowledge to the more complex UK Government component, which demands deeper analysis of political institutions in the UK.</p> <p>Revision set regularly as homework along with wider reading which needs to take place every week to either research for further understanding or prepare for an upcoming lesson. Students will also be asked to keep a “Politics Diary” which will be checked regularly– examples found here can generate discussion and be applied to essays later. Essay skills are set in class and in order to establish if students are within the writing times set. WAGOLLS are used consistently to highlight examples of good practice and class presentations are used in order to promote the use of LORIC as leadership and initiative. Literacy will be marked in essays to encourage concise, precise and well constructed essays.</p> <p>Revision preparation is established throughout the year using revision guides, PLCs, Kahoot and quizzes and additional readings. Students have a range of WOW moments across both Components– Political Thought is particularly interesting and allows for very complex and deep thinking ideas. UK Politics includes discussion of mainstream and fringe parties and an analysis of concepts students may hear daily on the news, and can now speak knowledgeably about them.</p>	<p>Crucial links to future interactions politically, whether that be voting or running for elected office. Students will also gain the skills required to pursue a degree in Politics, International Relations, Law, History, Geography and a myriad of others. UK Government will equip students with a contextual understanding of what they see on the news, and how political decisions are made and how these changes might impact their lives in the future. Cultural capital opportunities for students are high across both years, thinking about different ways people live, react to each other and how they vote. Also, a look at the USA and gain an understanding of a similar but distinct culture both politically and socially.</p>	<p>Folder checks will take place every half term.</p> <p>Every unit in the paper will have an essay set in class or at home on one of the skills the paper covers. For Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2.</p> <p>Spring 1: Mock exams</p>

Impact:

Students become independent learners and researchers who can structure their thoughts, verbally and in terms of writing, in a structured and argument driven way. Students will be able to interpret the political world around them, and have discussions in an academic and informal setting about key topics in the news and elsewhere.. Students will also apply their political understanding to sources, to support or critique what has already been written and researched about the concepts they are studying.. They will be able to identify and address their own gaps in their knowledge using a combination of individual lesson tacking, as well as a simplified RAG version of the spec, which will be a key revision tool regularly referred to.

The Big Picture—Intent: Students gain an understanding of Political institutions and concepts when comparing UK and USA institutions and political changes. They become critical independent learners and researchers who use their initiative to develop knowledge that can be used to justify their views in a sustained and logical way. Students will be able to use historic and recent political examples when completing knowledge essays as well as source based essays. Students will also use political examples to answer shorter exam questions.

**YEAR 13
POLITICS**

Content / Units	Skills	Knowledge	Prior learning	End of Education in school
1. Non– Core Political Ideas 2. Component 3- Comparative Politics	1. Two shorter exam questions which focus on political information and political institutions 2. Content essays using political knowledge gained in lessons and historic and contemporary political examples.	1. Non-Core Political Idea– students will study feminism. The ideas and principles of feminism; Different types of feminism; Feminist thinkers and their ideas. 2. The US Constitution, both its genesis and implementation; federalism and state powers; President, Congress, Supreme Court; Civil Rights and democracy and participation in the USA; comparative theories and comparisons of power between UK and USA.	Year 8 and 9 will have already touched on the birth of the USA, and their role in different global events. Citizenship studied at all Key Stages will also include discussion of some of the concepts studied at KS5 Politics.	Students will leave with the skills to interpret and analyse the political world around them, as well as have an understanding to better engage as citizens in a democracy.

Implementation	Marches Futures Links	Summative Assessment
<p>5 Hours a week: Non-Core Political Idea (Feminism) will be studied first, then the comparative component afterwards.</p> <p>The year will run this way so students can complete their look at complex political ideas and ensure they have understood all of these before beginning to compare their previous knowledge on the UK system with the USA.</p> <p>Revision set regularly as homework along with wider reading which needs to take place every week to either research for further understanding or prepare for an upcoming lesson. Students will also be asked to keep a “Politics Diary” which will be checked regularly– examples found here can generate discussion and be applied to essays later. Essay skills are set in class and in order to establish if students are within the writing times set. WAGOLLS are used consistently to highlight examples of good practice and class presentations are used in order to promote the use of LORIC as leadership and initiative. Literacy will be marked in essays to encourage concise, precise and well constructed essays.</p> <p>Revision preparation is established throughout the year using revision guides, PLCs, Kahoot and quizzes and additional readings. Students have a range of WOW moments across this year– Feminism will offer chances to reflect on a system they are living with right now, and will give young women and men a chance to critically reflect on how society has behaved towards women in particular. Study of USA includes a look at different Presidents, as well as the role of Congress and some of the more exciting judicial decisions that affect Americans every day.</p>	<p>Crucial links to future interactions politically, whether that be voting or running for elected office. Students will also gain the skills required to pursue a degree in Politics, International Relations, Law, History, Geography and a myriad of others. US Government will equip students with a contextual understanding of what they see on the news in international terms, and how political decisions are made and how these changes might impact their lives and the shape of the world in the future. Students will also be able to view American superpower status in context, and compare the different ways democracy operates in a 21st century world.</p> <p>Cultural capital opportunities for students are high across both years, thinking about different ways people live, react to each other and how they vote. Also, a look at the USA and gain an understanding of a similar but distinct culture both politically and socially.</p>	<p>Folder checks will take place every half term.</p> <p>Every unit in the paper will have an essay set in class or at home on one of the skills the paper covers. For Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2.</p> <p>Spring 1: Mock exams</p>

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Students become independent learners and researchers who can structure their thoughts, verbally and in terms of writing, in a structured and argument driven way. Students will be able to interpret the political world around them, and have discussions in an academic and informal setting about key topics in the news and elsewhere.. Students will also apply their political understanding to sources, to support or critique what has already been written and researched about the concepts they are studying.. They will be able to identify and address their own gaps in their knowledge using a combination of individual lesson tacking, as well as a simplified RAG version of the spec, which will be a key revision tool regularly referred to.

Students will have access to a range of University courses or apprentice opportunities.

Glossary of Key Terms:

A01– Demonstrate knowledge and understanding of political institutions and theories

A02– Analysis skills and comparison of different pieces of political information

A03– Overall judgement skills employed to come to a justified conclusion

LORIC– Leadership Organisation, Resilience, Initiative, Organisation

Interleaving– Revisiting previous topics.

Retrieval– Remembering something from a previous topic.

Cultural Capital– Learning about topic outside the lesson that link to classroom learning.