

Politics

(Exam
Board:
AQA)



The Appleton School

Curriculum Intent

The Politics course aims to produce well rounded students who are critical thinkers and develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and the United States (USA). They will develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. They will use the course and contemporary example to build an informed understanding of the influences and interests which have an impact on decisions in government and politics. In a wider context, students will develop as citizens because of their understanding of the rights and responsibilities of individuals and groups. The study of Politics will allow students to develop a range of transferable skills including the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements. The key aim of the Politics course is to develop an interest in, and engagement with, contemporary politics and for students to develop their own informed political opinions.

What skills and knowledge do students bring with them from Year 11 into Year 12?

As this is a new subject for many Year 12 students, required skills will be related to other subjects they have studied.

- ★ They should have a good grasp of Politics – this will come largely from their Citizenship lessons and their contemporary knowledge of political events. However, students who have studied History will also bring with them an understanding of some past Prime Ministers and political developments. E.g. the Magna Carta.
- ★ Students will bring some knowledge of globalisation with them from GCSE and Key Stage Three Geography which will be very helpful for their study of Paper 3: The USA.
- ★ As many questions require an essay format, students need to be able to write in a succinct way with clarity in order to address the questions being asked. Students also require the ability to be concise and select appropriate information. It is also important that students can interpret questions and apply their knowledge to unfamiliar scenarios.
- ★ Students also require the skill to read and comprehend large amounts of information and have the ability to select the most important aspects. This will be very useful for source questions.
- ★ Students are required to write in a formal, academic register at all times.

What skills and knowledge do students bring with them from Year 12 into Year 13?

- ★ Students will bring forward a detailed knowledge of the UK political system. They will be confident in their knowledge of the processes of UK Government and the details of UK Politics.
- ★ Students will be able to apply an analytical writing style in order to evaluate key debates. This is a skill that will also be required in Year 13.
- ★ They will be able to debate and consider both sides of debates and be able to present these in both written and oral forms.
- ★ Students will have a developed knowledge of ideologies and should be able to apply this to their Paper 3 study when they consider the view of realists and idealists.

What will students study in Year 12? (Shown in half term blocks)

Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
<p>Democracy and Participation</p> <p>This unit builds a foundation of the key historical political changes and language that students will require. They will also be introduced to the style of 30-mark source and essay questions.</p> <p>Political Parties</p> <p>This unit will allow students to gain understanding knowledge of core political parties and smaller parties. This will lay the foundation of a knowledge of Political ideas.</p>	<p>Electoral Systems</p> <p>This unit gives student a knowledge of the electoral systems used across the UK. They will evaluate the strengths and weaknesses of each and compare them. Students will also look at referendums.</p> <p>Voting behaviour and the media</p> <p>Students will look at patterns of voting behaviour across at least three case studies. By looking at three elections students will identify voting patterns. They will also identify the role of the media in General Elections.</p>	<p>The Constitution</p> <p>At the start of their study of Paper 2, students will look in detail at constitutional changes and reform that have taken place.</p> <p>Parliament</p> <p>Students will consider the role of Parliament and how effective it is. They will evaluate the different aspects of Parliament, making comparisons between the House of Commons and House of Lords.</p>	<p>Prime Minister and the Executive</p> <p>This unit focuses in on the role of the PM and the Cabinet. They will look at a range of PMs and their approach to Cabinet and leadership.</p> <p>Relationships between the branches</p> <p>This unit sees student consider the wider political actors impacting UK politics including the Supreme Court and the EU.</p>	<p>Political Ideas: Core</p> <p>Students will study the three core ideologies including; socialism, liberalism and conservatism. Within each ideology they will need to make comparisons between different branches and the political viewpoints of key thinkers.</p>	<p>Political Ideas: non-core</p> <p>Students will study a pre-determined non-core ideology. E.g. Nationalism. Within this ideology they will need to make comparisons between different branches and the political viewpoints of key thinkers.</p>

Why has learning been sequenced in this way for year 12?

Term 1	Term 2	Term 3
<p>Students will need a foundation of the basic concept of democracy and democratic participation in order to access the rest of the course.</p> <p>It then makes sense to continue to teach the content for the rest of Paper 1 (Section A). This leads onto a study of Political Parties which provides students with the context of the ideological viewpoints of different Prime Ministers and Governments. This is particularly helpful for their study of voting behaviour and the Paper 2 study of the Prime Minister and the Executive.</p> <p>The Electoral Systems unit is a heavy unit in terms of technical content. Students need to be mature enough to cope with such difficult concepts.</p> <p>Students will then go on to learn about voting behaviour. This means that by the end of the first term, students have a good knowledge of the UK Political system, including the role of the media. This will allow them to access the Paper 2 (Section A) units more easily.</p>	<p>Now that students have a good understanding of the political systems at work in the UK, they will be able to better understand some of the technical changes and developments that have taken place. They can then use their Paper 1 knowledge as synoptic links throughout their study of Paper 2.</p> <p>They will start by studying the UK Constitution which will enable them to evaluate the changes that have taken place.</p> <p>They will then continue their study of Paper 2 by studying Parliament in more detail. They can use their knowledge of Paper 1 to consider the role of Parliament.</p> <p>Once students have a secure knowledge of the Constitution and Parliament, they will be better equipped to evaluate the role of the Prime Minister and the circumstances of different premierships.</p> <p>They will then complete a unit on different branches of government which requires them to have a good knowledge of Parliament and the functioning of the UK Government allowing them to make comparisons between other branches.</p>	<p>By the end of term 2 students will have a secure knowledge of UK Politics and Government. They will also have gained a basic understanding of ideologies through their studies of political parties. By this point in the course they will have developed their political understanding to allow them to access a study of political ideologies.</p> <p>Students will work their way through the three core ideologies, making comparisons within each ideology and across them.</p> <p>They will then study their non-core ideology in detail, as this is the only ideology that they can be certain will appear in their final exam.</p>

What will students study in Year 13? (Shown in half term blocks)

Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
<p>Politics of the USA</p> <p>Students will continue their study of Politics into year 13. This year will focus on the USA. Students will study a range of content including non-governmental organisations, the historic global balance of power and large intergovernmental organisations like the EU.</p> <ul style="list-style-type: none"> • The Constitution • The Presidency • The Congress • The Supreme Court • The Parties 				<p>Revision of Paper 1 and 2.</p>	<p>Exams</p>

Why has learning been sequenced in this way for year 13?

Term 1	Term 2	Term 3
<p>Students will need to have studied Paper 1 and have a knowledge of the UK political system. If they haven't done this, they can't do the comparative aspect of the course.</p>		<p>Students will prepare for their final exams by revising Paper 1 and 3.</p>

What cross-curricular themes have you identified in Year 12?

Term 1	<ul style="list-style-type: none">• History – Key political developments e.g. the Magna Carta• Law – legal developments
Term 2	<ul style="list-style-type: none">• Law – Constitution and legislation• Geography – population demographics
Term 3	<ul style="list-style-type: none">• History – Political history• Citizenship – Political ideologies

What cross-curricular themes have you identified in Year 13?

Term 1	<ul style="list-style-type: none">• History – Cold War
Term 2	<ul style="list-style-type: none">• Geography – Globalisation and the power of the USA• Law – Different national legal systems
Term 3	<ul style="list-style-type: none">• Revision of the above.

How will this be assessed to show that students have learnt and remembered what they have been taught in Year 12?

Term 1	Term 2	Term 3
Settling in progress check (exam week)	Exam Week	Revision – mini quizzes and exam questions. End of year 12 exam
Exam Questions Essay Questions End of Topic Tests Content Quiz Homework Tasks Seneca Assignments	Exam Questions Essay Questions End of Topic Tests Content Quiz Homework Tasks Seneca Assignments	Exam Questions Essay Questions End of Topic Tests Content Quiz Homework Tasks Seneca Assignments

How will this be assessed to show that students have learnt and remembered what they have been taught in Year 13?

Term 1	Term 2	Term 3
Exam Week	Exam Week – Mock Exam	End of year exam
Exam Questions Essay Questions End of Topic Tests Content Quiz Homework Tasks Seneca Assignments	Exam Questions Essay Questions End of Topic Tests Content Quiz Homework Tasks Seneca Assignments	Revision – mini quizzes and exam questions Essay Questions End of Topic Tests Content Quiz Homework Tasks Seneca Assignments

What will students be expected to know and remember in Year 12?

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ● Systems of representative democracy and direct democracy ● Wider franchise and debates over suffrage ● Pressure groups ● Rights in context ● Functions and features of political parties ● Established political parties ● Emerging and minor UK political parties ● UK political parties in context ● Different electoral systems ● Referendums and how they are used ● Case studies of three elections ● The influence of the media. 	<ul style="list-style-type: none"> ● The nature and sources of the UK Constitution ● Changes to the constitution since 1997 ● Role and powers of the devolved bodies of the UK ● Debates on further constitutional reform ● The structure of the House of Commons and House of Lords ● The comparative powers of the House of Commons and House of Lords ● The legislative process ● The ways in which Parliament interacts with the Executive ● The structure, role and powers of the Executive ● The concept of ministerial responsibility ● The PM and the Cabinet ● 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 EU on the UK government ● The location of sovereignty in the UK system 	<ul style="list-style-type: none"> ● Core ideas and principles of conservatism ● Differing views and tensions within conservatism ● Conservative thinkers and their ideas ● Core ideas and principles of liberalism ● Differing views and tensions within liberalism ● Liberal thinkers and their ideas ● Core ideas and principles of socialism ● Differing views and tensions within socialism ● Socialist thinkers and their ideas

What will students be expected to know and remember in Year 13?

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ● Main ideas of realism ● Main ideas of liberalism ● Divisions between realism and liberalism ● Main ideas of the anarchical society and society of states theory ● An evaluation of the extent to which realism and liberalism explain recent developments in global politics ● The state: nation-state and of national sovereignty within political ideas ● Globalisation within political ideas ● Debates about the impact of globalisation within political ideas ● The extent to which globalisation addresses and resolves contemporary issues ● Political global governance within political ideas ● The extent to which political and economic global governance addresses and resolves contemporary issues 	<ul style="list-style-type: none"> ● Different type of power in the US ● Differing significance of the states ● The checks and balances of the system. ● Parties and pressure groups in the USA. ● Development and spread of Western ideals via the USA ● The three branches of government. ● The Founding Fathers 	<p>Revision of previous learning</p>

What skills have been developed in Politics?

Skills

AO1 - Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.

AO2 - Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.

AO3 - Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.

These skills will constantly be revisited across the course of the A Level.