

KS5 Curriculum Overview Government and Politics

AO1: KNOWLEDGE AND UNDERSTANDING

AO2: ANALYSIS OF POLITICAL INFORMATION

AO3: EVALUATION AND CONSTRUCTING ARGUMENTS

Year 12

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>UK Politics: Democracy and Participation</p> <p>UK Government: The UK Constitution</p> <p>Ideologies: Liberalism</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Demonstrating knowledge and understanding of the running of democracy in the UK. ▪ Demonstrating knowledge and understanding of the UK Constitution and how it governs our everyday lives. ▪ Analysing the significance of democracy in the UK. ▪ Analysing and drawing parallels between constitutions across different jurisdictions (US). ▪ Assessing the relevance of classical ideologies in contemporary Britain. ▪ Evaluating aspects of politics and political institutions. ▪ Constructing debate-style evaluative essays. <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ Law: Studying the constitution and its various sources provides overlap with the content covered in Public Law. Particularly when looking at the sources of statute and common law. ▪ Philosophy and Ethics: Studying classical and modern liberal thinkers such as Jean Jacques Rousseau and John Lock provide pupils with principles that will be revisited in Philosophy and Ethics A-level. 	<p>Career Links:</p> <p>Studying and analysing different institutions such as pressure groups, lobbyists and thinktanks equip students with transferable skills especially useful for careers in law, journalism, research roles and media.</p> <p>British Values:</p> <p>Through looking at how democracy operates in the UK, pupils will be developing their understanding of the importance of democracy in the UK. This includes the importance of suffrage and the protection of our rights.</p> <p>When examining the extent to which our democracy can be enhanced, pupils will have the opportunity to review the rule of law and the role of democratic institutions in upholding these laws.</p> <p>The rights in context unit of democracy and participation and the UK constitution will provide pupils with knowledge on the individual liberties that they possess.</p> <p>The studying of the UK Constitution will also provide pupils with knowledge of how the UK is run and the importance of a constitutional monarchy in upholding British values.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p>UK Politics: Political Parties UK Government: UK Parliament Ideologies: Conservatism</p>	<ul style="list-style-type: none"> ▪ Key Skills: ▪ Demonstrating knowledge and understanding of the major and minor parties of the UK, and the factors that influence party success in general elections. ▪ Demonstrating an understanding of the running of UK Parliament. ▪ Explaining the key principles and tensions of Conservatism and how it has impacted the UK government today. ▪ Analysing the significance of minor parties in the UK. ▪ Analysing and drawing parallels between constitutions across the three branches of power in the UK. ▪ Assessing the relevance of classical ideologies in contemporary Britain. ▪ Evaluating the extent to which Parliament successfully carries out its functions in the format of a source-based essay. ▪ Evaluating the differences in powers between the House of Commons and the House of Lords. ▪ Evaluating the view that the UK's major parties have a monopoly on the UK political system. ▪ Constructing debate-style evaluative essays and source essays. <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ Criminology: Looking at how a bill is made into law is a process that pupils will be looking at in unit 4 of Criminology ▪ Philosophy and Ethics: Studying Conservative such as Marcus Aurelius, Thomas Hobbes and Edmund Burke provide overlap into the thinkers studied at Philosophy and Ethics A-level. ▪ Sociology: Analysing policies of the major parties covers content addressed in the Education unit of Sociology A-level. 	<p>Career Links:</p> <p>Analysing causation and independently reaching a substantiated judgment in evaluative essays provides pupils with skills ideal for careers such as Journalism, Law and Education amongst others.</p> <p>British Values:</p> <p>Looking at how Parliament carries out its legislative function and how bills become law will show pupils the importance of the rule of law as they will be analysing the legislative process and learning that these laws apply to all UK citizens equally.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>UK Politics: Electoral Systems UK Government: The Prime Minister and Cabinet Ideologies: Socialism</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Demonstrating knowledge and understanding of the inner workings of First-Past-The-Post (FPTP). ▪ Carrying out a breadth study of three UK Prime Ministers between 1900-2000. ▪ Analysing and comparing different outcomes and identifying the correlation 	<p>British Values:</p> <p>Gaining an understanding of the key electoral systems in the UK will teach pupils the importance of suffrage and voting as well as its role in upholding British democracy.</p>

	<p>between these outcomes and the voting systems used.</p> <ul style="list-style-type: none"> ▪ Analysing the impact of individual and collective ministerial responsibility on government. ▪ Evaluating the importance of the cabinet in prime ministerial decisions. ▪ Constructing debate-style evaluative essays and source essays. <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ Philosophy and Ethics: Studying the key beliefs and principles of thinkers such as Karl Marx provide overlap with content covered at Philosophy and Ethics A-level. 	
TERM 4 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
<p>UK Politics: Voting Behaviour and the Media UK Government: Relations between the branches Ideologies: Nationalism</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Carrying out a breadth study of three different general elections between 1900-2000. ▪ Comparing and contrasting three different general election case studies and assessing similarities and differences of voting behaviour. ▪ Analysing statistics of general elections and identifying patterns in voting behaviour through looking at factors such as race, age, gender and occupation. ▪ Identifying correlations between the three main branches of the UK and analysing how this overlap helps in the running of the UK. ▪ Evaluating the extent to external and internal factors influence voting behaviour. ▪ Constructing debate-style evaluative essays and source essays. <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ Citizenship/History: What are the British Values which men were prepared to fight for and uphold through participating in elections and voting? ▪ Criminology: Studying the UK legal system and the role of judges within it provides overlap of content with Criminology certificate and diploma. 	<p>Career Links:</p> <p>The use of statistics from census' across a long period of time and use of the UK political archives will provide pupils with skills that can be transferred into compliance, research, and data analyst roles.</p> <p>British Values:</p> <p>Looking at the different external factors such as race and religion and their impact on voting behaviour teaches the importance of religious and cultural tolerance to pupils.</p>
TERM 5 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV

<p>UK Politics: Voting Behaviour and the Media UK Government: Relations between the branches Ideologies: Nationalism</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Carrying out a breadth study of three different general elections between 1900-2000. ▪ Studying information provided in various political sources. ▪ Comparing and contrasting three different general election case studies and assessing similarities and differences of voting behaviour. ▪ Analysing statistics of general elections and identifying patterns in voting behaviour through looking at factors such as race, age, gender and occupation. ▪ Identifying correlations between the three main branches of the UK and analysing how this overlap helps in the running of the UK. ▪ Evaluating the extent to which external and internal factors influence voting behaviour. ▪ Constructing debate-style evaluative essays and source essays. <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ Criminology/Sociology/Psychology: Through the skill of analysing various statistics to predict individuals' behaviour. ▪ History: Through the skill of evaluating sources and extracting the various arguments within them. 	<p>Career Links: Source based essay writing will help students to develop the transferable skills of critical thinking and selecting appropriate information for a specific task. These skills are essential for careers in the law, police, human resources, project management, librarians, museum curators, journalism and education.</p>
<p>TERM 6 TOPIC/s</p>	<p>▪ *Key Skills/Subject Links</p>	<p>*Career links & BV</p>
<p>An introduction to US Politics</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Gaining a foundational level of understanding of a political system outside of the UK ▪ Comparing and contrasting the similarities and differences of this political system with the workings of the UK political system. ▪ Evaluating the strengths and weaknesses of these respective systems. ▪ Debating the extent to which the USA remains federal today 	<p>Career Links: Studying the political institutions of a global superpower provides pupils with the knowledge and skills that can be transferred into careers in international relations, diplomacy, embassy work and the civil service.</p>

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Year 13

<p>TERM 1 TOPIC/s</p>	<p>*Key Skills/Subject Links</p>	<p>*Career links & BV</p>
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<p>The US Constitution</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Developing knowledge and understanding of the structures, powers and functions. ▪ Comparing and contrasting the similarities and differences of the US constitution with the UK constitution. ▪ Evaluating the amendment process, including advantages and disadvantages of the formal process. ▪ Undertaking critical thinking skills when <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ Geography: Studying the principles of the US Constitution, namely the separation of powers provides pupils with an insight into the content covered in the Superpowers unit of A-level geography. ▪ History: The origins of the US Constitution will overlap with the content covered in the Civil Rights unit of A-level history. ▪ Law: Studying the constitution and its various articles provides overlap with the content covered in Public Law. 	<p>British Values:</p> <p>Knowledge and appreciation of the US Constitution and its origins and comparing these similarities and differences to that of the UK teaches pupils the importance of democracy. Both the UK and US constitutions are viewed as the cornerstones of their respective democracies and provide rights for their citizens and limits on their governments.</p>
<p>TERM 2 TOPIC/s</p>	<p>*Key Skills/Subject Links</p>	<p>*Career links & BV</p>
<p>US Congress</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Understanding the the constitutional framework (powers) of the US branches of government ▪ Comparing and contrasting the similarities and differences of US congress with UK Parliament. ▪ Evaluating and critiquing congress as an the amendment process, including advantages and disadvantages of the formal process <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ History: Covering Executive Orders and the Philadelphia Convention overlaps with the Civil Rights unit of A-level history. 	
<p>TERM 3 TOPIC/s</p>	<p>*Key Skills/Subject Links</p>	<p>*Career links & BV</p>
<p>US Presidency</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Undertaking an independent research study on 3 presidents between 1992- present day and the significance of their powers. ▪ Applying comparative theories when examining the similarities and differences 	

	<p>between the US President and the UK Prime Minister.</p> <ul style="list-style-type: none"> ▪ Undertaking an evaluative study on the limits of Presidential power and how this varies between Presidents. 	
TERM 4 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
<p>The US Supreme Court and Civil Rights Democracy and Participation in the USA</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Understanding the Supreme Court appointment process and how this varies in comparison to the UK. ▪ Undertaking a group research project on the effectiveness of racial rights campaign groups and their impact on US policy. ▪ Applying comparative theories when examining the differences between the Supreme Courts of the UK and US. ▪ Analysing the differences in power across global institutions. ▪ Evaluating the protection of rights and civil liberties in the USA today. <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ History: The discussion of minority rights and the origins of affirmative action and Jim Crow laws will overlap with the content covered in the Civil Rights unit of A-level history. ▪ Law: Developing an understanding of the US legal system and how it differs to that of the UK provides an alternative insight into the UK legal system and its legal institutions. 	<p>British Values: Studying the rights of different minority groups and how well these rights are protected by political institutions will instill into pupils the importance of tolerance of different faiths and beliefs.</p>
TERM 5 TOPIC/s	▪ *Key Skills/Subject Links	*Career links & BV
<p>Democracy and Participation in the USA Preparation for A-level examinations</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ Understanding the key beliefs and principles of parties in the USA. ▪ Participating in a group research project on the significance and resources of US interest groups and how they compare to UK pressure groups. ▪ Undertaking a comparative study on the electoral process in the USA and how similar it is compared to the UK. ▪ Analysing trends in voting behaviour and the correlation between external factors and election outcomes. 	<p>British Values: The comparisons made between US and UK democracies will address how political systems differ and understanding the benefits of democracy.</p>

	<ul style="list-style-type: none"> ▪ Developing critical thinking skills when evaluating the significance of the voting process in the USA. ▪ Debating the ethics of non-political and political institutions such as interest groups, PACS and Super PACS and their ability to impact electoral outcomes. <p>Subject Links:</p> <ul style="list-style-type: none"> ▪ Psychology/Sociology: The skill of using data of particular demographics to establish patterns in behaviour and predict trends in behaviour. 	
TERM 6 TOPIC/s	<ul style="list-style-type: none"> ▪ *Key Skills/Subject Links 	*Career links & BV
Revision and preparation for A-level examinations	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ CONSOLIDATION OF KEY SKILLS AND CONTENT COVERED THROUGHOUT THE TWO YEARS OF THE COURSE. 	