

**CURRICULUM MAP**

Subject	Politics
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Head of Department	Husseyin Davut
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SCHOOL INTENT

Rutlish School Vision: Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”

We want students to:

succeed (we strive to provide pathways to support their success)

embrace challenge, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals

be aware of their responsibilities and feel confident to participate and contribute to society. (Curriculum Intent)

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

Politics DEPARTMENT INTENT

Studying Politics at A Level will help students to develop their ability to critically evaluate a number of issues around politics, including some of the big questions which surround decision making, how choices are made by us or on our behalf and what it means to participate as a citizen. We will look at British government and politics, the mechanics of how government runs and the deeper questions of how our government came into being and developed.

As student will also study the US political system in its own right but also as a comparative, they will be able to deepen and widen their understanding of how political decisions are made and the factors that influence them.

Comparative politics should use the following three theoretical approaches to make a comparative study of the government and politics of the UK and the USA, analysing and explaining similarities and differences between them.

- structural
- rational
- cultural

A final unit will be Political Ideology which includes, Conservatism, Liberalism and Socialism plus one other from a range. As Political Ideology is one of the significant factors that influences political attitudes and decision making, students will have a greater holistic understanding of political issues and processes and the historic events before them.

KEY STAGE 5 RATIONALE/ INTENT

To build on the student’s abilities and to foster the importance and the practice of independent learning.

For students to be more expansive in their learning and to enquire and read beyond the confines of topics studied for public examinations.

In Politics student develop their understanding of democracy, rule of law, citizenship, political ideology and wider political engagement. They should have an understanding of “British Values” and develop an appreciation of why these are subject to the same political factors.



YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE AND KEY SKILLS	<p>There are three broad areas of study in this specification:</p> <ul style="list-style-type: none"> the government and politics of the UK the government and politics of the USA, and comparative politics political ideas. <p>The specification requires in depth study of UK and US government and politics. Comparisons across the two political systems are required in the topic entitled Comparative politics. Students will be required to identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. The political ideas to be studied have relevance to both of the systems of government and politics. The study of the four ideologies will enhance the students' knowledge and understanding of politics, political debate and political issues in both the UK and the USA.</p> <p>Skills In all components of this subject students must demonstrate the following skills:</p> <ul style="list-style-type: none"> to comprehend and interpret political information to critically analyse and evaluate the areas of politics studied to construct arguments and explanations leading to reasoned conclusions to identify parallels, connections, similarities and differences between aspects of the areas of politics studied to construct and communicate arguments and explanations with relevance, clarity and coherence to use appropriate political vocabulary to make connections between the different areas of politics studied to make comparisons across two political systems. <p>Synopticity: An essential element of the assessment of students' work in A-level politics is the extent to which they display a synoptic or holistic understanding of the subject. To demonstrate this, students will be expected to inter-relate areas of content within each module and, when appropriate, across modules, to address the requirements of the exam papers. They must use appropriate concepts and knowledge as well as the skills listed above in developing their answers. Politics, as a subject, is inherently synoptic. The political knowledge, concepts, behaviours and institutions studied in any particular module can often be used and applied to new contexts in other parts of the course. The essay questions are particularly synoptic, giving students the opportunity to draw on and synthesise the knowledge, understanding and skills gained throughout the course.</p>					
	LEARNING OBJECTIVES (KEY SKILLS)	<p>UNIT OF WORK:</p> <p>UK Democracy UK Elections</p> <p>UK Constitution</p>	<p>UNIT OF WORK:</p> <p>UK Referenda + Revision</p> <p>UK and Devolution UK and European Union + Revision</p>	<p>UNIT OF WORK:</p> <p>Revision + January Exams</p> <p>UK Parliament UK PM + Cabinet</p>	<p>UNIT OF WORK:</p> <p>UK Political Parties UK Pressure Groups</p> <p>UK Judiciary</p>	<p>UNIT OF WORK:</p> <p>US Elections/Referenda US Political Parties</p> <p>US Constitution US Judiciary</p>
	<p>Guidance on teaching and learning The specification content is divided into two categories:</p> <ul style="list-style-type: none"> key concepts and terminology focus <p>Students should understand the meaning of the key concepts and terminology as these are implicit in the areas of focus for each section.</p> <p>Some areas require students to demonstrate awareness. These areas are meant to serve as a background to the points that require analysis and evaluation.</p>	<p>AO1: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.</p> <p>AO2: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.</p> <p>AO3: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.</p> <p>AO2: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.</p> <p>AO3: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.</p> <p>AO2: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.</p> <p>AO3: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.</p> <p>AO2: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.</p> <p>AO3: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.</p> <p>AO2: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.</p> <p>AO3: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.</p>



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<p>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</p>	<p>Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the UK and globally</p> <p>Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes</p> <p>Develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups</p> <p>Develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements develop an interest in, and engagement with, contemporary politics.</p>					
<p>LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<p>The spec is specifically designed to learn and compare the political systems of the UK and its “nations” with that of the USA. In addition, an awareness of European political systems is useful. By the very nature of the subject, students will be “news” watchers and will begin to understand how events elsewhere impact on the politics and political institutions that we study.</p>					
<p>ASSESSMENTS Summative and Formative as applicable</p>	<p>-Assessment Fortnight -AfL strategies each and every lesson: starter & plenary -Folder check -Self -reflection to consolidate long-term memory -Guided feedback</p> <p>-Homework assignments which will include at least one formal exam style question or task per week.</p>					
<p>FEEDBACK supports learning</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>
<p>SPECIALIST VOCABULARY</p>	<p>Key concepts and terminology: The nature and sources of the British Constitution</p> <ul style="list-style-type: none"> • codified • uncodified • statute • common law • conventions • authoritative opinions • The 	<p>Elections and referendums Key concepts and terminology: • majoritarian and proportional electoral systems • representative democracy • suffrage • participation • voting behaviour •</p>	<p>The Prime Minister and cabinet Key concepts and terminology: • core executive • prime minister • primus inter pares • cabinet • inner cabinet • cabinet committee • individual and collective responsibility • accountability.</p>	<p>Political parties Key concepts and terminology: • ideology • party structure • party systems • party funding • party functions • minor parties • political agenda.</p>	<p>The constitutional framework of US government Key concepts and terminology: • US Constitution • Bill of Rights • separation of powers • checks and balances</p>	



	<p>royal prerogative • rule of law • parliamentary sovereignty</p> <p>Democracy and participation Key concepts and terminology:</p> <ul style="list-style-type: none"> • direct democracy • representative democracy • suffrage • participation • partisan dealignment <p>Elections and referendums Key concepts and terminology:</p> <ul style="list-style-type: none"> • majoritarian and proportional electoral systems • representative democracy • suffrage • participation • voting behaviour • manifesto • campaign • referendums. 	<p>manifesto • campaign • referendums.</p> <p>Devolution Key concepts and terminology:</p> <ul style="list-style-type: none"> • devolution • The Scottish Parliament and Government • The Welsh Assembly and Government • The Northern Ireland Assembly and Executive. <p>The European Union Key concepts and terminology:</p> <ul style="list-style-type: none"> • EU institutions 	<p>The structure and role of Parliament Key concepts and terminology:</p> <ul style="list-style-type: none"> • scrutiny of executive • Commons • Lords • MPs and peers • delegates and trustees • <p>Burkean theories of representation</p> <ul style="list-style-type: none"> • delegate theories • mandate theories • trustees • parliamentary privilege • opposition • legislation • debate • redress of grievances • campaign • referendum. 	<p>Pressure groups Key concepts and terminology:</p> <ul style="list-style-type: none"> • pluralism • political agenda • insider and outsider pressure groups • promotional and interest groups. <p>The judiciary Key concepts and terminology:</p> <ul style="list-style-type: none"> • Supreme Court • judicial independence and impartiality • separation of powers • ultra vires • judicial review 	<ul style="list-style-type: none"> • federalism <p>The judicial branch of government Key concepts and terminology:</p> <ul style="list-style-type: none"> • Supreme Court • judicial activism • judicial restraint • judicial review • strict and loose constructionism. <p>Political parties Key concepts and terminology:</p> <ul style="list-style-type: none"> • ideology • factionalism • party decline • party renewal • party organisation • third parties • independent candidates. 	
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<p>QUALITY FIRST TEACHING</p>	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions
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YEAR 13 GCE Politics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	US Pressure Groups	US Civil Rights	Revision + January Exams Liberalism	Conservatism Revision	UK/US Democracy and Participation compared Revision	
	US Congress	US presidency	Socialism+ Liberalism Nationalism	Revision	UK/US Government compared Revision	
KEY SKILLS	<u>See Yer 12</u>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<u>Summer Homework Projects aim to develop and deepen subject knowledge with specific tasks assigned to students. For example students are assigned a US President to study and develop as a case study. The detailed knowledge should provide students with examples to illustrate their exam questions.</u>	In learning about the core political ideologies students are then able to better understand how these are connected to and affect the political views of modern day politicians and those who vote for them. For example in studying Liberalism they can distinguish between classical and modern liberalism.				
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<u>See year 12</u>					
ASSESSMENTS Summative and Formative as applicable	<u>As for Year 12 but with preparation for public exams.</u>					



FEEDBACK	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 
SPECIALIST VOCABULARY	<p>(US) Pressure groups Key concepts and terminology: • political pluralism • electoral finance • iron triangles • promotional groups • interest groups • Political Action Committees and Super PACs.</p> <p>The legislative branch of government: Congress Key concepts and terminology: • Congress • House of Representatives • Senate • oversight • committee System.</p>	<p>The executive branch of government: President Key concepts and terminology: • The Executive • formal powers • informal powers • checks and balances • imperial presidency • imperilled presidency</p> <p>Civil rights Key concepts and terminology: • Civil Liberties • Bill of Rights • landmark rulings • Supreme Court • Civil Rights movement</p>	<p>Liberalism Key concepts and terminology: • the individual and freedom • human nature, the state, society and the economy • classical liberalism • modern liberalism</p> <p>Socialism Key concepts and terminology: • Marxism, class analysis and fundamental goals of socialism • human nature, the state, society and the economy • revolutionary socialism • social democracy.</p> <p>Nationalism Key concepts and terminology: • nation, sovereignty of the people • human nature, the state, society and the economy • minority nationalism, state nationalism.</p>	<p>Conservatism Key concepts and terminology: • government, the free market, the individual • authority, tradition, private property human nature, the state, society and the economy • traditional conservatism • the new right.</p>	<p>The electoral process and direct democracy Key concepts and terminology: • electoral college system • primaries • caucuses • national nominating conventions • direct democracy • voting behaviour • popular vote • split ticket voting • abstention • incumbency.</p>	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					