



love the journey

Curriculum Implementation 2024-25

Secondary

LCA Strand	Humanities
Subject	Politics
Key Stage	Key Stage 5 (Chapter 12-13)

<p>What are the key concepts taught?</p>	<p>In Politics, we explore a wide range of concepts, varying from topic specific content to concepts related to the study of the discipline. Key topic specific concepts include:</p> <ul style="list-style-type: none">• Constitution• Monarchy• Reform• Democracy (various forms)• Power, authority and control• Society• Government and local government• Parliament• Legislation• Devolution• Council• Elections and Referendum• Pressure groups• Pluralism• Economy• Inflation• Cabinet• Trade• Civil Service• Rebellion and revolution• Coup• Factions• Health: pandemic• Decree and law• Ideologies• Taxation and budgets• Legacy• Poverty• Political leverage• Scandal
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	<ul style="list-style-type: none"> • Accountability • Scrutiny • Foreign affairs • Class system • Demographics • Representation • Impeachment • Lame Duck • Filibuster • Gridlock • Iron Triangle/Clientelism • Diplomacy • Patronage • Conservative • Socialism/Communism/Marxism • Liberal • Feminism • Intersection • Racism • Migration • Nationalism • Negotiation and compromise • Veto • Justice • Civil Rights • Executive/Legislative/Judiciary • Amendment • Federalism • Supreme Court Holding • Fusion of powers • Separation of Powers • Checks and Balances • Imperial v Imperilled <p>Key subject disciplinary concepts include:</p> <ul style="list-style-type: none"> • Cause and consequence • Trigger factor • Significance • Change and continuity • Similarity and difference • Analysis • Evaluation • Judgement
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<p>What is the sequencing of units?</p>	<p>The Ch12 Units below are taught simultaneously and by two different teachers. All topics are taught in sequence to permit understanding of what comes next. Taught 9 mark, extract question and essay skills link all three areas of study, students can improve their Political Ideas essays through feedback and development in their US writing and vice versa. Working on a UK extracts or will also enhance student performance in the two</p>
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other units. Learning of the UK must come first in order to understand the content of Units 2 and 3.

Ch12

Unit 1 – The Government and the Politics of the UK (taught by two teachers)

Ch12 study of Government begins with the UK Constitution, it is essential to study this first in order to provide the context for everything else. Ch12 then study the UK legislative including the role of MP's and Peers, the law-making process, the functions of HM Opposition and committees.

The above studies then lead Ch12 to investigate the role of the Executive in the UK, the PM and the Cabinet.

Understanding of the above then permits students to study the role and functions of the Judiciary in the British political system. Ch12 studies of government in the UK conclude with investigations into the devolved institutions.

At the same time as the above, Ch12 study the Politics of the UK. This begins with a study of the concept and theories relating to democracy, followed by power and authority. It is important to begin with this as it is a consistent theme throughout, students must understand these concepts in order to access future learning.

Ch12 then begin a study of elections and electoral systems (including key elections). This feeds naturally into data analysis of voting behaviour, demographics and trends and patterns. This includes considering the referendum.

Ch12 then begin a study of political parties in the UK. Studying elections before this enables pupils to understand the behaviour and policies of parties.

Students are then in the informed position to be able to study alternatives to parties. The focus on pluralism and pressure groups is understood significantly better following on from the above.

Only when Ch12 have completed all of the above do they then begin studies on the other units.

Unit 2 – UK-US Comparative (taught by one teacher)

Students study this unit after the UK because it is a comparative unit – they must understand the UK before they can compare with the USA. The topics for the USA mirror those of the UK, therefore Ch12 begin their US study with a focus upon the Constitution, this must come first in order to understand the rest.

Ch12 may then begin their study of the US Legislative (time permitting)

Unit 3 (taught by the other teacher)

Ch12 also begin this unit (as it is taught by a separate teacher). This unit is heavily focused upon the writings and works of key political thinkers. In all areas of study the students will investigate and discover their views on a range of issues, from the economy to society. Studying the UK institutions and the history and policies of the UK parties provides an excellent grounding for this unit.

Ch12 begin with a focus upon Liberalism and Liberal thinkers. Having already discovered the idea of a liberal democracy the students are able to pick up on the ideas of the thinkers and develop their analytical thinking and evaluation of their views. Ch12 may begin their study of Conservatism (time permitting)

Ch13

Ch13 continue with their studies of both Unit 2 and Unit 3. These are taught simultaneously by different teachers.

Unit 2

Ch13 begin with a refresher on the US Constitution, this is because it is vital throughout the entire unit.

Ch13 then begin (or pick up) a study of the US Legislative, the role of the House and the Senate, the law-making process and committees.

This then allows the students the levels of required understanding of the Separation of Powers and checks and balances required to study the Executive. This includes the President, VP, Cabinet, EXOP and the Federal Bureaucracy.

Ch13 then have the understanding to explore the Judicial branch, particularly in relation to the legislative and executive's role in the appointment process. US Civil Rights are also studied at this point due to the clear link between S.C holdings and the advancement of rights.

All of the above studies end with a detailed comparison with the UK and a reflection of Ch12 learning.

Ch13 then begin to study the Politics of the USA and compare it to the UK.

This begins with a detailed study of elections in the USA: Primaries, Presidential Elections, the Electoral College, Reform, Congressional elections and midterms, Gubernatorial and State elections, recall and referendums and propositions. (including key elections)

	<p>This feeds into a study of electoral behaviour in the US. Ch13 then study the parties in the USA. There is a heavy focus on the GOP and Dems, but third parties are also studied. Covering elections first helps with the understanding of the parties.</p> <p>Students then consider pluralism and pressure/interest groups in the USA and alternatives to traditional participation.</p> <p>All of the above end with a detailed comparison with the UK.</p> <p><u>N.B</u> – the order in which topics in Unit 1 and Unit 2 are taught may change depending upon current affairs. Politics is at its most exciting and easiest to access when learning in real time with coinciding events. For example, U.S elections may move before the Judiciary in Presidential election years (2024, 2028 etc). this allows the students to learn in advance of the media saturation and alongside the events themselves – this significantly enhances understanding.</p> <p>Unit 3 Ch13 begin the year with a review of how they approach the Political Ideas topics. This involves a review of previously taught content (e.g. Liberalism).</p> <p>Ch13 then begin (or pick up) with Conservatism. They study the views of the key thinkers and evaluate the similarities, the differences and the evolution of the ideology.</p> <p>Ch13 then begin their study of Socialism and its key thinkers and evaluate the similarities, the differences and the evolution of the ideology.</p> <p>Ch13 complete their studies with the only optional part of the course. For this, our students study Feminism. As above, they study the key thinkers and investigate their arguments in order to understand the evolution if this particular idea and movement.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>A significant part of Politics is the links and patterns in the content. All Politics assessment contains marks for synoptic understanding. There is consistent linking of the topics so that students may understand what they are currently studying. This is not limited to learning within a Unit, reference to current party policies or Prime Ministerial actions are linked to to the core principles of an ideology or the work of one of the key thinkers.</p> <p>Unit 2 is a comparative unit; students are taught in a manner that makes them compare and see the links. This includes a study of comparative theories.</p> <p>Students are consistently questioned on their previous learning in order to relate it to what they are doing in lessons at that moment in time.</p>
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	Politics assessment will require students to see the big picture.
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What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	<p>Adaptive teaching methods are deployed to challenge every student at an appropriate level. Frequent strategies include scaffolding, modelling, revisiting specific concepts or language and through questioning.</p> <p>School policies are followed such as 'Quality First,' Champion Teaching' and SEND profiles. Teachers work with LSA's to get the best out of targeted students.</p> <p>Stretch and challenge is evident through questioning, challenge tasks, live marking and instant feedback.</p>
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What are the planned opportunities for retrieval and reflection by pupils?	<p>Every lesson begins with a 'Do Now' activity, the vast majority of these require retrieval from the previous lesson or prior learning.</p> <p>LCT tests take place and are based upon the recall of knowledge based learning.</p> <p>The sequencing of the curriculum means that students must be able to see the connections. Teachers plan questioning around this and expect pupils to recall details from previous lessons or previous years (e.g. In Ch13 students are expected to refer back to Ch12 learning of the UK in order to compare it to the USA or to provide examples of 'pragmatism' in action).</p> <p>PP assessment will be based around the most recent learning. However, there will be at least one task that requires students to think back to a previous period of learning.</p> <p>Mock exams examine the entire course studied to that point.</p>
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What are the opportunities for feed forward by the teacher post assessment outcomes?	<p>Teachers provide feedback to each class and demonstrate how to move forward. Individual conversations take place with students who are underachieving. Frequent discussions around progress and how to move forward.</p> <p>Students reflect upon their outcomes and discuss this with their peers and feedback to the teacher. This informs future planning and can lead to a revisit of a topic/skill.</p>
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What are the planned opportunities for developing Reading?	<p>Reading is an integral part of Politics. Almost every lesson will require some form of reading. In Politics, the aim is to facilitate reading for purpose and enable students to understand the significance of the text from a political perspective.</p> <p>Reading tasks are planned and encourage students to see the link between the wording of the question and the content of the reading. Political extracts and articles are frequently deployed and</p>
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	<p>require the pupils to read in order to gain an understanding of political events or theories. Students are emailed extra reading on current issues so that they have the opportunity to see politics in action.</p> <p>Sometimes students are expected to read aloud, on other occasions there will be silent reading followed by questioning and there will also be examples of the teacher reading to the pupils in order to model and demonstrate what our expectations are. Discussions follow on from this reading and allow teachers to judge levels of understanding and develop strategies to make even further progress.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Marking also includes the correction of words of political importance. Students may be provided an ideal sentence or A* standard paragraph or words they should use when constructing an A Level argument. Modelling is used. Challenging vocab will be discussed and defined and there will be an expectation to use it in writing, this includes Latin words, a name of a piece of legislation or a theory or concept. Live marking allows for instant correction of capitalisation, spelling, punctuation. Mark schemes refer to levels of written communication, these are used when marking students work. Students are expected to structure and write extended essays, therefore writing skills are taught.</p> <p>Numeracy: Chronology is covered when considering Prime Minister's, Presidents and the Court's. Pupils must have an awareness of context in order to answer extract based questions. Data is analysed when teaching a variety of topics and may be displayed in tables, charts or graphs. This of huge significance when studying elections or voting behaviour. When teaching about the economy both money and value become part of our studies. A Level students must be able to refer to data in their writing.</p> <p>Oracy: Discussion based activities are frequent and permit students to develop confidence in constructing a reasoned argument. Debates regularly occur in a Politics classroom. Reading aloud is frequent. Pair and group activities are regularly used to allow students to discuss academic matters with their peers. Group presentations are used to enhance confidence, enhance political understanding and develop the required skills. Discussion based activities are frequently used to take our students beyond the syllabus (e.g. political affairs outside the UK and the USA).</p> <p>SMSC: Politics affords many opportunities to engage with SMSC. Students study society, as such they are exploring issues such as rights, religious beliefs, persecution, discrimination, racism, gender roles, welfare, protest, democracy, rule of law etc. Students consider government and how it has evolved and the concept of law and order. Civil Rights are covered in both the UK and the</p>
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USA. The study of Feminism allows for learning and discussion in relation to gender issues.