

Curriculum Overview Politics Year 12

Politics - Year 12 Unit 1: UK Politics – September to December				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Government in the UK: Parliament	<p>Knowledge: Scrutiny of the executive; the Commons and the Lords; MPs and peers; delegates and trustees; Burkean, delegate and mandate theories of representation; trustees; parliamentary privilege; opposition; legislation; the role of debate; redress of grievances; political campaigns; referendums.</p> <p>Understanding: Scrutinising the executive and how effective scrutiny of the executive is in practice. Explaining the role of parliamentary</p>	<p>Understanding how the House of Commons and House of Lords are structured and the roles they play in parliament. Comparing the powers of the Commons and Lords. Analysing and evaluating the main functions of parliament, and how effective parliament is in performing these functions. Giving examples of how parliament interacts with the executive.</p>	<p>Links to the study on the historical development of UK politics, the nature of the British constitution and devolution.</p>	<p><i>Core textbooks, PreChewed Politics and Politics Review available for all topics</i></p> <p>Hansard Society: www.hansardsociety.org.uk</p> <p>Parliament: www.parliament.uk</p> <p>Parliaments and legislatures: www.tinyurl.com/zhnx472</p> <p>TheyWorkForYou: www.theyworkforyou.com</p> <p>Private Member's Bills: www.tinyurl.com/3g7cegq</p>

	<p>debate. Understanding the role of the Commons and the Lords and the legislative process. Understanding and applying the theories of representation: Burkean, delegate and mandate. Analysing the significance of the Commons and Lords in the work of the committees; the role of the opposition; the extent of Parliament's influence on government decisions. Analysing the evaluating the interactions of parliament and other branches of government.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis.</p>			
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<p>Government in the UK: The Prime Minister and Executive</p>	<p>Knowledge: Core executive; prime minister; primus inter pares; cabinet; inner cabinet; cabinet committee; individual and collective responsibility; accountability.</p> <p>Understanding: Analysing and evaluating how policy is made. Explaining the relationship between the prime minister and cabinet. Providing examples to illustrate the difference between individual and collective responsibility. Providing examples that demonstrate the power of the prime minister and cabinet to dictate events and determine policy making. Evaluating government/parliament relations, considering accountability and interest.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis.</p>	<p>Explaining how the executive is structured, analysing the role it plays and evaluating the powers it holds.</p> <p>Identifying the different functions and powers of the prime minister and cabinet.</p> <p>Correctly identifying what collective ministerial responsibility and individual ministerial responsibility is and explaining how they are significant. Clear examples given of the relative powers of the prime minister and cabinet and analysing where power lies within the executive.</p> <p>Evaluating the power the prime minister and the cabinet have to dictate events and determine policy.</p>	<p>Links to previous study of parliament and the role of the Prime Minister within this model of government.</p>	<p>Cabinet Manual (2010) Cabinet Office: www.tinyurl.com/hs6fqgh Ministerial Code (2015) Cabinet Office: www.tinyurl.com/nns45m 10 Downing Street: www.number10.gov.uk Cabinet Office: www.tinyurl.com/qf597gz Cabinet committees: www.tinyurl.com/gkpmhpa Institute for Government: www.instituteforgovernme nt.org.uk</p>
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What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Historical context of the UK political system	<p>Knowledge: Awareness of the following historical documents: Magna Carta, Bill of Rights, Act of Settlement, Parliaments Acts, European Communities Act. What is politics? The Westminster model of British politics. The main branches of government. Main features of British democracy.</p> <p>Understanding: Understanding the significance of the key historical documents to the development of rights in the UK. Understanding the role of the main branches of government, their origins and aims. Identifying strengths and weakness of the current democratic system in the UK.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis.</p>	<p>Being able to explain the nature of politics. Identifying the main features of the Westminster model of British politics and analysing its current effectiveness. Explaining and evaluating the relationships between the main branches of government. Identifying areas of continuity and change in British politics. Analysing the current health of British democracy.</p>	<p>If students studied GCSE History, they will have some awareness of some key historical documents and the historical background of the UK political system. Students would have studied some aspects of UK politics in KS3/4 PDT.</p>	<p><i>Core textbooks, Pre-Chewed Politics and Politics Review available for all topics</i></p> <p>The Constitution Unit: www.ucl.ac.uk/constitutionunit Parliament: www.parliament.uk LSE British Politics and Policy blog: www.tinyurl.com/7zealaz Democracy Audit (2017) www.democracticaudit.com</p>

<p>Government in the UK: The constitution</p>	<p>Knowledge: Codified/uncodified constitutions; statutes; common law; conventions; authoritative opinions; the royal prerogative; the rule of law; parliamentary sovereignty; individual and collective rights.</p> <p>Understanding: Understanding what a constitution is. Being able to explain, and give examples, of the differences between a codified and uncodified constitution. Explaining the sources of the UK constitution. Understanding what the key principles that underpin the UK constitution are. Evaluating the strengths and weaknesses of the UK constitution. Explaining what constitutional reform has taken place since 1997 and how significant it has been. Considering if the UK should adopt a codified constitution.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis.</p>	<p>Evaluating the nature and sources of the constitution.</p> <p>Analysing and evaluating the contemporary legislation and current issues regarding rights.</p> <p>Demonstrating an understanding of issues and debates around recent constitutional change.</p> <p>Debating about the extent of rights in the UK.</p> <p>Providing 2 examples of constitutional changes since 1997.</p> <p>Analysing where individual and collective rights agree and where they conflict.</p>	<p>Links to previous unit examining the historical basis of the UK political system and key documents.</p>	<p>Royal prerogative: www.tinyurl.com/mgrzo9b</p> <p>Freedom of information: www.tinyurl.com/qhcd54p</p>
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Politics - Year 12 Unit 1: UK Politics – February to April

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Government in the UK: Devolution	<p>Knowledge: Devolution; the Scottish Parliament and Government; the Welsh Assembly and Government; the Northern Ireland Assembly and Executive.</p> <p>Understanding: Analysing and evaluating the roles, powers and responsibilities of the different devolved bodies in the UK. Have an understanding of the various debates around devolution in England. Analysing the impact of devolution on the government of the UK.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis.</p>	<p>Explaining what devolution is and its origins.</p> <p>Analysing, evaluating and comparing the powers of the Scottish Parliament, Welsh Assembly and Northern Ireland Assembly.</p> <p>Being able to explain what is meant by the 'English Question' and how it might be answered.</p> <p>Analysing and evaluating the impact of devolution on UK politics, and considering how it has changed over time, and how it may continue to evolve in the future.</p>	Links to previous studies on the UK constitution and changing nature of the UK political system.	<p><i>Core textbooks, Pre-Chewed Politics and Politics Review available for all topics</i></p> <p>Devolution Matters: www.devolutionmatters.wordpress.com</p> <p>What Scotland Thinks: www.whatscotlandthinks.org</p> <p>Scottish Parliament: www.parliament.scot</p> <p>National Assembly for Wales: www.assembly.wales The Northern Ireland Assembly: www.niassembly.gov.uk</p>

<p>Government in the UK: The European Union</p>	<p>Knowledge: The EU and member states. EU institutions; their aims, role, function, impact. 2016 referendum; reasons for, arguments for/against, the vote and results.</p> <p>Understanding: Analysing and evaluating the aims of the EU. Considering how far the EU has achieved its original aims and how far they have moved away from their original mandate.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis, understanding the impact of one organisation on another, analysing and interpreting election data.</p>	<p>Explaining and evaluating the reasons for the development of the EU. Understanding the aims of the EU and to what extent they have been achieved. Explaining the roles and functions of the EU institutions. Having an awareness of how the EU political system works. Analysing the evaluating the impact membership of the EU had on British politics and policy. Being able to explain what happened in the 2016 EU referendum and evaluating the reasons behind the result. Having an awareness of the process to leave the EU and its possible implications.</p>	<p>Some links to KS3/4 PDT curriculum and studies on the EU.</p>	<p>Department for Exiting the EU: www.tinyurl.com/zl673yf European Union: www.tinyurl.com/j62s3mn The UK in a Changing Europe: http://ukandeu.ac.uk What UK thinks EU: www.whatukthinks.org/eu/</p>
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<p>Politics in the UK: Democracy and Political participation</p>	<p>Knowledge: Direct democracy. Representative democracy. Suffrage. Participation. Partisan dealignment. Pressure groups. Pluralism. Political agenda. Insider and outsider pressure groups. Promotional and interest groups. Understanding: An understanding of the development of suffrage in the UK – debates and issues: how suffrage has changed from the Great Reform Act to present. Analyse and evaluate the nature of democracy. Understand the different types of democracy (direct democracy and representative government). Study patterns of participation and identify trends. Consider different forms of participation. Other influences on government and parliament: think tanks, lobbyists, corporations, media. Typologies of pressure groups, including a study of one insider and one outsider group. Methods used by pressure groups. Links between pressure groups, political parties, government and the media. Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis.</p>	<p>Considering the different forms democracy takes. Judging how effectively democracy operates in the UK. Account for why the franchise has been extended. Consider and analyse the role of pressure groups and other organisations in promoting democracy and political participation. Weigh up how rights help and hinder democracy. Suggest what could be done to improve democracy in the UK.</p>	<p>Links to KS3 history and campaigns to extend suffrage. Links to previous study of the role of parliament and Prime Minister.</p>	<p>Democratic Audit: www.democraticaudit.com Prospect: www.prospectmagazine.co.uk Unlock Democracy: www.unlockdemocracy.org Political participation: www.tinyurl.com/ybwwbfo2</p>
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Politics - Year 12 Unit 1: UK Politics – April to July

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Politics in the UK: Electoral systems	<p>Knowledge: Majoritarian and proportional electoral systems. Representative democracy. Suffrage. Participation. Voting behaviour. Manifestos. Political campaigns. The role of referendums.</p> <p>Understanding: Analyse and evaluate the characteristics of different systems used in parliamentary elections and in elections in one of the devolved bodies in the UK; have an understanding of the issues around the performance of those systems and the advantages/disadvantages of them. Study 3 key elections since 1945. In the study of key elections, consider the wider political context in which they occurred and the techniques used by the political parties in their campaigns, particularly in relation to; patterns of voting behaviour over time, the influence of the media on the outcomes, impact of campaigns and leadership on the outcomes, likely effects of the electoral system on the party system. Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis, look at characteristics of good and</p>	<p>Explain how elections and electoral systems contributes to democracy.</p> <p>Explain how the first-past-the-post (FPTP) electoral system works.</p> <p>Identify the advantages and disadvantages of the FPTP system.</p> <p>Identify and evaluated the strengths and weaknesses of other electoral systems used in the in the UK, considering how they compare with the FPTP system.</p> <p>Analyse the impact the electoral system has on government, party representation and voter choice.</p> <p>Considering the functions referendums play in the UK and identifying arguments in favour and against their use.</p>	Links to previous unit of democracy and political participation.	<p><i>Core textbooks, Pre-Chewed Politics and Politics Review available for all topics</i></p> <p>Electoral Commission: www.electoralcommission.org.uk</p> <p>Electoral Reform Society: www.electoralreform.org.uk</p> <p>Political Science Resources (UK general election results): www.politicsresources.net/area/uktable.htm</p>

	<p>bad leadership, have an awareness of how the media operates and the impact it can have.</p>			
<p>Politics in the UK: Voting behaviour and the role</p>	<p>Knowledge: Division of British society by class, gender, age and ethnicity. Roles of the media. Understanding: Understand the various divisions on voting behaviour. Consider the changes in voting</p>	<p>Analysing how different regions of the UK vote.</p>	<p>Links to previous study of electoral systems,</p>	<p>Electoral Commission: www.electoralcommission.org.uk</p>

of the media in politics	<p>trends. Explain the trends in voter choice. Consider the role of the party leader. Explain the trends across elections from 1979.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis, considering the role media plays in politics.</p>	<p>Considering how class, gender, age and ethnicity affect voting.</p> <p>Account for why voting trends have changed in the UK.</p> <p>Consider how voting choices can be explained. Consider the role party leaders play in determining voter choices.</p> <p>Analyse how voting trends have changed across elections.</p>	<p>democracy and political participation.</p>	<p>Ipsos MORI: www.tinyurl.com/j6k3d9y UK Parliament: www.parliament.uk/topics/Elections.htm</p>
Politics in the UK: Political parties	<p>Knowledge: Ideology. Party structure, systems, funding, functions. Minor parties. Political agenda.</p> <p>Understanding: Understanding the origins, ideas and development of the Conservative, Labour and Liberal Democrat parties and how these have helped shape their current policies. Identify issues and debate questions about party funding. Understand the relations with, and influence of, the media. Identify factors affecting electoral outcomes. Have an awareness of the policies of minor parties and their impact on political debates and political agenda.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis.</p>	<p>Explain what a political party is and evaluate the roles parties perform in the UK.</p> <p>Identify what types of political party operate in the UK.</p> <p>Consider the arguments that a two-party system operates in the UK.</p> <p>Analyse the origins of the main political parties and how this has shaped their current policies.</p> <p>Analyse and evaluate how the main UK parties are funded and why party funding is so controversial.</p>	<p>Some links to KS3/4 PDT.</p> <p>Links to previous studies of the role and function of parliament, and the Prime Minister.</p>	<p>www.labour.org.uk www.conservatives.com www.libdems.org.uk www.greenparty.org.uk</p>

Government in the UK: The Judiciary	<p>Knowledge: The Supreme Court. Judicial independence and impartiality. Separation of powers. Ultra vires. Judicial review.</p> <p>Understanding: Understand the composition of the judiciary and the appointments process. The role of</p>	<p>Explaining what the role and composition of the Supreme Court is.</p> <p>Identifying the key doctrines and principles that underpin</p>	<p>Links to previous studies of the nature of British politics</p>	<p>The Supreme Court: www.supremecourt.uk</p> <p>Declarations made since the Human Rights Act was</p>
	<p>the Supreme Court and its impact on government, legislature and policy process. Judicial influence on government. Importance of ultra vires, judicial review and the Supreme Court's interactions with and influence over the legislative and policy making processes.</p> <p>Skills: Define key terms, work in collaboration with others, form a supported opinion, challenge the opinions of others, evaluate key issues, reading of academic texts to inform and shape analysis.</p>	<p>the work of the Supreme Court.</p> <p>Analysing how the Supreme Court uses its powers to review the actions of other institutions and protects rights.</p> <p>Analysing and evaluating the impact the Supreme Court has through its work.</p> <p>Considering what Brexit might mean for the jurisdiction, power and authority of the Supreme Court.</p>	<p>and UK constitution.</p>	<p>enacted: www.tinyurl.com/qyc2um7</p>