



Curriculum Plan Politics



Year 12	Golden Threads: What is the concept of democracy and how does it work in the UK?			Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics and substantive knowledge	Assessment	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate? List the key facts that students need to learn. Substantive vs disciplinary knowledge	Give the name, nature/content and date of the assessment in this term.	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 1	<u>Democracy and participation</u> 1.1 Current systems of representative democracy and direct democracy. - The features of direct democracy and representative democracy. - The similarities and differences between direct democracy and representative democracy. Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform. 1.2 A wider franchise and debates over suffrage. - Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts. - The work of the suffragists/suffragettes to extend the franchise. The work of a current movement to extend the franchise. 1.3 Pressure groups and other influences. - How different pressure groups exert influence and how their methods and influence vary in contemporary politics.	30-mark essay on democracy in the UK October	Clear definition of democracy in its various forms. Understanding of the debates surrounding the level of democracy and the advantages and disadvantages of this. Ability to analyse source information eg. Election turnouts and participation rates in order to support judgements and reach reasoned conclusions. Describing and evaluating key theories and concepts.	The UK is a direct democracy Elections ensure accountability Referendums always enhance democracy	Legitimacy Direct democracy Representative democracy Pluralist democracy Democratic deficit Participation crisis Franchise/suffrage Think tanks Lobbyists	Understanding of democracy is crucial to all other aspects of the course. Important to get clear definitions and understanding. Links to: - Different electoral systems (unit 3) - Referendums (unit 3) - Voting behaviour (unit 4) - The Supreme Court (unit 2.4)



• Case studies of two different pressure groups, highlighting examples of how their methods and influence vary. • Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament. 1.4 Rights in context. • Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010. • Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberties pressure groups – including the work of two contemporary civil liberties pressure groups.					
<u>The UK Constitution</u> 1.1 The nature and sources of the UK Constitution, including: • an overview of the development of the Constitution through key historical documents: o Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949) • the nature of the UK Constitution: unentrenched, uncoded and unitary, and the 'twin pillars' of parliamentary sovereignty and the rule of law	Exam question - Evaluate the view that the UK should introduce a codified constitution? [30]	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating key legislation, political power and consequences	The Magna Carta is not the UK Constitution Countries remain unchanged and are not re established The UK Constitution is unwritten	Constitution Unentrenched (entrenched) Uncoded (coded) Unitary (federal) Parliamentary sovereignty The rule of law Statute law Common law Conventions Authoritative works Treaties Devolution	This is a new concept for students Links to topic of Magna Carta in Year 7 Links to topic of French Revolution in Year 8 Constitution connects to learning about parliament,



	- the five main sources of the UK Constitution: statute law; common law; conventions; authoritative works, and treaties. 1.2 How the constitution has changed since 1997. - Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; Human Rights Act 1998; and the Supreme Court. - Under the Coalition 2010–15: Fixed Term Parliaments, Act 2011; further devolution to Wales. - Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum). 1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK. - Devolution in England. - Scottish Parliament and Government. - Welsh Assembly and Government. - Northern Ireland Assembly and Executive. 1.4 Debates on further reform. - An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further . - The extent to which devolution should be extended in England. - Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights.			Constitutional conventions are legally binding The Human Rights Act is the same as a Bill of Rights		PM & executive and Supreme Court Also referred back to when doing comparative politics with the US Constitution
Term 2	Political Parties 2.1 Political parties.	30-mark source question about the policies of the traditional parties.	Describing and evaluating key theories and concepts.	Political parties are	Old Labour (social democracy)	This is a new concept for students



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	- The functions and features of political parties in the UK's representative democracy. - How parties are currently funded and debates on the consequences of the current funding system. 2.2 Established political parties. - The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign affairs. 2.3 Emerging and minor UK political parties. - The importance of other parties in the UK. - The ideas and policies of two other minor parties. 2.4 UK political parties in context. - The development of a multi-party system and its implications for government - Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media.		Assessing the changing role of political parties and the reasons for the rise and fall.	equally funded Political parties only focus on national politics Political parties only care about winning elections	New Labour (Third Way) One Nation New Right Classical liberals Modern liberals Party systems Left-wing Right-wing	Do refer back to when doing comparative politics with US Political parties
	<u>Parliament</u> 2.1 The structure and role of the House of Commons and House of Lords. - The selection of members of the House of Commons and House of Lords, including the different types of Peers - The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled. 2.2 The comparative powers of the House of Commons and House of Lords.	'Parliament carries out none of its functions adequately.' Discuss [30]	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating key legislation, authoritative power, limitations and developments	The prime minister is not the head of parliament The House of Lords doesn't do anything and has no power	Parliament House of Commons House of Lords Salisbury Convention Parliamentary privilege Legislative bills Public bill committees Backbenchers Select committees Opposition	Links to learning on topic of Monarchy and Parliament in Year 8 Links to learning in GCSE history on Elizabethan England Do refer back to when doing



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	• The exclusive powers of the House of Commons. • The main powers of the House of Lords. • Debates about the relative power of the two Houses. 2.3 The legislative process. • The different stages a bill must go through to become law. • The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention. 2.4 The ways in which Parliament interacts with the Executive. • The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege. • The work of select committees. • The role and significance of the opposition. • The purpose and nature of ministerial question time, including Prime Minister's Questions.			Parliament only represents England MPs only represent their constituents		comparative politics with US Congress Links directly to learning in the topic of PM & executive, UK Supreme Court and location of sovereignty
Term 3	<u>Electoral Systems</u> 3.1 Different electoral systems. • First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Supplementary Vote (SV). • The advantages and disadvantages of these different systems. • Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly. 3.2 Referendums and how they are used.	30 mark essay on the need to reform FPTP	Defining key terms. Describing and evaluating key theories and concepts. Assessing the impact of the different electoral systems on results and party systems.	The electoral system cannot be changed FPTP leads to fair representation The UK only uses one	First-past-the-post (FPTP) Additional Member System (AMS) Single Transferable Vote (STV) Supplementary Vote (SV) Safe seat Marginal seat Minority government Coalition government	This is a new concept for students Do refer back to when doing comparative politics on electoral systems in USA Some links to Unit 1, particularly



	• How referendums have been used in the UK and their impact on UK political life since 1997. • The case for and against referendums in a representative democracy. 3.3 Electoral system analysis. • Debates on why different electoral systems are used in the UK. • The impact of the electoral system on the government or type of government appointed. • The impact of different systems on party representation and of electoral systems on voter choice.			electoral system		referendums and voter participation.
	<u>Prime Minister and executive</u> 3.1 The structure, role, and powers of the Executive. • Its structure, including Prime Minister, the Cabinet, junior ministers and government departments. • Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget. • The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power. 3.2 The concept of ministerial responsibility. • The concept of individual ministerial responsibility. • The concept of collective ministerial responsibility.	Using the sources, Evaluate the importance of the cabinet in policy making [30]	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating key legislation, personalities and characteristics, authority and powers, and limitations. Case studies of PMs since 1979 – including foreign and domestic policy	The PM is all powerful Government and parliament are the same The PM can call an election at anytime The PM is the same as a president	Executive Cabinet Minister Government department Royal prerogative Secondary legislation Individual responsibility Collective responsibility Presidential government	Links to learning on topic of Magna Carta in Year 7 Links to The Tudors topic in Year 8 Directly links to previous topic of parliament and UK Constitution Links to following topic of Supreme Court and relations between the branches



	3.3 The Prime Minister and the Cabinet. 3.3.1 The power of the Prime Minister and the Cabinet. • The factors governing the Prime Minister's selection of ministers. • The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed, and the balance of power between the Prime Minister and the Cabinet. 3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy. • Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister. • Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control.			The PM is elected by the people		Do refer back to when doing comparative politics on US Presidency
Term 4	<u>Voting behaviour and the media</u> 4.1 Case studies of three key general elections. • Case studies of three elections (one from the period 1945– 92, the 1997 election, and one since 1997), the results and their impact on parties and government. • The factors that explain the outcomes of these elections, including: o the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections o class-based voting and	30 mark source question on class as the main indicator of voter behaviour.	Defining key terms. Describing and evaluating key theories and concepts. Assessing the changing role of key factors in determining voter behaviour and analysing the reasons for this.	Party loyalty is the only driving factor in voting Campaigning and advertising have very limited impact	Class dealignment Partisan dealignment Governing competency Disillusion and apathy Manifesto Mandate	Links to unit 1, democracy and participation. Links to role of pressure groups (unit 1). Re-visited as part of Unit 5 of the Y13 course.



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	other factors influencing voting patterns, such as partisanship and voting attachment o gender, age, ethnicity and region as factors in influencing voting behaviour, turnout and trends. - Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary. 4.2 The influence of the media. - The Assessment of the role and impact of the media on politics – both during and between key general elections, including the importance and relevance of opinion polls, media bias and persuasion.			Young people are apathetic about politics Demographic groups do not always vote as one mass		
	<u>Relations between branches</u> 4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes. - The role and composition of the Supreme Court. - The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent. - The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review. 4.2 The relationship between the Executive and Parliament. - The influence and effectiveness of Parliament in holding the Executive to account	Evaluate the extent to which the Supreme Court can control governmental power [30] Evaluate the belief that the balance of power between the executive and parliament has markedly shifted towards parliament [30]	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating key responsibilities, landmark cases and international developments.	The Supreme Court is the same as other court The UK and US Supreme Courts are the same The Supreme Court can amend and create laws The power of government and	Supreme Court Judicial neutrality Judicial independence Judicial review Elective dictatorship European Union (EU) Four freedoms (EU) Legal sovereignty Political sovereignty Ultra vires	Links to topic of Magna Carta in Year 7 – rule of law Directly relates to previous learning of UK Constitution, parliament and PM & executive Do refer back to when doing comparative politics with US Supreme Court and protection of civil rights



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	• The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament. • The extent to which the balance of power between Parliament and the Executive has changed. 4.3 The aims, role and impact of the European Union (EU) on the UK government. • The aims of the EU, including the ‘four freedoms’ of the single market, political and economic union, and the extent to which these have been achieved • The impact of leaving the EU on UK Parliamentary sovereignty in relation to policy making. 4.4 The location of sovereignty in the UK political system • The distinction between legal sovereignty and political sovereignty. • The extent to which sovereignty has moved between different branches of government. • Where sovereignty can now be said to lie in the UK.			parliament stays the same		
Term 5	<u>Liberalism: Core ideas and principles</u> Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy: • individualism • freedom/liberty • state • rationalism • equality/social justice • liberal democracy	Planned essay on the similarities between Classical and Modern liberalism. 24 marks	The primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism The ability and right to make decisions in your own interests based on your view of human nature	Liberalism is only concerned with civil liberties Liberalism is only concerned	Foundational equality Formal equality Equality of opportunity Social contract Meritocracy Mechanistic theory Tolerance Limited government Egoistical individualism Developmental individualism Negative	Links to unit 2- political parties. Links to Unit 1- extent of democracy. Focus of Human Nature, the Economy, the State and Society feature throughout all ideologies topics.



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The differing views and tensions within liberalism: • classical liberalism – early liberals who believed that individual freedom would best be achieved with the state playing a minimal role • modern liberalism – emerged as a reaction against free-market capitalism, believing this had led to many individuals not being free. Freedom could no longer simply be defined as ‘being left alone’. The key ideas of the following thinkers to exemplify the content from areas 1 and 2: John Locke (1632-1704) • Social contract theory • Limited government Mary Wollstonecraft (1759–97) • Reason • Formal equality – John Stuart Mill (1806-73) • Harm principle • Tolerance John Rawls (1921-2002) • Theory of justice • The veil of ignorance Betty Friedan (1921-2006) • Legal equality • Equal opportunity		How liberals guarantee individual freedom, the link between freedom and individualism, that freedom is ‘under the law’ The ability and right to make decisions in your own interests based on your view of human nature to cover how liberals guarantee individual freedom Is the state ‘necessary’ to avoid disorder, but ‘evil’ as it has potential to remove individual liberty The belief that humans are rational creatures, capable of reason and logic The belief that individuals are of equal value and that they should be treated impartially and fairly by society A democracy that balances the will of the people, as shown through elections, with limited government (state) and a respect for civil liberties in society	with left-wing politics Liberalism rejects state intervention	freedom Positive freedom Laissez-faire capitalism Keynesianism Harm principle Minimal state Enabling state	
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Term 6	Carry on from term 4 Look at past exam papers and mark schemes Look at models answers and examiners reports	Using the source, evaluate the idea that the House of Lords is a more effective check on government power than the House of Commons [30] Evaluate the extent to which the UK Parliament remains effectively sovereign				Links to all the previous topics in Year 12 to use a range of information to answer the questions
	<u>Conservatism: core ideas and principles</u> Core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy: • pragmatism • tradition • human imperfection • organic society/state • paternalism • libertarianism The differing views and tensions within conservatism:	Plan and write a 24 mark essay on an element of Conservatism.	Links between pragmatism and traditional conservative and one-nation philosophy How this creates stability, links with organic change, and enhances humans' security The three aspects of psychological, moral and intellectual imperfection	Conservatism is a single set of beliefs Conservatism is resistant to change Conservatism is only concerned	Hierarchy Authority Change to conserve Atomism Noblesse oblige Anti-permissiveness Radical Human imperfection Laissez-faire Empiricism	Links to unit 2- political parties. Links to Unit 1- extent of democracy. Focus of Human Nature, the Economy, the State and Society feature throughout all ideologies topics.



• traditional conservative – commitment to hierarchical and paternalistic values • one-nation conservative – updating of traditional conservatism in response to the emergence of capitalism • New Right – the marriage of neo-liberal and neoconservative ideas and include: - neo-liberal: principally concerned with free-market economics and atomistic individualism - neo-conservative: principally concerned with the fear of social fragmentation, tough on law and order and public morality. The key ideas of the following thinkers to exemplify the content from areas 1 and 2: Thomas Hobbes (1588–1679) • Order • Human nature Edmund Burke (1729–1797) • Change • Tradition and empiricism Michael Oakeshott (1901–1990) • Human imperfection • Pragmatism Ayn Rand (1905–1982) • Objectivism • Freedom Robert Nozick (1938–2002) • Libertarianism • Self-ownership		How this links to the underpinning of the beliefs of authority and hierarchy, and a cohesive society The different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves) and why it is rejected by New Right Conservatives The moral and economic values associated with this idea	with the economy		
<u>Non-Core ideology: Nationalism</u> Core ideas and principles of nationalism and how they relate to human nature, the state, society and the economy:	2 x 24 mark essays at the end of the unit	The idea that there are very different ways of defining a nation	Nationalism is always negative	Civic nationalism Liberal internationalism Socialist	This is a new concept for the students Links to basic principles of



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• nations – people who identify themselves as a cohesive group based on shared values in society • self-determination – belief that nations should decide how they are governed • nation-state – a nation that rules itself in its own state and controls its own economy • culturalism – that nationalism is based on shared cultural societal value • racialism – humankind can be meaningfully divided into separate ‘races’, which each possess different natures • internationalism – the world should unite across boundaries to advance their common interests in society The different types of nationalism and the extent to which they vary: • liberal nationalism – seeks a world of autonomous nation-states • conservative nationalism – exists to forge a sense of cohesion and unity within society • anti/post-colonialism – rejects colonial rule and seeks to have governance returned to the indigenous population • expansionist nationalism – rejects the right of all nations to self-determination, usually linked to chauvinism. The key ideas of the following thinkers to exemplify the content from areas 1 and 2: Jean-Jacques Rousseau (1712–1778) • General will • Civic nationalism	– out of a choice of 3	The idea of the nation as a genuine political community capable of self-government The idea of the nation as a genuine political community capable of self-government The idea that some forms of nationalism are grounded in more mystical, emotional ties and also to reflect on the darker side of nationalism The view held by a very small group of nationalists who believe that nationhood is determined purely by biological factors The idea that some forms of nationalism also have an internationalist perspective, whereas other internationalists reject nationalism Government should be based on the indivisible collective will of the ‘community’ and that nations have the right to govern themselves. Belief that humans could express themselves only via their nation and that human freedom rested on	Nationalism is always violent Nationalism and patriotism are the same Nationalism opposes globalism	internationalism Ethnicity Rational Progressive Regressive Inclusive nationalism Exclusive nationalism Chauvinistic nationalism Imperialism/colonialism Volksgeist Integral nationalism Black nationalism	conservatism and liberalism in Year 12
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	Johann Gottfried von Herder (1744–1803) • Cultural nationalism • Volk		the creation of one’s own nation-state			
	Giuseppe Mazzini (1805–1872) • Nationhood • ‘Action’					
	Charles Maurras (1868-1952) • Integral nationalism • Militarism					
	Marcus Garvey (1887–1940) • Black pride • Pan-Africanism					