Year 12 Politics Curriculum Map

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|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Content** | Democracy and Participation & Political Parties [Paper 1] | Electoral Systems and Voting Behaviour [Paper 1] | Core Political Ideologies [Paper 1] | The Constitution and Parliament [Paper 2] | The Prime Minister, Executive and relations between institutions [Paper 2] | Non-Core Political Ideologies [Paper 2] |
| **Skills** | Explain the historical development, nature, and functions of direct and representative democracy in the UK.  Explain the development of the franchise and evaluate the extent of democracy present in the UK political system.  Compare the influence of pressure groups, political parties, and participation through e-democracy.  Analyse the nature, context, and protection of rights in the UK.  Compare the origins, nature, functions, and funding of UK political parties, past and present.  Compare the core beliefs, manifestos, policies, and actions of UK political parties.  Evaluate the impact of political parties and the extent to which the UK is moving away from the two-party system. | Compare and evaluate the impact and efficacy of a variety of electoral systems, including FPTP, STV, SV and AMS.  Evaluate the function and impact of referendums, in principle and in recent history.  Explain the impact of different electoral systems on party systems, government formation and voter choice.  Evaluate the relative importance of demographic and external factors in voting behaviour and turnout.  Explain the reasons for and impact of tactical voting.  Explain the influence of the media on voting behaviour.  Compare factors affecting voting behaviour in at least three general elections, 1945 to present. | Explain the historical development and principles of core ideologies: liberalism, conservatism, and socialism.  Compare traditional and modern strands of core ideologies: liberalism, conservatism, and socialism.  Evaluate the extent to which strands of ideologies agree on human nature, the role of the state, the economy and society.  Identify the background, key ideas and influence of 15 specified political theorists, past and present. | Explain the historical development, principles, nature, and functions of the UK Constitution.  Evaluate the extent to which the UK Constitution is democratic and allows for effectively checked government.  Assess constitutional reforms made since 1997.  Explain the historical development, nature, and functions of both Houses of Parliament.  Evaluate the extent to which each House fulfils its functions successfully.  Analyse the state of representation in Parliament. | Explain the historical development, nature, and functions the Executive.  Analyse sources of prime ministerial power.  Compare factors affecting the power of Prime Ministers 1945 to present day.  Evaluate the extent to which the Executive fulfils its functions successfully.  Explain the historical development, nature, and functions of UK Supreme Court.  Evaluate the efficacy of the relationships between the branches of UK government and the extent to which each is able to check the others’ powers.  Determine the location of UK sovereignty both before and after leaving the EU. | Explain the historical development and principles of two non-core ideologies: multiculturalism and on other of the class’s choice.  Compare traditional and modern strands of non-core ideologies.  Evaluate the extent to which strands of non-core ideologies agree on human nature, the role of the state, the economy and society.  Identify the background, key ideas and influence of 10 specified political theorists, past and present. |
| **Key Questions asked** | - What are the advantages and disadvantages of representative and direct democracy?  - How convincing is the case for extending the franchise or making voting compulsory?  - How effectively are rights protected in the UK?  - How convincing is the case for the state funding of political parties?  - How influential have the three main UK political parties been historically?  - How much influence do smaller parties have in the UK?  - Which party system model best fits UK politics today? | - Which electoral system best fulfils the functions of an election?  - Should FPTP be replaced for UK general elections?  - Are referendums good for the UK?  - Do campaigns influence the outcome of general elections?  - Which factor is most influential in determining voting behaviour?  - How far do social factors influence voting behaviour?  - How far does the media influence voting behaviour?  - Are voting trends a problem for UK democracy? | - What are the historical origins of different strands of liberalism / conservatism / socialism?  - To what extent do liberals / conservatives / socialists agree on the role of the state / human nature / the economy / society? | - Why had the UK constitution developed in an evolutionary rather than revolutionary way?  - How convincing is the case for a codified UK constitution?  - Should devolution be extended to England and the regions?  - How effectively does Parliament fulfil its representative / legislative / scrutinising function?  - Do backbenchers play an important role in the House of Commons? | - How far are Prime Ministers becoming more presidential?  - Which factor is most influential in determining the power of a Prime Minister?  - Does the cabinet play a central role in British government?  - To what extent does the Supreme Court influence the executive and Parliament?  - To what extent is the Executive an ‘elective dictatorship’?  - To what extent has Parliamentary influence over the executive increased?  - How far has the EU achieved its objectives?  - Is Westminster Parliament still sovereign? | - What are the historical origins of different strands of multiculturalism?  - To what extent do liberal / pluralist / cosmopolitan multiculturalists agree on the role of the state / human nature / the economy / society? |
| **Assessment opportunities** | Quick starts  Questioning  Live marking  Keyword and knowledge tests  Class tests both formative and summative  Two formally assessed essays  Homework  Verbal feedback | Quick starts  Questioning  Live marking  Keyword and knowledge tests  Class tests both formative and summative  Two formally assessed essays  Homework  Verbal feedback | Quick starts  Questioning  Live marking  Keyword and knowledge tests  Class tests both formative and summative  One formally assessed essay  Homework  Verbal feedback  Formal Year 12 Exam Week [Paper 1] | Quick starts  Questioning  Live marking  Keyword and knowledge tests  Class tests both formative and summative  Two formally assessed essays  Homework  Verbal feedback | Quick starts  Questioning  Live marking  Keyword and knowledge tests  Class tests both formative and summative  Two formally assessed essays  Homework  Verbal feedback | Quick starts  Questioning  Live marking  Keyword and knowledge tests  Class tests both formative and summative  One formally assessed essay  Homework  Verbal feedback  Formal Year 12 Exam Week [Paper 2] |
| **Literacy/ Numeracy/ SMSC/ Character / British Values** | Literacy: Key words and essay writing.  SMSC: Opportunity to explore social and external factors for political participation, views and opinions.  Character: Empathy.  British Values: Democracy, individual liberty, rule of Law, mutual respect and tolerance. | Literacy: Key words and essay writing.  SMSC: Opportunity to explore social and external factors for political participation, views and opinions.  Character: Empathy.  British Values: Democracy, individual liberty, rule of Law, mutual respect and tolerance. | Literacy: Key words and essay writing.  SMSC: Exploration of the influence of morality and faith in the development of political ideology.  Character: Empathy.  British Values: Democracy, individual liberty, rule of Law, mutual respect and tolerance. | Literacy: Key words and essay writing.  SMSC: Opportunity to explore socio-economic, moral and cultural factors as an influence in political careers.  Character: Empathy.  British Values: Democracy, individual liberty, rule of Law, mutual respect and tolerance. | Literacy: Key words and essay writing.  SMSC: Opportunity to explore socio-economic, moral and cultural factors as an influence in political careers and participation.  Character: Empathy.  British Values: Democracy, individual liberty, rule of Law, mutual respect and tolerance. | Literacy: Key words and essay writing.  SMSC: Exploration of cultural identity and diversity in the UK.  Character: Empathy.  British Values: individual liberty, mutual respect and tolerance. |
| **STEM** | Use of data to explain patterns of voter turnout.  Use of party funding data to determine its influence on party success.  Relative comparisons of party membership figures. | Use of mathematical formulas used to determine the election outcomes amongst different electoral systems (e.g. AMS, STV).  Statistical analysis of voting trends across a range of societal groups and factors, such as age, gender and ethnicity.  Understanding of the uses and abuses technology in election campaigns. | Understanding of the influence of cognitive science in explaining the origins of political ideology and views on human nature, the role of the state, society and the economy. | Analysis of Parliamentary composition data to explain the extent to which Parliament fulfils its representative function.  Understanding of mathematical formulas used in elections for devolved bodies.  Analysis of demographic data to evaluate the efficacy of an extension of devolution. | Relative comparisons of the impact of past and present parliamentary majorities and minorities.  Analysis of Supreme Court composition data to explain the extent to which the Judiciary fulfils its functions.  Statistical analysis of the positive and negative impacts of EU membership and policies on the UK economy.  Analysis of the way in which EU immigration figures and contributions are presented to the public. | Understanding of the influence of cognitive science in creating ‘unconscious cultural bias’ and affecting the cultural identity of minority ethnic cultures.  Statistical analysis of the socio-economic impact of failed multiculturalism in various societies worldwide. |
| **Extra-curricular opportunities** | Potential conferences/webinars surrounding the impact of Covid 19 on political participation. | Potential conferences/webinars surrounding the impact of Covid 19 on political participation. | Visit to Westminster (physical / virtual) | Potential conferences/webinars surrounding the impact of Covid 19 on the functionality of Parliament. | Potential conferences/webinars surrounding the impact of Covid 19 on the functionality of the Executive. | Potential conferences/webinars on Multiculturalism, e.g. Akala visit. |

For more information, please visit: <https://www.klshistory.co.uk/a-level-politics.html>