

## Programme of study for Year 12 A level Politics

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> Term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> term)
Other timing: From: Sept To: Oct	Other timing: From: Nov To: Dec	Other timing: From: Jan To: Feb	Other timing: From: March To: April	Other timing: From: May To: July	Other timing: From: May To: July
<b>Topic / Key Question:</b>	<b>Topic / Key Question:</b>	<b>Topic / Key Question:</b>	<b>Topic / Key Question:</b>	<b>Topic / Key Question:</b>	<b>Topic / Key Question:</b>
<p>The development, nature and theory of the UK Constitution</p> <p>Sources of the UK Constitution</p> <p>Constitutional reform since 1997</p> <p>Devolution</p> <p>Functions of the House of Lords and Commons</p> <p>Comparing the powers of the Commons and Lords</p>	<p>The role, powers and structure of the core executive</p> <p>Ministerial responsibility</p> <p>The powers of the PM and Cabinet</p> <p>The relationship between the PM and cabinet</p> <p>The function and role of the Supreme Court</p> <p>The relationship between the Supreme Court and Parliament</p> <p>The relationship between the Supreme Court and the Executive</p> <p>How Parliament interacts with the executive</p> <p>Reform of the Lords</p>	<p>The nature of representative democracy in the UK</p> <p>Political participation</p> <p>How democratic is the UK?</p> <p>Pressure Groups</p> <p>Rights in Context</p> <p>Factors determining voting behaviour</p> <p>Voting trends</p>	<p>Different Electoral systems</p> <p>Referendums</p> <p>Electoral outcomes</p> <p>Functions of Political Parties</p> <p>Right v left wing politics</p> <p>Party Funding</p> <p>Established political parties – Conservative Party, Labour and Lib Dems</p> <p>Emerging Parties – UKIP, SNP</p> <p>The media and opinion polls</p> <p>Case studies</p>	<p>Ideologies – Liberalism.</p> <p>Global Politics – Theories of Global Politics</p>	<p>Ideologies – Liberalism</p> <p>Global Politics – Theories of Global Politics</p>
<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>
				Correct use of political vocabulary.	Correct use of political vocabulary.

<p>Correct use of political vocabulary.</p> <p>Understanding the importance of the inclusion of AO3 in to essays.</p> <p>Answering 30 mark non-course essay questions.</p>	<p>Correct use of political vocabulary.</p> <p>Understanding the importance of the inclusion of AO3 in to essays.</p> <p>Answering 30 mark non-course essay questions.</p>	<p>Correct use of political vocabulary.</p> <p>Understanding the importance of the inclusion of AO3 in to essays.</p> <p>Answering 30 mark non-course essay questions.</p>	<p>Correct use of political vocabulary.</p> <p>Understanding the importance of the inclusion of AO3 in to essays.</p> <p>Answering 30 mark non-course essay questions.</p>	<p>Understanding the importance of the inclusion of AO3 in to essays.</p> <p>Answering 12, 24 and 30 mark essay questions.</p>	<p>Understanding the importance of the inclusion of AO3 in to essays.</p> <p>Answering 12, 24 and 30 mark essay questions.</p>
<p><b>Key Learning Outcomes:</b></p> <p>Legal sovereignty v. Political Sovereignty.</p> <p>Constitutional reforms since New Labour.</p> <p>Case for further constitutional reform</p> <p>Different types of democracy.</p>	<p><b>Key Learning Outcomes:</b></p> <p>Case studies of recent PMs and the leadership style adopted-and why.</p> <p>The importance of judicial neutrality and independence.</p> <p>The role of the Judiciary in protecting civil liberties.</p>	<p><b>Key Learning Outcomes:</b></p> <p>Where in the UK there is there a democratic deficit?</p> <p>The importance of pressure groups to a plural democratic system.</p> <p>The importance of turnout when measuring participation.</p>	<p><b>Key Learning Outcomes:</b></p> <p>Different types of electoral systems.</p> <p>The importance of turnout when measuring participation.</p>	<p><b>Key Learning Outcomes:</b></p> <p>1) Main themes/thinkers of Liberalism – focus on core ideas and to what degree these have changed - Economic, Society, Human Nature, State</p> <p>2) Global Politics – understand the key events of the 20<sup>th</sup> century and how Realists and Liberals differ on their interpretation of the state system.</p>	
<p><b>End of term 1 assessment to cover:</b></p> <ul style="list-style-type: none"> <li>Timed essays for UK Politics-both source and non-source 30 mark essay</li> </ul>		<p><b>End of term 2 assessment to cover:</b></p> <p>Full mock examination for component one (minus the ideologies element of the paper).</p>		<p><b>End of year assessment to cover:</b></p> <p>Full mock examination of UK Politics and Government elements of component 1 and 2.</p>	

<p><b>Rationale for sequence:</b></p> <p>The students begin to learn about the Constitution first as this is the foundation of UK Government and all following Government topics link back to the support and constraints of the constitution. The students are taught the concepts of authority, power and sovereignty. In UK Government students are taught to make synoptic links to UK Politics.</p>	<p><b>Rationale for sequence:</b></p> <p>In the previous units, students learnt about the foundation of the UK political system and how parliament is sovereign. In this unit they will examine the role and power of the Prime Minister an executive in parliament. They will also study about the Judiciary and how it functions with the executive and parliament. This unit will link to electoral systems and political parties as they will see how manifestos and electoral results can affect mandates. In UK Government students are taught to make synoptic links to UK Politics.</p>	<p><b>Rationale for sequence:</b></p> <p>UK Politics (paper 1) builds the foundation of paper 1 and students start to enquire into how democracy can be improved to ensure high voter turn out and engagement form the electorate</p>	<p><b>Rationale for sequence:</b></p> <p>In the previous unit the students learnt about voter turnout and participation, so this unit builds on this knowledge by looking at the mechanisms of how elections work. This is a challenging unit as students need some mathematical understanding to examine representation and effectiveness as we use terms such as majority. The unit links to UK Govt relations between branches as we look at electoral systems in other nations of the UK. The final unit is an examination of political parties. This has been placed as the final AS unit as it links closely with the Yr 13 Ideologies unit which will require students to have an understanding of what core ideologies influence a party.</p>	<p><b>Rationale for sequence:</b></p> <p>Liberalism-This unit is conceptually easier to understand than the other ideologies units so it is a useful starting point. The ideas of liberalism will seem familiar to the students as we will have discussed these in the UK constitution and political parties. Some of the key thinkers may have been learnt by students in other subjects such as History and Economics. Students must make links between the core ideologies and the theories in Global Politics.</p> <p><b>Rationale for sequence:</b></p> <p><b>Teacher 2:</b> This unit links well with the Liberalism unit for ideologies. It gives them a foundation of understanding of liberal ideas and also chronology as many students do not do History A Level. This helps to bridge the gap in AO1.</p>
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**Reading / literacy:**

Students provided with course textbooks.

Students provided with 'Politics Review' articles to support study.

**Numeracy:**

Role of majorities, minority governments, coalitions on the success of governments and the ability of Parliament to hold government to account.

**Numeracy:**

Students learn the relative importance of majorities, approval ratings and their impact on success and leadership style of PMs

**Numeracy:**

Students analyse turnout of recent elections and relative importance.

**Numeracy:**

Students learn how different electoral systems work and how outcomes would differ under alternatives to the FPTP systems.

**Numeracy:**

Students will need to have a good grasp of chronology in both the ideology and Global Politics units. They will need to be able to compare different time periods and understand why ideologies change in relation to changing global events.

**Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):**

Visit to Houses of Parliament, including workshop.

Visit to Supreme Court

Attending Husting as/when general elections take place (the school hosts Hustings regularly).