



# CURRICULUM INTENT

## POLITICS



From knowing what the UK Constitution is, what impact the media has on how we vote, and the best way to protect human rights, the topics studied in A-level Politics will provide an insight into political beliefs central to an understanding of the modern world. As well as informing students about British Politics vital to their future lives as informed citizens it also provides a thorough understanding of American Politics, and how it will shape the world in which they live. Finally, in studying Political Ideology it will allow them to examine their own beliefs and the beliefs of others in the turbulent political climate of today.



# CURRICULUM INTENT OVERVIEW

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>HEAD</b><br>KNOWLEDGE-RICH               | <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Know how the British Political System works, including how rights are protected, how different electoral systems work, what makes people vote the way they do, what role the media play in politics, how are political parties work and what they do.</li><li>• Know how the British Government System works, including what powers the devolved Parliaments of Wales, Scotland and Northern Ireland have, how Parliament works and how Bills become Laws, how the Courts work, what powers the Prime Minister has and how the European Union is structured.</li><li>• Know the similarities and differences between the US and UK Political systems and Political cultures, and their relative strengths and weaknesses.</li><li>• Know what Liberals, Conservatives, Socialists and Nationalists stand for, their views on Human nature, how the economy should be structured, how society should be based, social class, identity, authority, private property and tradition.</li></ul> |
| <br><b>HEART</b><br>FAITH, LOVE AND RESPECT   | <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Gain an understanding of their rights, and how these are defended and maintained.</li><li>• Understand the duties and obligations of citizens.</li><li>• Be encouraged to vote, and to be involved in Politics to improve their communities.</li><li>• Be encouraged through their study of Ideology to examine their own beliefs, and to appreciate and understand the beliefs of others.</li><li>• Be encouraged to develop their own Political beliefs.</li><li>• Consider the importance of who holds power, and how power is exercised in the modern world</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <br><b>HANDS</b><br>APPLICATION OF KNOWLEDGE | <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Be able to explain how the British Political system works.</li><li>• Be able to write clearly and for effect to persuade, analyse and explain.</li><li>• Be able to analyse newspaper articles and evaluate their arguments</li><li>• Be able to explain and understand the strengths and weaknesses of the UK and US political systems, and to explain why they have them</li><li>• Be able to clearly and coherently articulate their political beliefs, and to explain the beliefs of others.</li><li>• Write in an analytical writing style modelled regularly by their teachers.</li><li>• Have a good grounding in knowledge and skills that enable them to progress to further study or job roles in Politics, the Law, the civil service, marketing, public affairs, banking or commerce.</li></ul>                                                                                                                                                                                |



# CURRICULUM TO CLASSROOM

|                                                                                                                        |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>HEAD</b><br><b>KNOWLEDGE-RICH</b> | <b>KNOWLEDGE FOCUSED</b>                                         | <p>Accessibility is ensured by giving every student the latest Exam board produced textbook, booklet &amp; core knowledge. Paper 3 learning sees live annotation of reading the most challenging of materials, with lessons focussed upon the delivery of content and remaining knowledge focussed.</p>                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                        | <b>EXPERT TEACHERS (EXPLANATIONS)</b>                            | <p>New content will be taught via knowledge books, presentations, debates, worksheets, textbooks &amp; video clips. Teachers may quiz pupils on their prior knowledge of a new topic to help make links between the two. Teachers will attempt to ensure the content that is delivered in easy-to-understand chunks, in a manner that text is easy to process and in will at times create extra annotations for the knowledge books to explain further complicated issues surround politics.</p>                                                                                                                               |
|                                                                                                                        | <b>TAUGHT TO BE REMEMBERED</b>                                   | <p>'Cold calling' is widely used with students rather than invite hands up to help students concentrate at all times and think about the content there are learning. Questioning is regular and rigorous to encourage pupils to think about the material, and in particular synoptic links are highlighted to allow students to return to previous topics to aid with recall. Assessments are designed so that old topics and knowledge is revisited.</p>                                                                                                                                                                      |
| <b>HEART</b><br><b>FAITH, LOVE AND RESPECT</b>                                                                         | <b>ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE &amp; RESPECT</b> | <p>High standards are maintained throughout, both in terms of pupils work ethic, manners, behaviour and punctuality. Expectations of students is very high, both in their work inside and outside of class. Students are encouraged to aim for the very highest of grades and to engage with the most complex of ideas. They are also encouraged to communicate clearly and respectfully with their colleagues in class debate. Mr Howell also uses pupils last names rather than their first names to ensure that students are encouraged to think of themselves as adults, and to encourage a culture of mutual respect.</p> |



|                                   |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HANDS<br>APPLICATION OF KNOWLEDGE | EXPERT TEACHERS<br>(MODELLING) | Teachers in politics will frequently model how to approach answering exam questions, especially where students are expected to apply knowledge to new scenarios. Students understand nine markers should have three paragraphs. These paragraphs should be structured by Identification, explanation, then modern up to date example. 25-mark extract questions are also modelled, with the identification of the authors arguments followed by the explanation and analysis of the arguments, followed by the student's own analysis of the ideas in question reinforced by modern up to date examples and synoptic links. 25-mark essay questions are modelled on the 3-paragraph structure, with the importance of modern up to date examples and synoptic links stressed and modelled by the teacher, with students work selected and distributed to model best practice. |
|                                   | DELIBERATE<br>PRACTICE         | Students will often complete exam-style questions based upon the topic studied that lesson. Material will be introduced at the start of the lesson; exam questions will then be modelled before being attempted by students. The I, we, you approach will be embedded in classroom practice as will live modelling.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



# LEARNING SEQUENCE – YEAR 12

| OUTCOMES    | <ul style="list-style-type: none"> <li>Students will have A detailed knowledge and understanding of the British Political system, the US constitution, Congress and Classic Liberal theory.</li> <li>Students will be aware of the 3 theoretical models of how Politics can be studied and will have begun to apply this to their studies.</li> <li>Students will have practised writing in an analytical style and become used to supporting their arguments with modern up to date examples.</li> </ul> |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                  |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | British Constitution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | The Prime Minister                                                                                                                                                                                   | The Supreme Court                                                                                                                                                                                                                                              | Parliament                                                                                                                                                                                                                                       |
| EXPLANATION | Students start by learning the basic rules of how the British system works, what its core values are, where they come from and what citizens rights and responsibilities are.                                                                                                                                                                                                                                                                                                                             | Students then learn the powers and responsibilities of the executive, as the most widely known part of the constitution. This builds upon their knowledge of how are constitution works in practice. | Students learn about our legal system and the powers of the judiciary, and how this protects the rights of citizens. This builds on the work on the constitution in practice, and is linked to the power of the executive as part of the separation of powers. | Students learn about the rights and responsibilities of the two Houses of Parliament. This builds on the work on the constitution in practice, and is linked to the power of the executive and the judiciary as part of the separation of powers |

| TOPIC       | The European Union                                                                                                                                                                                                                   | Devolution                                                                                                                                                                                                                                                                          | Democracy and Participation                                                                                                                                                                                                                                                                             | Electoral Systems                                                                                                                                                                                                                                    |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPLANATION | Having gained an understanding of the British government students then compare and contrast it to the EU, and study the Brexit debate. This builds upon their understanding of the work and role of Parliament and our constitution. | Having gained an understanding of supranational organisations they then study the devolved administrations of Scotland, Wales, Northern Ireland, London and Local government building upon their understanding of the power of the Prime Minister, Parliament and our constitution. | With the students having gained an understanding of Government, they then begin the Politics part of the course. The protection of rights and the role of Pressure Groups is examined, leading back to the work on the judiciary. Political Participation is also examined, linking back to Parliament. | After the students have studied who can vote the different ways of counting votes is examined. This is then linked back to the work of Parliament and devolution, as the impact of changing how the votes are counted upon our politics is examined. |



| TOPIC       | Voting Behaviour and the Media                                                                                                                                                                                         | Political Parties                                                                                                                                                                                                | US Politics | US Constitution                                                                                                                                                    | Congress                                                                                                                                                                   |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPLANATION | Students learn why people vote the way they do, and what impact the media can have upon that. This builds neatly upon their work on how the votes are counted in electoral systems, and what encourages participation. | Students learn about the structures, roles and beliefs of the UK political parties. This links back to the work of Parliament and voting behaviour and allows students to witness the full constitution at work. |             | The students study the basic rules of how the American system works, what its core values are, where they come from and what citizens rights and responsibilities. | Students learn about the rights and responsibilities of the two Chambers of Congress. This builds on the work on the constitution in practice and is linked to Liberalism. |

| TOPIC       | President                                                                                                                                                                                            | Supreme Court                                                                                                                                                                    | Elections                                                       | Political Parties                                                                                                                                                                         |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPLANATION | Students then learn the powers and responsibilities of the executive, as the most widely known part of the constitution. This builds upon their knowledge of how are constitution works in practice. | Students learn about the US legal system and the powers of the judiciary, and how this protects the rights of citizens. This builds on the work on the constitution in practice. | Students then learn about different Elections in the US system. | Students learn about the structures, roles and beliefs of the US political parties. This links back to the work of Congress and allows students to witness the full constitution at work. |

| Pressure Groups                                                                                            | Civil Rights                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The work and organisation of US Pressure groups is examined, as is the polarisation of US Politics.</p> | <p>The final topic sees students use their knowledge and understanding of the US Political systems, and Political Ideology to examine the issues of affirmative action, representation and voting rights.</p> |



## LEARNING SEQUENCE – YEAR 13

| OUTCOMES    | <ul style="list-style-type: none"><li>Students will have a more sophisticated understanding of the British Political system, and how it compares and contrasts with the US political model.</li><li>Students will have knowledge and understanding of the issues and debates within political ideology, and be able to apply their understanding of Liberalism, Conservatism, Socialism and Nationalism to their understanding of the British and American political systems as well as to their own political views</li></ul> |                                                                                                                                                                                               |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                   |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC       | Conservatism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Liberalism                                                                                                                                                                                    | Socialism                                                                                                                                                                                                                                                      | Nationalism                                                                                                                                                                                                                                       |
| EXPLANATION | The students study the core values of Conservatism before studying Classical, One Nation and liberal Conservatism in more depth and its key thinkers. This is compared and contrasted to Liberal thought and linked back to the UK political system.                                                                                                                                                                                                                                                                           | The students study the core values of Liberalism before studying Classical, Progressive and Neo liberalism in more depth and its key thinkers. This is linked to the liberal US constitution. | The students study the core values of Socialism before studying Utopian, Revolutionary and Reformist Socialism in more depth and its key thinkers. This is compared and contrasted to Liberal and Conservative thought and linked back to the UK Labour Party. | The students study the core values of Nationalism before studying Liberal, Conservative, Cultural, Racial and Social Nationalism in more depth and its key thinkers. This is linked back to the UK political system and devolved administrations. |



| TOPIC       | Comparative politics & Theoretical Models and Politics                                                                                                           | Constitution UK & US                                                                                                                                    | Executives US & UK                                                                                                                                                                                   | Judiciaries UK & US                                                                                                                                                                                       |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPLANATION | Students study the Rational, Structural and Cultural approach to comparative politics. This represents the start of their studies of UK/US comparative politics. | Comparison made between the two countries using the 3 models of comparative politics to begin to build synoptic links between the UK & US constitution. | Comparative study of how the two countries have different leadership styles; how accountable they are the legislature and how relationships within government institutions are similar or different. | Comparison's are made between each country's Supreme Court, the impact the court has on society, the independence of each institution and how it all can be explained using the three theoretical models. |

| TOPIC       | Electoral & party systems UK & US                                                                                                                                                                                                                                                                          | Pressure Groups US & UK                                                                                                                                                                                                                                                                                       | Civil Rights US & UK                                                                                                                                                                                                                                                           |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPLANATION | A examination of how the UK and US translates votes political power. It explores differences between the UK's parliamentary system and the US presidential system, alongside variations in voting methods, party structures, representation, and how each system shapes political outcomes and governance. | A study of how pressure groups in the UK and US influence government outside of elections. It explores differences in methods, access, and effectiveness, including lobbying, protests, and media campaigns, and how each political system shapes the power and impact of pressure groups on decision-making. | Comparisons are made between the uk & us's civil rights, an examination of how equality and freedoms have developed over time in both countries. It explores key movements, laws, and campaigns that challenged discrimination, including race, gender, and social inequality. |



## ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- Annual Trip to the Houses of Parliament. As well as seeing the House of Commons and Lords, and meeting our MP, we also undertake a walking tour of London. We see Trafalgar Square, Nelsons Column, Whitehall, Parliament Square, the Supreme Court, Jewel Tower, the National Covid memorial, Guys Hospital and head up to the British museum to look around their collection. This includes such wonders as the Parthenon Marbles, the Rosetta stone and the Fishpool treasure hoard.
- We enter students for the Catenians public speaking competition, where they compete with students nationally in the art of rhetoric and debate. We believe that In our modern world it is essential that young people equip themselves with the skills to communicate clearly and effectively.
- The department is heavily involved in the wider life of the school, running the “Howell Shield”, a 3 hour long General Knowledge quiz for students, staff and members of the local community to raise money for charity. The department also delivers the annual “Howell Lecture”, a three hour academic talk delivered for students, staff and the local community as part of our mission to provide access to education for all, and to raise charitable funds.
- Pupils are encouraged to read and to engage widely with the news and current affairs to become informed citizens, as well as to read books such as “1984”, “Animal Farm” and “Brave New World”.
- Pupils are welcome to join staff for extra support at lunchtime and are encouraged to do so.