



Teign School Curriculum Overview



Politics

Year	Cycle 1 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)	Cycle 2 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)	Cycle 3 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)
12	<p>UK Government: UK Constitution</p> <p>The module starts by considering the nature and sources of the UK Constitution. This focuses on the development of key historical documents like the Magna Carta, Bill of Rights etc. This leads into the nature of the constitution alongside the twin pillars of Parliamentary Sovereignty and the Rule of Law. The five main sources of the UK constitution are then considered. Having this foundation, the focus then shifts to the changes in the constitution since 1997, looking at the key areas of 1997-2010, 2010-2015 and since 2015. This allows the students to use examples in their writing. The focus then shifts to devolution and the role and power of devolved bodies including the impact on devolution in the UK. An analysis of devolution in each area with examples again enhances depth to student's knowledge. After all the knowledge is taught in this topic, the final element is to focus on debates on further reforms. This brings all the areas together to analyse three key questions.</p>	<p>UK Government: Prime Minister and Executive</p> <p>As students have a good knowledge of the legislative process from the previous topic as well as how the houses work, they move on to look at the Prime Minister and Executive. Firstly, establishing the structure, role and powers of the executive. Moving on then to look at the concept of ministerial responsibility, specifically individual and collective. The topic then moves to the Prime Minister and Cabinet, particularly how the Prime Minister selects the Cabinet and the relationship between the two. Students learn some examples to enhance their writing. To finish this topic, the students focus on the powers of the Prime Minister and the Cabinet to dictate events and determine policy. They do this by analysing the influence of one Prime Minister from 1945-1997 and one post 1997.</p>	<p>Core Political Ideas: Liberalism</p> <p>This topic starts by looking at the core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy. The core principles are individualism, freedom/liberty, state, rationalism, equality/ social justice and liberal democracy. The next topic is looking at the different views and tensions within liberalism namely classical and modern liberalism. An understanding of the core principles is essential for this. Students then move on to look at key thinkers to exemplify content from the first two areas.</p>

	<p>UK Government: Parliament</p> <p>This topic area focuses on the House of Commons and House of Lords. The knowledge acquired from the UK Constitution supports this. The first topic covers the structure and role of both houses focussing on selection and functions. This leads well into the comparative powers of both houses, specifically exclusive and main powers alongside debates about the relative powers. Having knowledge of the powers of each house, the students look at the legislative process and the different stages a bill must go through to become a law. Focusing then on the interaction between both houses with regards to the legislative process which follows on from looking at the role and powers of the houses. The final topics look to bring all the knowledge together to focus on the ways in which Parliament interacts with the executive. This includes work of Select Committees and the role and significance of the opposition and backbenchers.</p>	<p>UK Government: Relationship between the institutions</p> <p>This topic introduces some new institutions but also builds on the topic of the Executive and Parliament. Students start by analysing the Supreme Court, its role and composition, key operating principles of judicial independence and neutrality and the degree of influence over the Executive and Parliament including judicial review and ultra vires. The relationship between the Executive and Parliament including exercise of dominance, holding to account and how power has changed. The next topic for students is a new one but having knowledge of the Supreme Court, Executive and Parliament helps. The EU topic focuses on the aims, role and impact on the Government. Alongside this is the role of EU in policy making and the impact on the UK political system and UK policy. Finally, to bring the topic together the location of sovereignty in the UK political system. This brings in knowledge of devolution from the first topic to look at where sovereignty now lies in the UK. Additionally, students look at legal and political sovereignty and analyse the extent to which sovereignty has moved between the branches. This requires knowledge from topic two and three as well as areas of four.</p>	<p>Core political ideas: Conservatism</p> <p>This topic starts by looking at the core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy. The core principles are pragmatism, tradition, human perfection, organic society/state, paternalism and libertarianism. The next topic is looking at the different views and tensions within conservatism, namely traditional, one nation and New Right. An understanding of the core principles is essential for this. Students then move on to look at key thinkers to exemplify content from the first two areas.</p>
	<p>UK Politics: Democracy and Participation</p>	<p>UK Politics: Electoral systems</p> <p>As students have a good knowledge of representative democracy and the</p>	<p>Core Political Ideas: Socialism</p> <p>This topic starts by looking at the core ideas and principles of socialism and</p>

	<p>This module starts by examining features of direct and representative democracy. This leads into an analysis of the similarities, differences, advantages and disadvantages of the two types of democracy. Key milestones in the widening of franchise are then examined, including class, gender, ethnicity and age, covering the 1832 Reform Act and the 3 Representation of the People Acts, along with the work of the suffragists/suffragettes. Having this foundation, the focus then shifts to how different pressure groups exert influence, including an analysis of two different pressure groups and how their methods and influence vary. This allows students to use examples in their writing. The focus then shifts to major milestones in the development of human rights, including the Magna Carta, Human Rights and Equality Acts, some of which were covered in the Year 8 unit on 'The promotion of Human Rights.' An analysis of the extent, limits and tensions within the UK's rights-based culture with examples of two contemporary civil liberties pressure groups enhances depth to student's knowledge.</p>	<p>functions and features of political parties, they move on to look at different electoral systems. Firstly, establishing the differences between First –past-the-post, the Additional Member System, the Single Transferable Vote, and the Supplementary Vote. Moving on then to look at the advantages and disadvantages of these different systems and making a comparison between First-past-the-post with a different electoral system in a devolved parliament/assembly. The unit then looks at referendums and how they are used, looking in particular at their impact on UK political life since 1997. Students analyse the advantages and disadvantages of using referendums in a representative democracy to enhance their writing. To finish this unit, students draw together their knowledge to analyse the impact of the electoral system on the government and assess whether a different system would be more beneficial in terms of the impact it would have on party representation and voter choice.</p>	<p>how they relate to human nature, the state, society and the economy. The core principles are collectivism, common humanity, equality, social class and workers' control. The next unit is looking at the different views and tensions within socialism, namely revolutionary socialism, social democracy and Third Way. An understanding of the core principles is essential for this. Students then move on to look at key thinkers to exemplify content from the first two areas. These are Karl Marx, Beatrice Webb, Rosa Luxemburg, Anthony Crosland and Anthony Giddens.</p>
	<p>UK Politics: Political Parties This topic area focuses on the functions and features of political parties in the UK's representative democracy. The knowledge acquired from the previous unit on representative democracy supports this. This topic covers how</p>	<p>UK Politics: Voting behaviour and the media This unit builds on the previous 2: political parties and electoral systems. Students begin by analysing case studies of three key general elections. They then describe the impact of these elections on political parties and the government, by examining the</p>	<p>Non-Core Political Ideas: Nationalism This topic starts by looking at the core ideas and principles of nationalism and how they relate to human nature, the state, society and the economy. The core principles are nations, self-</p>

	<p>parties are currently funded which leads into debates on the consequences of the current funding system. The students then look at the origins and historical development of the 3 main political parties in the UK. Having knowledge of the origins, the students then look at how this has shaped the political parties' ideas and current policies on the economy, law and order, welfare and foreign affairs. Focusing then on emerging and minor political parties which follows on from the 3 main political parties. The final section of this unit then brings all the prior learning together by examining UK political parties in context. This includes various factors that affect party success, including debates on the influence of the media.</p>	<p>factors that explain the outcomes of these elections. This includes reasons for and the impact of party policies and manifestos, techniques used in election campaigns and the wider political context of the elections. Students then go on to examine factors influencing voting patterns, such as class-based voting, gender, age, ethnicity, region, partisanship and voting attachment. This then leads to students analysing national voting-behaviour patterns for the 3 elections by examining national data sources and explaining how and why they vary. Finally, students assess 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.</p>	<p>determination, nation-state, culturalism, racialism and internationalism. The next unit is looking at the different types of nationalism and the extent to which they vary, including liberal nationalism, conservative nationalism, anti/post-colonialism and expansionist nationalism. An understanding of the core principles is essential for this. Students then move on to look at key thinkers to exemplify content from the first two areas. These are Jean-Jacques Rousseau, Johann Gottfried von Herder, Giuseppe Mazzini, Charles Maurras and Marcus Garvey.</p>
13	<p>Government of the USA: US Constitution and Federalism</p> <p>This topic starts by looking at the nature of the US Constitution particularly its vagueness, codification and entrenchment, framework and amendments procedure. This then develops by focusing on the key features of the US Constitution; federalism, separation of powers and checks and balances, bipartisanship and limited government. The topic then focuses in on federalism and looks at the main characteristics of it as well as the relationship with the states and government. Finally, it brings all the knowledge together to look at debates</p>	<p>Government of the USA: US Supreme Court and Civil Rights</p> <p>The topic starts by focussing on the nature and role of the Supreme Court. It is essential for students to have studied the Constitution for this topic as it refers and relates. It goes on to look at the concept of Judicial Review, so knowing the functions of Congress and the President and Executive is also important. Additionally, the topic looks at the impact of the Supreme Court on public policy including some examples post 2005. The focus then shifts to civil liberties and the protection of them by the constitution therefore using prior knowledge about rights entrenched within. Students move on to look at race and rights in contemporary US politics including voting</p>	

	around the US Constitution and federalism.	rights, affirmative action and representation. Finally, the topic is concluded by looking at debates including the political verses the judicial nature of the Supreme Court, interpreting the Constitution and civil and constitutional rights.	
	<p>Government of the USA: US Congress</p> <p>This topic looks at the structure, distribution and functions of Congress. It looks at the three key functions representation, legislative and oversight. Finally, the topic brings all this information together to focus on the debates around the changing roles and powers of Congress, the changing significance of parties and significance and effectiveness of the powers outlined in the Constitution.</p>	<p>Politics of the USA: US presidency</p> <p>This topic looks at formal sources of presidential power as outlined in the US Constitution and their use. Students examine presidents since 1992 and their role as Head of State and Head of Government, focusing on the differences of these two roles. Once students have gained knowledge on these formal sources, they then move on to explore informal sources, including the electoral mandate, executive orders, national events, the cabinet, powers of persuasion and the executive office of the President, including the role of the National Security Council, Office of Management and Budget and the White House Office. Students then go on to evaluate relationships between the presidency and Congress and the Supreme Court, assessing what limitations these relationships have on presidential powers. Finally, the knowledge students have gained is brought together by interpreting and debating how effectively presidents since 1992 have achieved their aims, the imperial presidency, the extent of presidential accountability to Congress and the role and power of the President in foreign policy.</p>	
	Politics of the USA: Democracy and Participation	Government and Politics of the USA: Comparative approaches	

	<p>This topic starts by examining the main processes to elect a US president, including the constitutional requirements, the invisible primary, primaries and caucuses, the role of National Party Conventions, the electoral college and the resulting party system. The focus then moves to the importance of incumbency on a president seeking a second term. The role of campaign finance is then explored. Once students have this knowledge, they then move on to look at the key ideas and principles of the Democratic and Republican parties, including the distribution of power and changing significance of the parties. This knowledge then serves as a building block to look at the current conflicts, tendencies and changing power and influence that exist within the parties. Students then refer back to prior learning in the Year 12 unit on UK democracy and participation to compare how the factors of race, religion, gender and education influence voting patterns in the US, as compared with the UK. Students then compare pressure groups in the UK to interest groups in the US, looking at the significance, resources and tactics used to impact democracy and including at least one single interest group as a case study. Finally, the knowledge students have gained is brought together by interpreting and debating US democracy and participation, assessing the advantages</p>	<p>This final unit begins with an examination of three approaches – rational, cultural and structural – and the different ways they explain similarities and differences between the government and politics of the UK and the USA. Finally, students use the knowledge they have gained throughout the course to compare and debate the UK and US Constitutions and the resulting impact on politics and government. Students assess the nature, sources, provisions and principles, including separation of powers, checks and balances of UK and US Constitutions and examine the differences between the US federal system and the UK system of devolution. To conclude, students then evaluate the extent to which rational, cultural and structural approaches can be used to account for the similarities and differences between the UK and USA.</p>	
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	and disadvantages of the electoral process and the Electoral College, campaign finance, incumbency and the ways in which interest groups can influence the three branches of government, including the role of PAC's and Super PAC's and their impact on democracy.		
		Revision	

You need to demonstrate how you are interleaving and returning to previously met knowledge to deepen and strengthen children's retention and understanding over time. This should be more than simply through the Do Nows at the beginning of lessons.