



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	Politics
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>
<b>Curriculum intent:</b>	<p>Politics and government shape everyday lives and are integral to any society. The study of politics ignites students' <b>curiosity</b> about how we live, our belief systems, democracy and citizenship rights. Through finding out about how and why the world, our country, culture and local community have developed over time, students understand how the political system can disempower and disenfranchise people. The study of government enables students to explain how we're governed, whether it's effective or not, who makes the key decisions and how they're held to account. Moreover, the UK's uncodified constitution determines where power lies in the executive, legislature and judiciary albeit the documents are unwritten and nebulous. Students can easily compare and contrast variable political systems across the world, determining <b>compassion</b> and empathy for global political systems.</p>
<b>Threshold Concepts (TCs):</b>	<p>TC 1 – An LFAT Political Scientist will understand <b>interpretation</b> and be able to explain how events follow on from each other, comparing and contrasting government and politics.</p> <p>TC 2 – An LFAT Political Scientist will <b>describe</b>: political and governmental phenomena, change and continuity within time periods, identifying where governments in the UK and US have operated.</p> <p>TC 3 – An LFAT Political Scientist will <b>explain</b>: <b>causes</b> and <b>consequences</b> of political events, <b>change</b> and <b>continuity</b> within time periods, <b>similarities</b> and <b>differences</b> across the UK and US political systems.</p> <p>TC 4 – An LFAT Political Scientist will use contemporary and historical evidence to reach balanced conclusions in response to essay questions.</p> <p>TC 5 – An LFAT Political Scientist will <b>evaluate sources</b> and reach judgements regarding their utility and reliability using contextual knowledge. They will be able to explain whether any source is left or right wing.</p> <p>TC 6 – An LFAT Political Scientist will <b>analyse interpretations</b> explaining how and why people have different views about the past and current affairs.</p> <p>TC 7 – An LFAT Political Scientist will <b>evaluate interpretations</b> and reach judgements about the validity of the views through comparison with their contextual knowledge.</p>









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<b>Learner skills:</b>	<div> <div>Critical thinking</div> <div>  <div>CRITICAL THINKING</div> </div> </div> <div> <div>Organisation</div> <div>  <div>ORGANISATION</div> </div> </div> <div> <div>Collaboration</div> <div>  <div>COLLABORATION</div> </div> </div> <div> <div>Adaptability</div> <div>  <div>ADAPTABILITY</div> </div> </div> <div> <div>Oracy</div> <div>  <div>ORACY</div> </div> </div> <div> <div>Self-quizzing</div> <div>  <div>SELF QUIZZING</div> </div> </div>					
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>Year 12:</b>	US electoral voting behaviour and direct democracy	US election processes	US political parties and ideologies	US pressure groups and pluralism	Feminism and Feminist thinkers	Revision and reflection
<b>The Big Question</b>	<p><b>How do US electoral processes operate and are they successful?</b></p> <p><b>Do US political parties and pressure groups strengthen democracy?</b></p>					
<b>Big picture questions:</b>	To what extent are voter behaviour and elections in the US comparable to the UK's?	How far are US election processes significant in the USA?	To what extent do US political parties and their ideologies strengthen or weaken US democracy?	Do US Pressure Groups help or hinder pluralist democracy in US politics?	To what extent have the aims of the Feminist Movement been successful?	
<b>Content (Linked to TCs):</b>	<p>To what extent did Biden win in 2020 due to electoral de-alignment? (TC 2 and TC 3, TC 4)</p> <p>How does race, region and religion shape US voter-behaviour? (TC 1, TC 2 and TC 3)</p> <p>Describe and evaluate the Electoral College</p>	<p>How do US elections work? (TC 1, TC 2 and TC 3)</p> <p>What are primaries and caucuses? (TC 1)</p> <p>Are primaries and caucuses significant in the race to the White House? (TC 1 and TC 2)</p> <p>How important is the 'invisible primary'?</p>	<p>What is a US political party? (TC 1)</p> <p>What do Republicans and Democrats stand for? (TC 2, 3 and 4)</p> <p>To what extent have the Democrats and Republicans always been polarised ideologically?</p>	<p>How are US pressure groups classified? (TC1, TC2)</p> <p>How do US pressure groups compare with the UK? (TC 3, TC 4 and TC 5)</p> <p>How do we measure success in US pressure groups? (TC 1, TC 2)</p>	<p>What is the history of Feminism? (TC 2)</p> <p>What did each wave of Feminist thought wish to achieve? (TC 2, 3)</p> <p>What are the differences between Liberal, Radical and Post-Modern Feminism? (TC 5, 7)</p>	



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	<p>Voting system. (TC 1, TC 2)</p> <p>Is the ECV system democratic? (TC 2, TC 3)</p> <p>How far was the 2016 Presidential Election a turning-point? (TC 3, TC 4)</p> <p>How far was the 2008 Presidential Election significant? (TC 3, TC 4)</p>	<p>(TC 2, 3 and TC 4)</p> <p>What is the 'pathway' to the US Presidency? (TC 1, TC 2)</p> <p>To what extent are US National Nominating Conventions significant? (TC 1, TC 2, TC 4)</p>	<p>(TC 3 and 4)</p> <p>'The USA is a distinctive two-party system'. (25)</p> <p>How far do you agree? (TC 3, 4 and 5).</p> <p>Explain and analyse why the USA has a two-party system. (9)</p> <p>(TC 1, 2 and 3)</p> <p>'Sting like a bee and then die'. Is this a fair analysis of third parties and independent candidates in US politics. (TC 3, 4 and 5).</p> <p>Explain and analyse whether Third parties are significant in US politics. (TC 1, TC 2 and TC 3).</p> <p>What are the range of ideological factions inside the Republican and Democrat parties? (TC 1, TC2 and TC3).</p>	<p>Are US pressure groups successful? (TC 2, 3 and 4)</p> <p>How does 'success' compare with UK pressure groups? (TC 2, 3 and TC 4)</p> <p>What are the established theories on pressure group power? Corporatism/Clientelism (Robert Singh), Elitism (C.Wright Mills) and Pluralism (Robert Dahl). (TC 1, 2 and 3)</p> <p>Do US pressure strengthen or hinder pluralist democracy? (TC 2, 3, 4 and 5).</p>	<p>Who are the main Feminist Thinkers? (TC 2)</p> <p>Were the aims of Feminism successful in the 21<sup>st</sup> century? (TC 5, 7)</p>	
<b>Key vocabulary:</b>	Primacy, recency factors, valence issues, polemics, swing states, safe states, electoral churn, volatility	Primaries, caucuses, electoral volatility, turn-out ratio, abstention, nominee, electoral delegates	Ideologies, polarisation, partisanship, hyper-partisanship, spoilers, co-optation, spectrums and catch-all beliefs	Pluralism, Corporatism, Elitism, Iron-Triangle, insider, outsider status, issue networks, advocacy coalitions.	Liberalism, Radical, Post-Feminism, Equality of treatment, gender.	



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Assessment:	Mid-unit assessment progress checker.  Enquiry question written assessment.	Mid Point MCQ  End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation	Mid Point MCQ  KATs 1	Mid Point MCQ  End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation	Mid Point MCQ End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation	Summative Assessment 2
Key/Historical misconceptions in this unit:	Differentiating between primacy and recency factors; interconnecting valence issues and shock capitalism; juxtaposition that electoral volatility promotes unpredictability in voting behaviour and high abstention rates.	Knowledge surrounding the key differences between primaries and caucuses; appreciating that primaries are a recent phenomenon; demonstrating the efficacy of the ECVs in comparison with the popular vote.	Understanding of the nature of big tent political parties which embrace a swathe of party factions; contextualising the emergence of the TEA party; consistent differentiation between third parties and independent candidates.	Explaining the differences between insider and outsider status pressure groups; recognising that social movements have a broad social appeal with global dimensions; understanding that pressure groups thrive in the US systems based on pluralism, the constitution and federalism.	There are different types of feminism and this is directly linked to their aims and ideas about what should be achieved for women in the future.	
Sequencing:	<p>We have chosen to sequence the year 12 and year 13 curriculum like this because...</p> <p>We have chosen to sequence the year 12 and year 13 Politics and Government curriculum like this because...even though politics and government always overlap there is greater streamlining of the AQA syllabus when they are distinctly separated to allow A level students a closer enquiry into the behaviour of governments and the operations of the political systems. In order to explain the functionality and success of political parties and pressure groups it's imperative to understand what factors make Britain a representative democracy and how the public has a direct impact through the electoral system. They can critically engage with major issues which pertain to whether Britain actually is a representative democracy and the extent to which British citizens actively engage in politics and political discourse throughout this unit. The section on pressure groups and Socialism has been deliberately left until the end because it focuses exclusively on politics from below instead of above, engaging with enquiries into the extent to which Britain is a 'direct democracy' instead. The Socialism/Communism unit also represents a leverage point into their A2 studies of further ideologies, such as Feminism, Liberalism and Conservatism in order for them to compare and contrast the core ideologies in their 2 years A level studies.</p>					
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</p> <p>Trips to Parliament, MPs Question Time format, key academic visitations in the social science field. The Paris, Brussels, London, Amsterdam cities trip which pools together the empirical knowledge of the A level students.</p>					