





















CURIOSITY

COMPASSION

COURAGE



Curriculum overview 2023-24

Subject Government	Year Group 12 Government																		
<p>Vision statement:</p>	<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>																		
<p>Curriculum intent:</p>	<p>Politics and government shape everyday lives and are integral to any society. The study of politics ignites students’ curiosity 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 compassion and empathy for global political systems.</p>																		
<p>Threshold Concepts (TCs):</p>	<p>TC 1 - An LFAT Political Scientist will understand interpretation 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 describe: 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 explain: causes and consequences of political events, change and continuity within time periods, similarities and differences 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 evaluate sources 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 analyse interpretations explaining how and why people have different views about the past and current affairs.</p> <p>TC 7 – An LFAT Political Scientist will evaluate interpretations and reach judgements about the validity of the views through comparison with their contextual knowledge.</p>																		
<p>Learner skills:</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Critical thinking</td> <td>Organisation</td> <td>Collaboration</td> <td>Adaptability</td> <td>Oracy</td> <td>Self-quizzing</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CRITICAL THINKING</td> <td>ORGANISATION</td> <td>COLLABORATION</td> <td>ADAPTABILITY</td> <td>ORACY</td> <td>SELF QUIZZING</td> </tr> </table>	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing							CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPTABILITY	ORACY	SELF QUIZZING
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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12:	UK Parliament, the Constitution and Constitutional Reform, and the Judiciary	UK Legislature, MPs, Demographics of Parliament, Opposition and Select Committees	The UK Executive, the PM and Cabinet, IMR and CMR, SPADS and Civil Servants	Devolution in the UK	EU Institutions, EU impact on British Politics, Brexit, EU and UK post 2020.	Liberalism
The Big Question	What institutions make up and impact the British Government?					
Big picture questions:	<ul style="list-style-type: none"> To what extent is Parliament still Sovereign? 	<ul style="list-style-type: none"> How effective is the Parliamentary system? 	<ul style="list-style-type: none"> How effective is the Parliamentary system? (cont) Who is the dominant force in making and implementing UK gov. Policy? 	<ul style="list-style-type: none"> Who is the dominant force in making and implementing UK Gov. Policy? (cont) How successful has Devolution been? 	<ul style="list-style-type: none"> How has the EU impacted British Politics? 	<ul style="list-style-type: none"> What is the Liberal tradition?
Content (Linked to TCs):	<p>What is the British Constitution? (TC 2)</p> <p>What are the sources of the British Constitution? (TC 2, 3)</p> <p>Does our Constitution need reforming? (TC 1, 2, 5)</p> <p>Has existing Constitutional Reform been a success (TC 2, 3, 5)</p>	<p>What is the function of the UK Legislature? (TC 1, 2)</p> <p>How does the UK Legislature work? (TC 2, 3)</p> <p>What does an MP do? (TC 2,)</p> <p>What are the Demographics of Parliament? (TC 6, 7)</p>	<p>How does Parliament scrutinise the Executive: Select Committees (TC, 3, 4)</p> <p>How effective is Parliamentary Scrutiny? (TC 4, 5, 6)</p> <p>Who is the Core Executive? (TC 1, 2)</p> <p>What are the powers of the PM in the UK? (TC 2, TC 3)</p>	<p>How far is the doctrine of Collective Responsibility dead? (TC 3,4)</p> <p>How do Civil Servants and SPADS affect UK Politics? (TC 5)</p> <p>What was the History of Devolution? (TC 2)</p> <p>What is the impact of Devolution: Scotland, Wales and Northern Ireland? (TC 2, 7)</p>	<p>What is the History of the EU and has it achieved its aims? (TC 2)</p> <p>What are the Institutions within the EU? (TC 2)</p> <p>What impact has the EU had on British Politics? (TC 4, 5, 7).</p>	<p>What is the theory of classical liberalism, modern (new/progressive) liberalism and relate this to liberal thinking on human nature, the state, society and the economy: TC 2, 5 7</p> <p>John Locke – natural rights, liberty and individualism, fiduciary power of government</p> <p>John Stuart Mill – criticism of hedonism, freedom, integrity and self respect of the individual, self regarding and other regarding actions TC 1 4 7 2</p> <p>John Rawls – concept of justice, principles of justice</p>



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	<p>What is the judiciary? (TC 1, 2,)</p> <p>Is Parliament still Sovereign? (TC 5, 7)</p>	<p>How does Parliament Scrutinize the Executive: PMQs (TC6)</p> <p>How does Parliament Scrutinize the Executive: The UK Opposition (TC 5)</p>	<p>What are the leadership styles of different UK PMs? (TC 3)</p> <p>Who has more power: the PM or the Cabinet?? (TC 3, 5, 7)</p>	<p>What was the impact of Devolution: England (TC 2, 7)</p>		<p>Thomas Hill Green – self development/role of the State, negative and positive freedom</p> <p>Mary Wollstonecraft – equality and rights, 'revolution controversy', criticisms of aristocracy and republicanism</p> <p>Betty Friedan – equal rights, Civil Rights and feminist movements in the USA.</p>
Key vocabulary:	Constitution, Unwritten, Codified, Conventions, Reform, Monarchy, Republic, Judiciary, Judicial Review, Parliamentary Sovereignty.	Executive, Parliament, Government, White Paper, Green Paper, Royal Assent, PMQs, Scrutinise, Mandate, Burkean, Delegate, backbencher, front bencher, cabinet.	Executive, Parliament, Government, sofa style, wets/drys, Prime Minister, Cabinet.	SPADs (Special Advisors), Civil Servants, Collective Responsibility, Individual Responsibility, Devolution.	EU Council, EU Parliament, EU Commission, Court of Human Rights, Intergovernmental, Supranational, Social Charter.	Liberalism. Equality of Opportunity. Protection of Individuals. Harm Principle. Enabling State
Assessment:	<p>Mid-unit assessment progress checker.</p> <p>Enquiry question written assessment.</p>	<p>Mid Point MCQ</p> <p>End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation</p>	<p>Mid Point MCQ</p> <p>Enquiry question written assessment.</p>	<p>Mid Point MCQ</p> <p>End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation</p>	<p>Mid Point MCQ</p> <p>End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation</p>	<p>Mid Point MCQ</p> <p>End of Topic Assessment – describe, source evaluation, explanation Evaluation</p>
Key/Political misconceptions in this unit:	<p>Unwritten constitution does not mean that we do not have a constitution.</p> <p>Parliament is still Sovereign, but there is a difference between political sovereignty and parliamentary sovereignty.</p>	<p>Parliament is the main legislative body in the UK government.</p> <p>PMQs is a convention, not a political necessity.</p>	<p>Conventions dictate much of the work of MPs and the Executive.</p> <p>There is no job role for an MP – their role changes depending on their constituency and their style of work.</p>	<p>Devolution does not mean the UK is Federal – UK Parliament can take power back at any time.</p>	<p>Britain has left the EU and is no longer affected by it – we still have interactions politically.</p> <p>EU Commission, Council and the European Parliament all have separate roles.</p>	<p>Liberalism means Liberal Democrat. That Western Democracies are not liberal.</p>



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Sequencing	<p>We have chosen to sequence the year 12 Government curriculum like this because students are required to have a basic understanding of the constitutional principles of the UK before embarking on the remainder of the course. It is vital that all students have a basic understanding of the 3 strands of UK Government: The Legislature, the Executive and the Judiciary, before they can understand the impact of external forces and organisations on said government.</p> <p>Ultimately we are asking students to understand key concepts about how Government works, and then to judge the effectiveness of these individuals and institutions. Liberalism is taught first as this is the basis of the 3 other "isms"</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> <ul style="list-style-type: none">• Organised seminars and debates• Trips to Parliament