



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	Politics
<p><b>Vision statement:</b></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><b>Curriculum intent:</b></p>	<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>
<p><b>Threshold Concepts (TCs):</b></p>	<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>	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	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>	UK Representative Democracy and UK Direct Democracy	UK electoral systems, referenda and their impact on the party political system	UK voter behaviour and the factors which shape it	UK political parties and the party system	Pressure Groups in UK politics	Communism and Socialism
<b>The Big Question</b>	<p><b>How successful is UK Representative Democracy and voting behaviour?</b></p> <p><b>Are UK political parties and pressure groups significant in British politics?</b></p>					
<b>Big picture questions:</b>	To what extent is Britain a successful 'representative democracy'?	To what extent are UK electoral systems fit for purpose?	How far is UK voter behaviour shaped by primacy and recency factors?	Are British political parties significant in UK politics?	Do UK pressure groups matter in politics?	What are the differences between Communism and Socialism? How does evolutionary Socialism contrast with revolutionary Communism?
<b>Content (Linked to TCs):</b>	<p>What is a representative democracy? (TC 1,)</p> <p>How far is Britain a representative democracy? (TC 2, 3)</p> <p>What is a participation crisis? (TC 1, 2)</p>	<p>What are UK electoral systems and how were they developed? (TC 1, TC 2)</p> <p>What is the political impact of UK electoral systems on the political parties? (TC 2, TC 3)</p>	<p>How was UK voter behaviour shaped by the 2019 General Election? (TC 1, TC 2)</p> <p>Why did UK voter behaviour cause a hung Parliament in the 2017 General Election? (TC 2, TC 3)</p>	<p>Do UK political parties fulfil their function? (TC 1, TC 2)</p> <p>How democratic are UK political parties? (TC 2)</p> <p>How are UK parties organised internally? (TC 1)</p>	<ul style="list-style-type: none"> <li>How can UK pressure groups be classified? (TC 1, TC 2)</li> <li>What is the 'iron triangle'? (TC 1)</li> <li>What are pluralism, elitism and corporatism theories? (TC 1)</li> </ul>	<ul style="list-style-type: none"> <li>What is Communism?</li> <li>What is Socialism?</li> <li>Where does Communism come from? Why is it a controversial idea? (TC 1, TC 2)</li> <li>How do Socialists believe that human</li> </ul>



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	<p>To what extent is Britain facing a 'participation crisis' (TC 2, 3)</p> <p>What is a dictatorship? (TC 1, 2,)</p> <p>Is Britain similar to a 'direct democracy'? (TC 2)</p> <p>How far is Britain comparable to a dictatorship? (TC 3)</p> <p>How has Britain been governed and represented between 1215 and 2020? (TC 1, 2, 3)</p> <p>How successful were the Chartists and Suffragettes? (TC 2, TC 3)</p>	<p>Evaluate the causes and consequences of UK referenda (TC 1, TC 2 and TC 3)</p> <p>How significant are opinion polls and by-elections in British Politics? (TC 2, 3)</p> <p>Assess the importance of metro-mayors and their elections in local British politics? (TC 2, 3).</p>	<p>To what extent did 'recency factors' shape the 2010 General Election? (TC 3)</p> <p>Was 1997 a 'realignment election'? (TC 2, TC 3)</p> <p>Was the 1979 General Election result determined by the emergence of the New Right? (TC 3)</p>	<p>To what extent do UK minor parties make a significant difference? (TC 2, TC 3)</p> <p>How can UK 'party systems' be classified? (TC 2)</p> <p>Is it accurate to describe the UK party political system as a two-party system? (TC 3)</p> <p>Does party factionalism matter in UK democracy? (TC 2, 3)</p> <p>What factors shape British political party success in the political system? (TC 3)</p>	<ul style="list-style-type: none"> <li>Do pluralism, elitism and corporatism help to explain pressure group power? (TC 2)</li> <li>To what extent are UK pressure groups successful? (TC 3)</li> <li>Do UK pressure groups strengthen or weaken Britain's pluralist democracy? (TC 2, TC 3)</li> </ul>	<p>nature can be shaped by society?(TC 2)</p> <ul style="list-style-type: none"> <li>How do Socialists aim to use the State to bring about economic equality? (TC 2)</li> <li>How have the revolutionary ideas of Marx/Engels been adapted? (TC 3)</li> <li>Why do evolutionary Socialists argue that Capitalism is compatible with Socialism? (TC 3)</li> <li>What was the 'triangulation' of Third Way thinkers and governments? (TC 2)</li> <li>What are the tensions within Socialism? (TC 3)</li> <li>How have the key Socialist thinkers disagreed? (TC 2, TC 3)</li> <li>Was Tony Blair a Socialist? (TC 3).</li> </ul>
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<b>Key vocabulary:</b>	Primacy, recency factors, valence issues, polemics, swing states, safe states, electoral churn, volatility	Primaries, caucuses, electoral volatility, turnout ratio, abstention, nominee, electoral delegates	Ideologies, polarisation, partisanship, hyper-partisanship, spoilers, co-optation, spectrums and catch-all beliefs	Partisanship, de-alignment, re-alignment, volatility, churn, duopolies, coalitions, hung parliament.	Pluralism, elitism, corporatism, insider, outsider, iron triangles, issue-networks, social movements, pluralist democracy.	Communism, Socialism, evolutionary Socialism, revolutionary Communism, the Organic State, the Meritocratic State.
<b>Assessment:</b>	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
<b>Key/Historical misconceptions in this unit:</b>	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 STV, supplementary voting systems, PR, FPTP and the Alternative Voting procedures; appreciating that FPTP discriminates against minor parties; demonstrating the efficacy of AMS electoral systems	Understanding of the nature of voter-behaviour; differentiating between primacy and valence factors; appreciating that shock capitalism can create a remarkable process of churn and unpredictability in election campaigns; recognising that hung parliaments create coalition governments in 2010, 2017 and during the world wars.	Understanding that the most internally democratic political party is the Liberal Democrats based on leadership elections, finance, electoral systems and manifesto construction; the most elitist party is the Conservatives connected to the 1922 Committee. Labour form a nucleus in the middle.	Some pressure groups never seek to accumulate insider status; they raise public consciousness using shock tactics like Just Stop Oil. Outside pressure groups can be given the privileged access to the 'iron triangle' based on connections with the government and its ideology. Success is a very nebulous term. It depends on the pressure group, contextual circumstances and the topicality of the issues.	Communism is completely different from Socialism; revolutionary Communism seeks to dismantle the capitalist state, whereas evolutionary Socialism tries to tame capitalism through the mechanisms of the welfare state. Anthony Giddens isn't really a Socialist or Communist in the classical sense. He's technically a neo-liberal.
<b>Sequencing:</b>	We have chosen to sequence the year 12 and 13 curriculum like this because... We have chosen to sequence the year 12 Politics 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.					



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**National Curriculum plus:**

In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)

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.