



CURIOSITY







COMPASSION

COURAGE



# Curriculum overview 2023-24

## Subject Government

<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>'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.'</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' 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><b>Threshold Concepts (TCs):</b></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><b>Learner skills:</b></p>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>



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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May
Year 13:	<ul style="list-style-type: none"> <li>The US Executive</li> <li>The US Legislature</li> </ul>	<ul style="list-style-type: none"> <li><b>The US Supreme Court</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Liberalism</b></li> <li><b>Conservatism</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Conservatism</b></li> <li><b>UK/USA Comparison</b></li> </ul>	<ul style="list-style-type: none"> <li>Comparative Politics</li> </ul>
<b>The Big Question</b>					
<b>Big picture questions:</b>	<ul style="list-style-type: none"> <li>How effective is the US Constitution?               <ul style="list-style-type: none"> <li>How effective is the US Congress?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Does the US President have too much or too little power?</li> </ul>	<ul style="list-style-type: none"> <li>Does the US Supreme court protect civil liberties more than the UK?</li> </ul>	<ul style="list-style-type: none"> <li>How successful has the conservative ideology been?</li> </ul>	<ul style="list-style-type: none"> <li>How similar are US/UK Government?</li> <li>Revision comparison questions</li> </ul>
<b>Content (Linked to TCs):</b>	<ul style="list-style-type: none"> <li>What is the significance of constitutional principles TC 1,2 ,3</li> <li>What is the framework of government laid down in the US Constitution TC 2, 5 6,</li> <li>What is federalism and how has it developed? TC 2</li> <li>How is the US Constitution amended TC 5,6 7,</li> <li>Is the US Constitution out of date? TC 3, 5</li> <li>the structure, role and powers of the US Congress TC 2, 7</li> <li>composition of Congress, the different terms of office and party allegiance TC 2, 7</li> </ul>	<ul style="list-style-type: none"> <li>sources of presidential power: selecting two relevant examples to demonstrate how these have been used by different presidents TC 1 2, 6</li> <li>difference between formal powers (enumerated and inherent powers outlined in Article 2 of the constitution) and informal powers TC 1, 2, 6</li> <li>constraints on President's ability to exercise those powers:               <ul style="list-style-type: none"> <li>the effectiveness of formal checks and balances</li> <li>key variables such as party support in Congress</li> <li>the prevailing orientation of the Supreme Court</li> <li>the attitudes of the media and public opinion Tc 1, 6</li> </ul> </li> <li>the relationship between the presidency and other institutions eg the cabinet, the Executive Office of the President (EXOP), the federal</li> </ul>	<ul style="list-style-type: none"> <li>process of selection and appointment of Supreme Court judges</li> <li>current composition</li> <li>the nature of judicial power</li> <li>the constitutional role of the Supreme Court: TC 2, 7</li> </ul> <p>Supreme Court as the guardian of the constitution/constitutional interpretation TC 2,3 7 6</p> <p>Supreme Court as protector of citizens' rights TC 1, 2 3,6,7</p> <p>the significance of judicial review debates about the political significance of the Supreme Court</p> <p>two examples of landmark rulings and related debates and controversies TC 6 TC 4 TC 2</p> <p>these are Court decisions which establish a significant new legal principle or concept, or otherwise substantially change the interpretation of existing law. The following are a guide to some of the wide range of landmark cases that could be taught: The Warren Court 1954–1969</p>	<ul style="list-style-type: none"> <li>debates about the nature of conservatism TC 6</li> <li>core conservative ideas and values concerning government, the free market and the individual TC 1</li> <li>different strands of conservative thinking from traditional Conservatism to the New Right TC 1,2,3 6</li> <li>focus on the aspects indicated after each thinker's name and relate this to conservative thinking on human nature, the state, society and the economy:               <ul style="list-style-type: none"> <li>Thomas Hobbes – concept of human nature/laws of nature, power of the sovereign/the individual and self protection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>How similar are the UK/US constitution?</li> <li>How similar are the UK/US Legislatures?</li> <li>How similar are Federalism/Devolution?</li> <li>Does the UK/USA protect Civil Rights better?</li> </ul>



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	<ul style="list-style-type: none"> <li>debates concerning the functions, powers and effectiveness of Congress in legislation, oversight and the power of the purse TC 1, 2, 6,7</li> <li>party system and committee system and their significance within Congress TC 1, 2, 6,7</li> <li>representative role of senators and representatives TC 1, 2, 6,7</li> <li>relative strengths of the House of Representatives and the Senate TC 1 6</li> <li>relationship of Congress to the executive branch of government and the Supreme Court. TC 1, 2, 6</li> </ul>	<p>bureaucracy and federal agencies, and why this relationship varies from one president to another TC 1, 2, 6</p> <ul style="list-style-type: none"> <li>one example that shows the waxing and waning of presidential power             <ul style="list-style-type: none"> <li>eg Franklin D. Roosevelt (FDR) and Executive Office of the President (EXOP), John F. Kennedy (JFK) and the Cuban missile crisis, Reagan and Clinton’s relationships with Congress, significance of which party controls Congress</li> <li>the debate about the ‘Imperial versus Imperilled Presidency’. TC 1,2 6</li> </ul> </li> </ul>	<p>Brown vs Topeka Board of Education (1954)          Miranda vs Arizona (1966)          The Burger Court 1969–1986          Roe vs Wade (1973)          United States vs Nixon (1974)          The Rehnquist Court 1986–2005          Texas vs Johnston (1989)          Bush vs Gore (2000)          The Roberts Court 2005 – present          District of Columbia vs Heller (2008)          Obergefell vs Hodges (2015)          significance of the judiciary in shaping one area of public policy in terms of, for example, federalism, civil rights, race, gender, punishment. TC 6 1</p> <p>debates about the nature of liberalism TC 1 4 7</p> <p>core liberal ideas and values concerning the individual and freedom</p>	<ul style="list-style-type: none"> <li>Edmund Burke – Anti-Jacobinism/Whig principles, Burke’s reaction to the American and French Revolutions</li> <li>Michael Oakeshott – importance of tradition/criticisms of rationalism, ‘Politics of Faith’ vs ‘Politics of Scepticism’</li> <li>Ayn Rand – opposition to collectivism and statism, rational and ethical egoism/individual rights</li> <li>Robert Nozick – limited functions of the State, justification of inequalities of wealth resulting from freely exchanged contracts TC 1,2,3,4,5,6,7.</li> </ul>	
<p><b>Assessment:</b></p>	<p>End of Topic Test US Congress          End of Topic Test Us Executive</p>	<p>PPE          End of topic Test Liberalism</p>	<p>End of Topic Test Conservatism</p>	<p>PPE</p>	<p>Past examination questions from past papers</p>
<p><b>Sequencing:</b></p>	<p>We have chosen to sequence the year 13 government because the legislative of the US is article 1 and students need to understand the legislative process first to see how laws are made before they look at the role of the president in their veto and powers, this then links to the role of the Supreme Court who will look at the impact of Judicial Review and how this can limit the roles of both the Congress and the Executive. The Liberalism unit is taught first as this is the basis of the other “isms” with conservatism being the development of a liberal political ideology, The final sections are aimed at comparison of US and UK systems as this will be the basis of the US paper 25 mark questions and builds on the work done in year 12.</p>				
<p><b>National Curriculum plus:</b></p>	<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"> <li>.</li> </ul>				



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