

KAA Curriculum Overview	History	Year 12 Politics: Paper I	EOY Exam	Sequencing and Progression	
<p><u>Rationale</u></p> <p>UK Politics</p> <p>This paper explores the nature of politics and how people engage in the political process in the UK. Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK’s democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. They will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government.</p> <p>This section allows students to understand the individual in the political process and their relationship with the state and their fellow citizens. Students will examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions. This component will further examine the role of the media in contemporary politics. It will also give students an understanding of voting patterns and voting behaviour.</p> <p>Core Political Ideas</p> <p>This section allows students to explore the three traditional political ideas of conservatism, liberalism and socialism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.</p>			<p>The AP3 Exam will feature a choice of two source-based 30 mark exam questions and two 30-mark essay questions looking at the UK Politics side of Component I.</p> <p>Content:</p> <ul style="list-style-type: none"> • Democracy and participation • Political parties • Elections and referendums • Voting behaviour and the media <p>Question types:</p> <ul style="list-style-type: none"> • Using the source, evaluate the view that... (30) • Evaluate the view that... (30) <p>Skills:</p>	<p>Students will not have studied Politics before and will have varying levels of contextual knowledge depending on their engagement with political news. As such, when new topics are introduced, it has to be assumed that students are starting from a complete novice level.</p> <p>A common misconception among students is that ‘sources’ in Politics are similar to in History. This is not the case and needs to be made explicit early on.</p>	<p>Students first study UK Politics (Aut1 - mid Sum1) and then Core Political Ideas (mid Sum1 - end of year).</p>

				<ul style="list-style-type: none"> • AO1: Knowledge and understanding • AO2: Analysis • AO3: Evaluation <p>Link to model exam papers here. https://drive.google.com/drive/folders/1rosZcwj1Pjz4nm4trBqpT4cOAXVzk7F-</p>		
Term (link to MTP)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic studied & Fertile Question	Democracy and participation <ul style="list-style-type: none"> • FQ1: Is democracy in crisis in the UK? • FQ2: Should more people be given the vote? • FQ3: Who are politicians influenced by? • FQ4: How effectively are our rights protected? 	Political Parties <ul style="list-style-type: none"> • FQ5: Do political parties make the UK more democratic? • FQ6: How did the UK's major political parties develop? • FQ7: How important are minor parties in UK politics? 	Political Parties <ul style="list-style-type: none"> • FQ8: Has the UK become a multiparty democracy? Elections and Referendums <ul style="list-style-type: none"> • FQ9: Why are different electoral systems used? • FQ10: Should the UK reform its electoral system? • FQ11: Are referendums good for the UK? 	Voting behaviour and the media <ul style="list-style-type: none"> • FQ12: What decides the outcome of elections? • FQ13: Why did the Conservatives win the election in 1979? • FQ14: Why did Labour win a landslide in 1997? • FQ15: Why did the Conservatives win a majority again in 2019? 	Voting behaviour and the media <ul style="list-style-type: none"> • FQ16: What influence does the media have on politics? UK Politics Consolidation (c. 8 lessons) Liberalism <ul style="list-style-type: none"> • FQ: How do the different strands of liberalism differ? 	Liberalism FQ: To what extent do liberals agree about different themes

<p>Adjustments following last assessments / evaluation.</p>	<p>When teaching pressure groups (including civil rights PGs), teach a narrower range of case studies in more detail.</p>	<p>More time spent on FQ6 - students found this complex last year and the teaching needs to be framed more towards potential exam questions, which tend to focus on how far parties or factions agree/disagree on certain issues.</p>		<p>Though there is a focus on three case studies, teach in more detail about other elections - e.g. 2010, 2015, 2017 - as these are also useful examples for essays.</p>	<p>More time spent on media in Sum1 to account for wider study of elections in Spr2.</p>	<p>TBC</p>
<p>Key knowledge and skills students need to have gained by the end of the unit</p>	<p>Current systems of representative democracy and direct democracy.</p> <ul style="list-style-type: none"> • The features of direct democracy and representative democracy. • The similarities and differences between direct democracy and representative democracy. • Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform. <p>A wider franchise and debates over suffrage.</p> <ul style="list-style-type: none"> • Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act 	<p>Political parties</p> <ul style="list-style-type: none"> • The functions and features of political parties in the UK's representative democracy. • How parties are currently funded and debates on the consequences of the current funding system. <p>Established political parties.</p> <ul style="list-style-type: none"> • The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign affairs. 	<p>UK political parties in context.</p> <ul style="list-style-type: none"> • The development of a multi-party system and its implications for government. • Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media. <p>Different electoral systems.</p> <ul style="list-style-type: none"> • First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Supplementary Vote (SV). • The advantages and disadvantages of 	<p>Case studies of three key general elections.</p> <ul style="list-style-type: none"> • Case studies of three elections (one from the period 1945–92, the 1997 election, and one since 1997), the results and their impact on parties and government. • The factors that explain the outcomes of these elections, including: <ul style="list-style-type: none"> ○ the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections ○ class-based voting and other factors influencing voting patterns, such as 	<p>The influence of the media.</p> <ul style="list-style-type: none"> • The Assessment of 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>Liberalism</p> <ul style="list-style-type: none"> • Core ideas and principles of liberalism and how they relate to human nature, the state, society and the economy • The differing views and tensions within liberalism: Classical Liberalism and Modern Liberalism. 	<p>John Locke (1632-1704)</p> <ul style="list-style-type: none"> • Social contract theory – society, state and government are based on a theoretical voluntary agreement. • Limited government – that government should be limited and based on consent from below. <p>Mary Wollstonecraft (1759–97)</p> <ul style="list-style-type: none"> • Reason – women are rational and independent beings capable of reason. • Formal equality – in order to be free, women should enjoy full civil liberties and be allowed to have a career.

	<p>and the 1918, 1928 and 1969 Representation of the People Acts.</p> <ul style="list-style-type: none"> • The work of the suffragists/ suffragettes to extend the franchise. • The work of a current movement to extend the franchise. <p>Pressure groups and other influences.</p> <ul style="list-style-type: none"> • How different pressure groups exert influence and how their methods and influence vary in contemporary politics. • Case studies of two different pressure groups, highlighting examples of how their methods and influence vary. • Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament. 	<p>Emerging and minor UK political parties.</p> <ul style="list-style-type: none"> • The importance of other parties in the UK. • The ideas and policies of two other minor parties. 	<p>these different systems.</p> <ul style="list-style-type: none"> • Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/ assembly. <p>Referendums and how they are used.</p> <ul style="list-style-type: none"> • How referendums have been used in the UK and their impact on UK political life since 1997. • The case for and against referendums in a representative democracy. <p>Electoral system analysis.</p> <ul style="list-style-type: none"> • Debates on why different electoral systems are used in the UK. • The impact of the electoral system on the government or type of government appointed. • The impact of different systems on party 	<p>partisanship and voting attachment</p> <ul style="list-style-type: none"> ○ gender, age, ethnicity and region as factors in influencing voting behaviour; turnout and trends. • Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary. 		<p>John Stuart Mill (1806-73)</p> <ul style="list-style-type: none"> • Harm principle – that individuals should be free to do anything except harm other individuals. • Tolerance – belief that the popularity of a view does not necessarily make it correct. <p>John Rawls (1921-2002)</p> <ul style="list-style-type: none"> • Theory of justice – opinion that society must be just and guarantee each citizen a life worth living. • The veil of ignorance – a hypothetical scenario where individuals agree on the type of society they want from a position where they lack knowledge of their own position in society. <p>Betty Friedan (1921-2006)</p> <ul style="list-style-type: none"> • Legal equality –
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	<p>Rights in context.</p> <ul style="list-style-type: none"> • Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010. • Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberties pressure groups – including the work of two contemporary civil liberties pressure groups. 		<p>representation and of electoral systems on voter choice.</p>			<p>women are as capable as men and that oppressive laws and social views must be overturned.</p> <ul style="list-style-type: none"> • Equal opportunity – women are being held back from their potential because of the limited number of jobs that are 'acceptable' for women
<p>How is understanding assessed at the end of the unit?</p>	<p>2 x timed in class essays</p>	<p>1 x timed in class essay API in formal conditions</p>	<p>2 x timed in class essay</p>	<p>1 x timed in class essay AP2 in formal conditions</p>	<p>2 x timed in class essay</p>	<p>AP3 in formal conditions 1 x practice ideologies essay</p>