

KAA Curriculum Overview		History	Year 12 Politics Paper 2	EOY Exam	Sequencing and Progression		
Rationale Politics is ultimately about people, but most political decisions are made by a branch of government whose roles and powers are determined by a set of rules: the constitution. This component is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. The component also gives students a base of comparison to other political systems. The component introduces students to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them, and considers where sovereignty now lies within this system. Students will explore the following key themes: the relative powers of the different branches of UK government; the extent to which the constitution has changed in recent years; the desirability of further change; and the current location of sovereignty within the UK political system.				What content and skills will be assessed in the EOY exam? Content: <ul style="list-style-type: none"> • Constitution • Parliament • Executive • Relations between branches Question types: <ul style="list-style-type: none"> • Using the source, evaluate... (30) • Evaluate... (30) Skills: <ul style="list-style-type: none"> • A01: Knowledge and Understanding • A02: Analysis • A03: Evaluation <p><i>Link to model exam papers here.</i> https://drive.google.com/drive/folders/1rosZcwj1Pjz4nm4trBapT4cOAXVzk7F-</p>		How does this year build on what they've learnt last year? N/A	How will it benefit them as they move forward next year? <ul style="list-style-type: none"> • Success at A-level • Awareness and understanding of political processes
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2	
Link to MTP Overview	https://docs.google.com/document/d/1UEd5_vq_OLflfATw7okzmZdJ6WGill0S/edit?usp=sharing&ouid=114739160511574411579&rtfpof=true&sd=true						
Topic studied & Fertile Question	1. Is the UK Constitution in need of Reform?	2. Is Parliament working effectively?	2. Is Parliament working effectively? 3. Is the Prime Minister too powerful?	3. Is the Prime Minister too powerful? 4. Is there an effective system of checks and balances in the UK?	4. Is there an effective system of checks and balances in the UK?	1. Is the US Constitution still effective?	
Adjustments following last assessments / evaluation.	N/A						

<p>Key knowledge and skills students need to have gained by the end of the unit</p>	<p>The nature and sources of the UK Constitution, including: • an overview of the development of the Constitution through key historical documents: o Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949); European Communities Act (1972) • the nature of the UK Constitution: unentrenched, uncodified and unitary, and the ‘twin pillars’ of parliamentary sovereignty and the rule of law • the five main sources of the UK Constitution: statute law; common law; conventions; authoritative works, and treaties (including European Union law). How the constitution has changed since 1997. • Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; Human Rights Act 1998; and the Supreme Court. • Under the Coalition 2010–15: Fixed Term Parliaments, Act 2011; further devolution to Wales. • Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum). The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK. • Devolution in England. • Scottish Parliament and Government. • Welsh Assembly and Government. • Northern</p>	<p>The structure and role of the House of Commons and House of Lords. • The selection of members of the House of Commons and House of Lords, including the different types of Peers. • The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled. The comparative powers of the House of Commons and House of Lords. • The exclusive powers of the House of Commons. • The main powers of the House of Lords. • Debates about the relative power of the two Houses. The legislative process. • The different stages a bill must go through to become law. • The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention. The ways in which Parliament interacts with the Executive. • The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege. • The work of select committees. • The role and significance of the opposition. • The purpose and nature of ministerial question time, including Prime Minister’s Questions.</p>	<p>The structure, role, and powers of the Executive. • Its structure, including Prime Minister, the Cabinet, junior ministers and government departments. • Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget. • The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power. The concept of ministerial responsibility. • The concept of individual ministerial responsibility. • The concept of collective ministerial responsibility. The Prime Minister and the Cabinet. 3.3.1 The power of the Prime Minister and the Cabinet. • The factors governing the Prime Minister’s selection of ministers. • The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed, and the balance of power between the Prime Minister and the Cabinet.</p>	<p>The powers of the Prime Minister and the Cabinet to dictate events and determine policy. • Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister. • Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control.</p> <p>The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes. • The role and composition of the Supreme Court. • The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent. • The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review.</p>	<p>The relationship between the Executive and Parliament. • The influence and effectiveness of Parliament in holding the Executive to account. • The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament. • The extent to which the balance of power between Parliament and the Executive has changed. The aims, role and impact of the European Union (EU) on the UK government. • The aims of the EU, including the ‘four freedoms’ of the single market, social policy, and political and economic union, and the extent to which these have been achieved. • The role of the EU in policy making. • The impact of the EU, including the main effects of at least two EU policies and their impact on the UK political system and UK policy making. The location of sovereignty in the UK political system. • The distinction between legal sovereignty and political sovereignty. • The extent to which sovereignty has moved between different branches of government. • Where sovereignty can now be said to lie in the UK</p>	<p>The nature of the US Constitution. • Vagueness of the document, codification and entrenchment. • The constitutional framework (powers) of the US branches of government. • The amendment process, including advantages and disadvantages of the formal process. The key features of the US Constitution (as listed below) and an evaluation of their effectiveness today. • Federalism. • Separation of powers and checks and balances. • Bipartisanship. • Limited government.</p>
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	<p>Ireland Assembly and Executive. Debates on further reform. • An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further. • The extent to which devolution should be extended in England. • Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights.</p>					
<p>How is understanding assessed at the end of the unit?</p> <p>Question types:</p> <ul style="list-style-type: none"> • Using the source, evaluate... (30) • Evaluate... (30) <p>Skills:</p> <ul style="list-style-type: none"> • A01: Knowledge and Understanding • A02: Analysis • A03: Evaluation 	<p>Source essay in class: Using the source, evaluate the view that Constitutional Reform since 1997 has not gone far enough.</p>	<p>AP1 Essay</p>	<p>Essay question in class: Evaluate the view that parliament is effective in performing its scrutinising function.</p>	<p>AP2 Source Essay</p>	<p>Source essay in class: Using the source, evaluate the view that the cabinet plays a meaningful role in British politics.</p>	<p>AP3 Essay and Source Essay</p>