



Key Stage 5 Curriculum Journey:

The Government and Politics department at Ashlawn seeks to teach learners the democratic processes, political ideology and the functions of different political institutions. In order that they know, understand and can apply political concepts to contemporary political party policies and social movements. This is important because it will enable young people to understand the core principles that underpin contemporary British values.

THE YEAR 12 CURRICULUM JOURNEY

	HALF TERM 1 and HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus					
	The UK Constitution, Democracy and participation and UK Parliament	Prime Minister and cabinet and UK political parties	Relationships between the branches of government and Electoral systems	Voting behaviour	Core and non-core ideologies
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Know about the rules underpin a representative democracy Understand whether the rules underpinning representative democracies static or fluid Understand laws (statute) Explain are rights and liberties Evaluate what things are considered good for a functioning democracy Understand how the public can influence policy 	<ul style="list-style-type: none"> Know what/who is the prime minister Understand the concept of a political party. Recognise the roles of a political party 	<ul style="list-style-type: none"> Appreciate the importance of checks and balances in a representative democracy Understand the notion that electoral systems have a great impact on electoral outcomes and affect claims surrounding democratic accountability 	<ul style="list-style-type: none"> Explain the notion that voters behaviour can be analysed and certain trends identified 	<ul style="list-style-type: none"> Understand the notion that certain political views can be grouped together into schools of thought and that these have an outward expression in terms of party policies
Core Knowledge and skills	<ul style="list-style-type: none"> Know about a codified and uncoded constitution Explain the 5 sources of the UK's uncoded constitution Understand what is meant by parliamentary sovereignty 	<ul style="list-style-type: none"> Explain the powers of the prime minister Understand the rules regarding individual and collective 	<ul style="list-style-type: none"> Know about the role of the UK Supreme Court. Know how members of the Supreme Court are appointed. 	<ul style="list-style-type: none"> Understand voting patterns according to demographics (age, gender, race, geography and social class/income). 	<ul style="list-style-type: none"> Know the core principals of the core ideologies (conservatism, liberalism and socialism) and one



	<ul style="list-style-type: none"> • Know the Parliamentary process for creating new statute law. • Understand what a pressure group is, and the ways of characterising them into different groupings. • Know what historic rights and liberties exist in UK statute law. 	<p>ministerial responsibility.</p> <ul style="list-style-type: none"> • Know about the policies of the main 3 UK political parties and 2 minor parties. 	<ul style="list-style-type: none"> • Brief history of the EEC and EU. • Know about the roles of an MP and the qualities that are seen as desirable in representatives within a representative democracy. • Understand what a referendum is. 		<p>non-core ideology (nationalism).</p>
<p>Developmental Knowledge and Skills</p>	<ul style="list-style-type: none"> • Analyse past reforms to the UK's constitution • Analyse the impact devolution has had upon the UK's constitution and parliamentary sovereignty. • Analyse the ways in which Parliament holds the executive to account. • Analyse the methods used by pressure groups • Analyse the differences between positive and negative rights. • Analyse the impact of the Human Rights Act on UK rights and liberties. 	<ul style="list-style-type: none"> • Analyse the power a prime minister has over their cabinet and appointments to it. • Analyse the effectiveness of reforms to party funding models • Analyse the changing nature of the 3 main political parties' policies over time. 	<ul style="list-style-type: none"> • Analyse the role of the Supreme Court in providing checks and balances on the executive and legislature. • Analyse the role the legislature has on providing checks and balances on the executive. • Analyse the impact the EU had on UK public policy. • Analysing the strengths and weakness of first past the post electoral system • Analyse the strengths and weakness of alternative electoral systems. • Analyse the strengths and weakness of referenda. 	<ul style="list-style-type: none"> • Apply knowledge of voting modes (rational choice, social structure, dominant ideology, voting context and party identification) and voter trends. 	<ul style="list-style-type: none"> • Analyse the impact the key thinkers for each of the core ideologies and non-core ideology nationalism had upon creating the core principles of the ideologies.



Complex Knowledge	<ul style="list-style-type: none">• Evaluate the need for further constitutional reform.• Evaluate the effectiveness of Parliamentary scrutiny of the executive.• Evaluate the factors that affect the likelihood of a pressure groups success.• Evaluate whether the Human Rights Act is a step towards entrenched positive rights.	<ul style="list-style-type: none">• Evaluate the effectiveness and styles of several recent prime ministers.• Evaluate if political party funding needs further reform.• Evaluate if there have been periods where the main 3 political parties' policies have converged and diverged from each other.• Evaluate the impact minor parties have had on the policies of the 3 main parties.	<ul style="list-style-type: none">• Evaluate whether the legislature (Parliament) is effective at holding the executive (government) to account or not.• Evaluate whether the judiciary (Supreme Court) is effective at holding the executive (government) to account or not.• Evaluate whether or not the executive (government) is effective or not in its attempts to dominate the legislature (Parliament). Evaluating if an alternative electoral system should be used to replace first past the post for general elections.• Evaluate the impact other electoral systems have had on the devolved regions of the UK.• Evaluate the effectiveness of referenda in constitutional reform through individual case studies.	<ul style="list-style-type: none">• Evaluate 3 general elections to see if voter models and trends can be applied.	<ul style="list-style-type: none">• Evaluate the similarities and differences between the different factions within each of the core ideologies and the non-core ideology of nationalism.
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<p>Literacy (including reading)</p>	<ul style="list-style-type: none"> • Reading contemporary articles on the UK constitution • Knowing how to apply key politics terminology, particularly about the UK parliament. • Comparison of perspectives and ideas – being able to identify similarities and differences with regards to the constitution. 	<ul style="list-style-type: none"> • Reading contemporary articles on the PM, the cabinet and on political parties • Knowing how to apply key politics terminology about the cabinet and political parties • Comparison of perspectives and ideas – being able to identify similarities and differences particularly between political parties 	<ul style="list-style-type: none"> • Reading contemporary articles on the branches of government and electoral systems • Knowing how to apply key politics terminology, particularly on the electoral system • Comparison of perspectives and ideas – being able to identify similarities and differences on the branches of government 	<ul style="list-style-type: none"> • Reading contemporary articles on voting behaviour in the UK • Knowing how to apply key politics terminology on voting • Comparison of perspectives and ideas – being able to identify similarities and differences on voting behaviours 	<ul style="list-style-type: none"> • Reading contemporary articles on core and non-core ideologies • Knowing how to apply key politics terminology, particularly associated with ideologies • Comparison of perspectives and ideas – being able to identify similarities and differences of ideologies.
<p>Cultural Capital</p>	<ul style="list-style-type: none"> • Knowledge of Britain’s democracy and how this has shaped cultural values and attitudes. • Appreciate the idea of parliament as a symbol for British culture, freedom and democracy 	<ul style="list-style-type: none"> • Understand a range of political views/opinions, and how these have come to shape culture and society over time 	<ul style="list-style-type: none"> • Understand how the different branches of government contribute to the rich culture of the UK 	<ul style="list-style-type: none"> • Understand the influence of personal background on people’s personal politics, and how this has influenced cultural attitudes • Empathise with others’ experiences and cultural expectations to help develop an understanding of others’ life styles and life chances 	<ul style="list-style-type: none"> • Recognise how different ideologies affect political decision-making, and how these shape social and cultural attitudes
<p>Social, Moral, Spiritual and Cultural Development</p>	<ul style="list-style-type: none"> • Students developing empathy for others. • Ability to be reflective on own beliefs and attitudes • Pupils to develop an awareness of right and wrong in the context of rights and liberties. 	<ul style="list-style-type: none"> • Ability to be reflective on own beliefs and attitudes. 	<ul style="list-style-type: none"> • Knowledge of Britain’s democracy and how this has shaped values and attitudes. 	<ul style="list-style-type: none"> • Knowledge of Britain’s democracy and how this has shaped values and attitudes. 	<ul style="list-style-type: none"> • Ability to be reflective on own beliefs and the faiths and beliefs of others.
<p>Fundamental British Values</p>	<ul style="list-style-type: none"> • Recognise the role that democracy plays in our decision-making and behaviours • Appreciate that equality is at the heart of democracy 	<ul style="list-style-type: none"> • Understand how democracy and the rule of law has shaped political and government policies. 	<ul style="list-style-type: none"> • Know that democracy and the rule of law determine the shape 	<ul style="list-style-type: none"> • Understand how voting operates through the principles and practices of democracy and the rule of law. 	<ul style="list-style-type: none"> • Tolerance of those of different faiths and beliefs.



	<ul style="list-style-type: none"> • Understand that individual liberty is enshrined as a human right, protected in law • Respect for different cultural backgrounds. • Understand how Parliament functions using British values at its core 	<ul style="list-style-type: none"> • Appreciate how the cabinet and the different political parties operate through British values, particularly through democracy, equality, tolerance the rule of law 	<p>of government and party policies.</p>	<ul style="list-style-type: none"> • Respect for different cultural backgrounds. 	
Assessment	<ul style="list-style-type: none"> • Exam style Q2a/b.) 30 mark essay question <i>'Evaluate the view that a pressure group's resources is the most important factor in determining its success?'</i> • Exam style Q2a/b.) 30 mark essay question <i>'Evaluate the view that the UK's constitution needs codifying?'</i> • Exam style Q1a/b.) 30 mark source question <i>'Using the source, evaluate the view that backbenchers are unable to effectively scrutinise the executive?'</i> • Feedback lesson with specific question appropriate feedback provided. • Redrafting answer in green pen using feedback to guide. 	<ul style="list-style-type: none"> • Exam style Q1a/b.) 30 mark source question <i>'Using the source, evaluate the view that the UK has a cabinet government?'</i> • Exam style Q2a/b.) 30 mark essay question <i>'Evaluate the view that the Labour Party has kept to its original principles?'</i> • Exam style Q1a/b.) 30 mark source question <i>'Using the source, evaluate the view that party funding needs to be further reformed?'</i> • Feedback lesson with specific question appropriate feedback provided. 	<ul style="list-style-type: none"> • Exam style Q1a/b.) 30 mark source question <i>'Using the source, evaluate the view that the role of judges in protecting rights in the UK is of great importance?'</i> • Exam style Q1a/b.) 30 mark source question <i>'Using the source, evaluate the view that it is inappropriate to use referendums to determine important political and constitutional issues?'</i> • Feedback lesson with specific question 	<ul style="list-style-type: none"> • Exam style Q2a/b.) 30 mark essay question <i>'Evaluate the view that demographic factors are the most important influence in voting behaviour'</i> • Feedback lesson with specific question appropriate feedback provided. • Redrafting answer in green pen using feedback to guide. 	<ul style="list-style-type: none"> • Exam style Q3a/b.) 24 mark essay question <i>'To what extent do conservatives agree on the role of human nature?'</i> • Exam style Q3a/b.) 24 mark essay question <i>'To what extent do liberals agree on the role of the state?'</i> <p>Choose 1 of the following:</p> <ul style="list-style-type: none"> • <i>'To what extent do nationalists promote instability and war?'</i> (24 marks) • <i>'To what extent is nationalism an exclusive ideology?'</i> (24 marks) • Feedback lesson with specific question




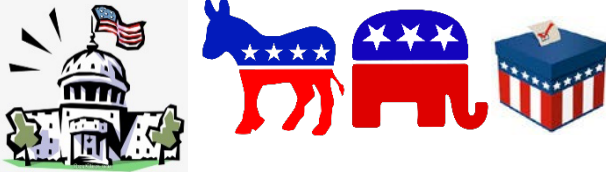
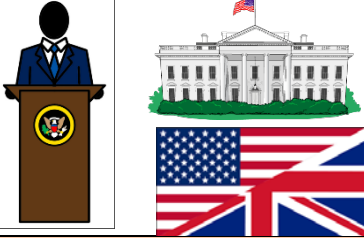

		<ul style="list-style-type: none">• Redrafting answer in green pen using feedback to guide.	<p>appropriate feedback provided.</p> <ul style="list-style-type: none">• Redrafting answer in green pen using feedback to guide.		<p>appropriate feedback provided.</p> <ul style="list-style-type: none">• Redrafting answer in green pen using feedback to guide.
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The Government and Politics department at Ashlawn seeks to teach learners the democratic processes, political ideology and the functions of different political institutions. In order that they know, understand and can apply political concepts to contemporary political party policies and social movements. This is important because it will enable young people to understand the core principles that underpin contemporary British values.

THE YEAR 13 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2 and 3	HALF TERM 4	HALF TERM 5
				
	USA Constitution and USA Rights and liberties and the Supreme Court	Congress and USA Democracy and participation	President and Comparative approaches	Exam Preparation – Revision and Practice
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Understand a codified and an uncodified constitution. Know about positive and negative rights. 	<ul style="list-style-type: none"> Recognise bicameral legislative houses Know the processes required in the passage of legislation. Recognise the need for legislative checks and balances of executive power in a representative democracy. Explain the importance of election processes in shaping democracies. Explain the importance of political parties in representative democracies. Understand the notion that voting behaviour can be analysed and categorised. Recognise the role of interest groups. Explain how demographic factors can influence voting behaviour 	<ul style="list-style-type: none"> Understand the presidential form of USA government Recognise similarities and differences have been encountered between the USA and UK’s political systems throughout the course. 	<ul style="list-style-type: none"> Know the central elements of each topic (UK democracy and participation, UK political parties, UK electoral systems, UK voting behaviour, Core ideologies, UK constitution, UK Parliament, prime minister and cabinet, UK relationship between branches of government, non-core ideologies, USA Constitution, USA Rights and liberties and the Supreme Court, Congress, USA Democracy and participation, President and Comparative approaches)
Core Knowledge and skills	<ul style="list-style-type: none"> Understand the origin and core elements of the USA constitution. Explain the sources of rights and liberties in the USA (Bill of rights and later 	<ul style="list-style-type: none"> Understand the different roles and powers of the House of Representatives and Senate. Understand of the process of creating new legislation. Recognise the steps of a presidential election process. Know about the sources of election funding. 	<ul style="list-style-type: none"> Understand and explain the function, roles and powers of the USA’s presidential office. Identify specific examples of similarities and differences between the USA and UK’s political 	<ul style="list-style-type: none"> Explore the different skills approaches to access examination questions.



	<p>amendments to the constitution, statute law/legislation, the Supreme Court and interest groups.</p> <ul style="list-style-type: none"> Apply and understanding of historical context of racial minority rights. 	<ul style="list-style-type: none"> Understand the policies of the Democrat and Republican party. Give examples of USA interest groups. Explain which different demographics vote for which USA parties. 	<p>systems throughout the course for synoptic questions.</p>	
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Understand the amendment process to the USA Constitution with specific examples. Analyse federalism and the areas of policy controlled by the federal government vs the states. Analyse checks and balances within the USA's true separation of powers system. Analyse constitutional amendments relating to rights and liberties. Analyse the Supreme Court appointment process. Analyse USA racial minority rights through constitutional amendments, legislation, Supreme Court rulings and interest groups. 	<ul style="list-style-type: none"> Analyse the importance of midterm congressional elections. Analyse Congress' role as oversight against the power of the president (executive) Analyse the importance of each step of the presidential election process. Analyse steps at election funding reform. Analysis of the divisions within the Democrats and Republican Parties. Categorising USA interest groups into different criteria. Analyse the reasons different demographics vote for different parties. 	<ul style="list-style-type: none"> Analyse the roles of the Executive Office of the President (EXOP) Analyse what is meant by the term 'imperial presidency'. Understand what the comparative approaches (structural, rational and cultural) are that will be used to explain similarities and differences between the USA and UK's political systems. 	<ul style="list-style-type: none"> Apply theory across all topics.
Complex Knowledge	<ul style="list-style-type: none"> Evaluate the effectiveness of the USA constitution and the changing nature of federalism over time. Evaluate the politicised nature of the appointment process to the Supreme Court. Evaluate the role the Supreme Court has on 	<ul style="list-style-type: none"> Evaluate the effectiveness of Congress in passing legislation. Evaluating the effectiveness of Congress providing oversight against the power of the president (executive). Evaluate whether or not Congress has become more partisan over time. Evaluation of which is the most important step in the presidential election process 	<ul style="list-style-type: none"> Evaluate the relationship between the presidency (executive) and Congress (legislature) Evaluate the how effective specific presidents have been at implementing their policy objectives. Evaluate where presidents have more success, domestic or foreign affairs. 	<ul style="list-style-type: none"> Evaluate synoptic elements of the course and how key terminology can be applied across all areas of government and Politics.



	<p>creating public policy and debates and arguments surrounding this.</p> <ul style="list-style-type: none"> Evaluate the effectiveness of rights and liberty provision for ethnic minorities. 	<ul style="list-style-type: none"> Evaluation of how democratic the presidential election process is and possible reforms that could improve it. Evaluate the success of election funding regulation, including limits placed by Supreme Court rulings. Evaluation of whether or not the USA is a two party system or a multi-party system. Evaluate the most successful tactics used by USA interest groups, including the importance of 'access points' within the separation of powers. Application of demographics to voting trends across specific elections. 	<ul style="list-style-type: none"> Evaluate whether or not an 'imperial presidency' has/does exist. Evaluate the reasons for similarities and differences between the USA and UK's political systems by applying the comparative approaches (structural, rational and cultural). 	
Literacy (including reading)	<ul style="list-style-type: none"> Reading contemporary articles on the US constitution and the Supreme Court Knowing how to apply key politics terminology in US democracy Comparison of perspectives and ideas – being able to identify similarities and differences, focusing particularly on the US constitution 	<ul style="list-style-type: none"> Reading contemporary articles on Congress and democracy in the United States Knowing how to apply key politics terminology associated with the American democratic system Comparison of perspectives and ideas, particularly between the US and British democratic system 	<ul style="list-style-type: none"> Reading contemporary articles on comparative presidential approaches Knowing how to apply key politics terminology to presidential approaches to government Comparison of perspectives and ideas between different presidential approaches to government 	<ul style="list-style-type: none"> Reading contemporary articles on a variety of British and American political approaches Consolidating the use of key politics terminology across all the topics that have been studied Evaluate different perspectives and approaches to democracy
Cultural Capital	<ul style="list-style-type: none"> Compare how different Western democracies differ from the British model, and appreciate how this influences cultural and societal attitudes and behaviours 	<ul style="list-style-type: none"> Understand how the US democratic system is similar and different to the British democratic system. 	<ul style="list-style-type: none"> Encouraging students to empathise with a range of political views/opinions and ideological perspectives, and recognise how these have shaped cultural practices 	<ul style="list-style-type: none"> Students appreciate the different cultural practices and how these have emerged from different democratic practices
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> reflect on own beliefs and attitudes Knowledge of USA's democracy and how this has influenced world politics and 	<ul style="list-style-type: none"> Appreciate how different ideas about democracy and government both shape and reflect our societal and individual behaviours 	<ul style="list-style-type: none"> Pupils to develop an awareness of right and wrong in the context of rights and liberties. 	<ul style="list-style-type: none"> Ability to be reflective on own beliefs and attitudes Knowledge of USA's democracy and how this has shaped our values and attitudes.



	our understanding of moral political purpose			
Fundamental British Values	<ul style="list-style-type: none"> Appreciate how American democracy differs from British democracy, and how this affects social and cultural attitudes Understand the role of equality and freedom in the American constitution. 	<ul style="list-style-type: none"> Appreciate the importance of participation in the democratic process and how the voting is an enactment of the democratic process 	<ul style="list-style-type: none"> Examine how the different presidential campaigns reveal and emphasise different cultural values and ideologies, and explore how these differ from British values and ideologies 	<ul style="list-style-type: none"> Recognise the importance of individual liberty and freedom as a foundation for modern democratic political systems Respect for different cultural backgrounds and tolerance of those of different faiths, beliefs and ideological perspectives
Assessment	<ul style="list-style-type: none"> <i>‘Evaluate the view that the Supreme Court is the most important factor in protecting constitutional rights in recent years’</i> (30 marks) <i>‘Evaluate the extent to which the constitution achieves its aims of sharing power among the differing bodies’</i> (30 marks) Feedback lesson with specific question appropriate feedback provided. Redrafting answer in green pen using feedback to guide. 	<ul style="list-style-type: none"> <i>‘Evaluate the argument that the process of selecting presidential candidates is deeply flawed’</i> (30 marks) <i>‘Evaluate the extent to which Congress is a representative institution’</i> (30 marks) Feedback lesson with specific question appropriate feedback provided. Redrafting answer in green pen using feedback to guide. 	<ul style="list-style-type: none"> <i>‘Examine the similarities and differences between US federalism and UK devolution’</i> (12 marks) <i>‘Analyse the differences between the UK and the US constitutions.’</i> (12 marks) In your answer you must consider the relevance of at least 1 comparative theory (12 marks) <i>‘Analyse the differing powers of Parliament and Congress.’</i> (12 marks) <i>‘Evaluate the extent to which the House of Commons has the same powers as the House of Representatives’.</i> In your answer you must consider the relevance of at least one comparative theory (12 marks) <i>‘Examine the ways in which rights and liberties are protected in the USA and UK.’</i> (12 marks) <i>‘Analyse the differences in how rights are protected in the US and the UK constitutions.’</i> In your answer you must consider the 	Planning answers to exam questions from the revision booklets



			<p>relevance of at least one comparative theory (12 marks)</p> <ul style="list-style-type: none">• <i>'Examine the ways in which party and election campaign funding in the US and the UK are similar.'</i> (12 marks)• <i>'Analyse the differences in party unity in the US and in the UK.'</i> In your answer you must consider the relevance of at least one comparative theory (12 marks)• Feedback lesson with specific question appropriate feedback provided.• Redrafting answer in green pen using feedback to guide.	
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