



Scheme of Work: A Level Government and Politics

Core and Non-Core (Feminism) Political Ideas

The scheme of work covers the core political ideologies of Liberalism, Conservatism and Socialism from paper 1 and the Non-Core ideology of feminism from paper 2. To gain a full appreciation for the non-core ideology of feminism it is important to cover the core ideologies first. Students will gain skills in evaluation, reflective thinking and applying new concepts to the political material studied previously. These units lend themselves to being taught concurrently with the political parties module in paper 1.

	Lesson Title	Content/ Issue (WALT's	H o u r s	Possible Teaching Activities and Homework	Exam Practice	Link to PLCs	Learning Styles Differentiation Opportunities	Learning Outcomes (Student)	Resources
Political Ideas									
Core Political Ideas	<u>Introduction to Political Ideas</u>	Understand how the new module fits into the A Level. Familiarise ourselves with key words and concepts	1	Students discuss what an ideology is, and hear a clear definition. They fill in a questionnaire which explores different political dilemmas, pupils must say what their response is. Then class discussion about what responses were chosen and why. Pupils then listen to a PPT which introduces the 3 different core ideologies. They fill in their note sheet as they go. Finally they compile a glossary from the core textbook to help them understand key words and phrases.	/		Guided support sheet. Glossary to support weaker students.	Students will understand dhow they will be examined on this topic. They will have a basic grasp of each ideology	PPT, questionnaire, core textbook, notesheet
	<u>What is liberalism?</u>	Understand where liberalism came from and gain a historical context. Start to examine the core beliefs of the system.	1	Starter image of Martin Luther to prompt student discussion about the Enlightenment. Teacher explanation of what the Enlightenment is and ideas behind the French Revolution. Introduce students to each core value through discussion and YouTube clips. Students take more detailed notes using the core textbook. Students receive a photocopy of the textbook and colour code Locke's view on human nature and the state. They create a tweet summarising his views on human nature and 8 key words to summarise the state.	/	CP8	Variety of learning styles- images and video to prompt discussion.	Students will understand where liberalism came from. They will understand liberal views on individualism and freedom and the views on John Locke.	PPT, notesheet, core textbook
	<u>What is liberalism?</u>	Examine the core beliefs of liberalism.	1	Students recap over the content of the previous lesson by revising their notes and completing a knowledge test. Teacher introduces 2 more core principles and students make notes. Students discuss ideas pretending to be government ministers about how they would create a level playing field to introduce equality of opportunity. Plenary- pupils think of key words beginning with F, H, R and L Homework- Notes on 'Liberal Democracy'	/	CP8, CP13	Variety of learning styles- images and video to prompt discussion.	Students will understand the remaining views on liberalism.	PPT, notesheet
	<u>Key thinkers</u>	Understand and analyse the views of 3 more liberal thinkers	1	Starter- 'John Stuart Mill and John Locke are having a pint'- students draw out similarities and differences between the thinkers. Students use a variety of YouTube clips, textbook materials to make notes on 3 other key thinkers. They do John Rawls' thought experiment to think about what makes a good state.	/	CP8, CP9, CP13	Variety of learning styles- images and video to prompt discussion.	Student will understand and have analyse the views of Mary Wollstonecraft, Betty Friedan and John Rawls.	PPT, notesheet, textbook
	<u>Modern and Classical liberalism</u>	Understand and analyse the differences between modern and classical liberalism	1	Students work in pairs and each person focuses on a different form of liberalism. They use the core textbook and an article to gather their information. They must then teach their idea to their partner using a variety of methods- play doh, whiteboards etc. Depending on time, students may either copy up their partners notes or photocopy them. They test each other with 3 quiz questions. Homework- podcast on freedom.	/	CP11, CP12, CP13	Paired work to provide peer support. A variety of learning styles used by pupils to teach each other.	Students will understand the differences between classical and modern liberalism.	PPT, notesheet, textbook, article
	<u>Review of liberalism</u>	Recap key terms Make a mindmap of the whole topic.	1	Starter- Pictionary of key terms and people. Students then need to use their notes to create an A3 mindmap of the whole topic. Homework- Revise all content for exam practice next lesson.	/	CP8-13	Paired support- Pictionary Mindmap- visual learners	Students will have recapped over key terms. They will have made an A3 mindmap.	PPT, Pictionary lists, A3 paper
	<u>Exam analysis technique and question</u>	Understand what makes a high level answer. Complete a practice question.	1	Students look at mark scheme and analyse the top levels to see what kind of response is required. They examine a sample answer and colour code references to key thinkers and references back to the question.	To what extent do Liberals believe in equality? You must use appropriate thinkers you have studied to support		Use of mark scheme and sample answer for AFL.	Students will understand what makes a high level response. Complete an exam question.	PPT, Mark scheme and sample answer.

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					your answer. (24 marks)				
	<u>Conservatism: Key Ideas</u>	Gain and introduction to the ideas underpinning conservatism Understand and analyse the key principles	2	Pupils are given a teacher led overview of what conservatism means. They then examine each of the key concepts in turn (there are 6) using the core textbook to make notes on a guided support sheet. In between each concept, a teacher led introduction will be given with small discussion tasks to 'hook' students into the idea. Eg. On discussion of human nature- a photo of the killer of Jamie Bulgar and Harold Shipman. HOMEWORK- a key concept mindmap of everything they have learned.	/	CP1, CP2, CP3	Guided support sheet.	Students should know the 6 key concepts of conservatism and what they mean.	PPT, Core textbook, notesheet
	<u>Key Conservative thinkers</u>	Recap understanding of core conservative values. Introduce more key thinkers. Evaluate how their thinkers fit into our understanding.	1	Starter- use mindmap to create 2 quiz questions for partner. Recap over Hobbes and Rand by watching YouTube clip. Pupils are then introduced to Edmund Burke. They are given a photocopy of information and they colour code views on Hobbes and views on Burke to enable students to see the contrast. Teacher introduces Oakeshott and Nozick and pupils take detailed notes using the core textbook. Pupils are then given cards about the 5 key thinkers and their views on state, economy, society and human nature. They have to sort the cards into the correct categories.	/	CP2, CP3, CP4, CP5, CP6, CP7	Guided support sheet, kinaesthetic learners will gain from card sort	Students will understand the views of 3 more thinkers.	PPT, photocopy of other core textbook. Card sort.
	<u>Conservatism exam themes</u>	Understand the form exam questions will take. Evaluate a question and produce a detailed plan.	1	Teacher talks through the form the exam questions will take. Students look at a possible question and consider how it may be structured. They use the mark scheme to understand how to reach the top levels. They then work with a partner to plan out each paragraph.	To what extent is Conservatism an ideology suited to the rich and powerful in our society? You must use appropriate thinkers you have studied to support your answer. (24 marks)		AFL resources- markscheme. Paired support to share ideas to plan the question.	Students will have gained further understanding of how to answer exam questions.	PPT, markscheme
	<u>When did socialism emerge</u>	Understand how socialism fits into our understanding of European history		Starter- Students sort 'big' European events into chronological order. They start to draw links and connections between events and discuss key causes and events. They then use the template to add notes to their timelines. This should give them a background into where socialism emerged in history. They then add key thinkers to the timeline.	/	CP14	Guided note sheet, Paired card sort task	Students will gain an understanding of how socialism fits into European history. They will produce detailed timelines to how socialism emerged.	PPT, card sort, textbook, guided note sheet

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	<u>Key definitions and background</u>	Understand key words relating to the topic Discuss the origins of socialism	1	Starter- students match key words to the definitions (key words on the spec) Students use the note sheet to add detail to their understanding of socialism. They use class discussion and an Andrew Marr documentary to complete the note sheet.	/	CP15	Guided note sheet, paired card sort task	Students will have key definitions sheets to aid further study. They will have detailed notes on how socialism emerged in Europe.	PPT, card sort, note sheet, Andrew Marr documentary
	<u>Core political ideas</u>	Explain the core ideas and principles of socialism	2	Students use a combination of PPT and core textbook notes to understand and explain the 5 core principles of socialism. HOMEWORK X2- Students prepare presentations on a cooperative movement and Karl Marx and Rosa Luxemburg.	/	CP16	Guided note sheet	Students will have detailed notes on the core principles of socialism. They will develop their presentation skills when sharing their research.	PPT, note sheet, core textbook
	<u>Differing views and tensions within socialism</u>	Understand the different strands of socialism	2	Students are introduced to revolutionary socialism and democratic via PPT and class discussion. They complete the Third Way notesheet using information cards. HOMEWORK- complete presentations on the final 3 key thinkers.	/	CP19, CP20, CP21	Guided note sheet,	Students will have detailed notes on the different strands of socialism and will develop independent research skills.	PPT, note sheets, information cards
	<u>Summary</u>	Produce a summary of the socialism topic	1-2	Students will complete an A3 summary sheet which includes all the key thinkers, key concepts and ideas. This will enable them to draw all their research together.	/	CP17, CP18, CP22	Guided note sheet	Students will have a detailed summary sheet of the socialism topic.	Summary sheet
	<u>Assessment</u>	Complete a 24 mark essay	1	To what extent are different socialists committed to 'equality of outcome'? Explain your answer with reference to at least 2 key thinkers.	To what extent are different socialists committed to 'equality of outcome'? Explain your answer with reference to at least 2 key thinkers.		/	Completed essay question	Question
Non Core Idea: Feminism	<u>1 What is feminism</u>	Understand a basic definition of what feminism means. Examine the historical background of the feminist movement.	1	Starter- prompted by a series of images and quotes, students work in pairs on whiteboards to answer the following questions: 1. Come up with a definition of feminism. 2. What challenges does feminism face today? 3. Do you think men and women are equal? They then watch a clip on YouTube to create a definition of feminism. They use photocopied resources to create a timeline of the different waves of feminism. They conclude by watching an 'anti feminist' clip and discuss the views it expresses.	/	NCP1	Guided note sheet, paired discussion	Students will have discussed their own ideas about feminism and gain an overview on how it developed.	PPT, textbook photocopy, YouTube Clips.
	<u>2 Core Ideas</u>	Understand the core ideas and principles of feminism	2	Students use a mixture of PPT slides and YouTube clips to make notes on the core values of feminism. They make a facebook profile of Simone de Beauvoir and answer questions on bell hooks. HOMEWORK: Research the #metoo movement and present their findings.	/	NCP1, NCP2, NCP3	Guided support sheet	Students will have a detailed pack of notes on the core values of feminism, Simone de Beauvoir and bell hooks.	PPT, note sheet

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	<u>3. Key thinkers in the feminist movement</u>	Understand the analyse the theories of 3 more core thinkers	1	Starter- students summarise the views of de Beauvoir and hooks onto a post it note each. They use textbook notes to highlight core information, answer questions and 'tweet' to understand the views of each thinker. They then try and build up links and connections between the thinkers. Names of the thinkers are laid out across tables. Students look at the names and add pieces of string where they can see a connection between the thinkers. They write down the connection on a post it note.	/	NCP2, NCP3, NCP6	Guided support sheet Peer support and collaboration Kinaesthetic connections activity	Students will have a pack of notes on the remaining core 3 thinkers.	PPT, notesheet, post it notes, string
	<u>4. Different strands of the feminist movement</u>	Understand the principles of Liberal, Socialist Radical and Postmodern Feminism. Evaluate their similarities and differences.	1	Students work in groups of 4 to build up 4 different mind maps that summarise each strand of feminism. They use the core textbook to write down the problems, solutions and core thinkers for each strand, swapping around in between each topic to contribute to a different mind map. They use different colours for each stage. They then use these notes to plan a response to the question "To what extent is feminism a single doctrine?" Teacher then shows a detailed plan.	To what extent is feminism a single doctrine?	NCP3, NCP4, NCP5, NCP6	Peer support	Students will have 4 mind maps on each of the 4 strands of feminism.	PPT, core textbook, A3 paper
	<u>5 Assessment</u>	Answer exam question	1	To what extent do radical feminists criticise liberal feminists? You must use appropriate thinkers you have studied to support your answer. (24 marks)	To what extent do radical feminists criticise liberal feminists? You must use appropriate thinkers you have studied to support your answer. (25 marks)	NCP6, NCP5	/	Students will have completed exam practice	Exam question