



# YEAR 12 2021-2022 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Democracy, Constitution and Parliament

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| <b>Curriculum Intent</b>                                  | <p>In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:</p>   |
| <b>Skills/Assessment Objective Links</b>                  | <p><b>AO1 Knowledge &amp; understanding</b></p> <ul style="list-style-type: none"> <li>- Your ability to identify relevant source arguments</li> <li>- Your use of key terminology and examples to support source arguments.</li> </ul> <p><b>AO2 Analysis</b></p> <ul style="list-style-type: none"> <li>- Comparing different source arguments</li> <li>- Developing source arguments and examples.</li> <li>- Giving reasons for why the source argument is important to the question</li> </ul> <p><b>AO3 Judgement/Evaluation</b></p> <ul style="list-style-type: none"> <li>- Conclusion that outlines what you think and explains why you think it.</li> <li>- Deciding which of the source arguments are the strongest and weakest, and why</li> <li>- Regularly signposting arguments throughout your essay</li> </ul> <p>PAPER 1: Democracy</p> <p>PAPER 2: Constitution and Parliament</p> <p>See PLC lists below</p>  |
| <b>Spiritual, moral, social, and cultural development</b> | <p><b>SMSC:</b> Understanding the value of democracy and equal rights to all (link to suffragette topic) Engagement in the political system through pressure groups- link to case studies such as BLM. Representation in parliament- women and BAME.</p> <p><b>PSHE/British Values:</b> Understanding how the British political system works and how the constitution has shaped our country. Value of democracy. Role of an MP in the political process and how your vote counts.</p> <p><b>Skills Builder:</b> Transferrable skills of analysis and evaluation.</p>   |
| <b>Numeracy</b>   |   |
| <b>Literacy</b>   | <p><b>Vocabulary Tier 2:</b> Democracy, convention, source, flexible, rigid, representation, franchise, pressure groups, civil liberties, scrutiny, representation</p> <p><b>Vocabulary Tier 3:</b> unitary, federal, codified, uncodified, House of Commons, House of Lords, life and hereditary peer, devolution, constitutional reform act, select committees, private member's bills, public bills, backbenchers.</p> <p><b>Reading:</b> Students will read academic textbooks and articles. They will also analyse source materials and look for key arguments to support or challenge a question. There will be regular opportunities for pupils to read articles from 'Politics Review' to widen their understanding.</p> <p><b>Writing:</b> Students will complete exam questions and develop skills of essay writing- focusing on PEACE paragraphs.</p> <p><b>Oracy:</b> Students will engage in discussion tasks. Eg. Do you think people should be able to vote at 16? Does it matter if parliament is not representative? What role should an MP play? How well are rights protected in the UK today?</p> |
| <b>Becoming future ready</b>                              | <p><b>Careers/Employability:</b> Debates and discussion develop oracy skills. Students will develop analysis skills through their examination of source material. They will develop literacy skills by reading academic texts and constructing essays.</p> <p>This could prepare students for careers in areas such as: law, education, civil service, data analysis, journalism and many more.</p>   |
| <b>Adaptation</b>   | <p>Throughout this topic, quality first teaching will provide differentiation:</p>  |
| <b>QFT/SEND Provision</b>                                 | <p><b>By product:</b> Additional reading and expectation of further research into current events for HA students.</p> <p><b>By resource:</b> AFL mark schemes, personalized now tasks</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>  |

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| <b>Implementat<br/>ion<br/>Curriculum<br/>Delivery</b>   | PLC FOR PAPER 1:  |
|  | POL1: Understand the difference between direct and representative democracy.  |
|  | POL2: Evaluate the advantages and disadvantages of each type of democracy.  |
|  | POL3: Understand the ways people participate in politics beyond voting.   |
|  | POL4: Evaluate the problems with representative democracy in the UK including the participation crisis.   |
|  | POL5: Understand debates on how and why democracy should be reformed in the UK.   |
|  | POL6: Understand the key moments in the widening of the franchise and consider the impact of each event.  |
|  | POL7: Consider the impact of withholding a vote and examine the case study of the suffragettes.   |
|  | POL8: Evaluate modern plans to extend the franchise- under 16s, compulsory voting etc.  |
|  | POL9: Understand what pressure groups are and how they have had an impact on democracy.   |
|  | POL10: Evaluate the advantages and disadvantages of pressure group activity.  |
|  | POL11: Understand the motivations and methods used by pressure groups.  |
|  | POL12: Understand how pressure groups access political influence.   |
|  | POL13: Analyse factors that determine success and failure of pressure groups including examples.  |
|  | POL14: Analyse at least one cause and one sectional group in depth.   |
|  | POL15: Understand how different collective bodies influence UK politics- think tanks, lobbyists, corporations and elite groups.                       |
|  | POL16: Define civil liberties and the development of the concept of rights in UK politics.  |
|  | POL17: Give examples of important civil liberties.  |
|  | POL18: Understand the importance and scope of the Human Rights Act 1998.  |
|  | POL19: Analyse arguments for and against a bill of rights.  |
|  | POL20: Understand the scope and impact of the 2010 Equalities Act.  |
|  | POL21: Understand the work of Liberty and The Howard League for Penal Reform in relation to civil liberties.  |
| POL22: Analyse the extent to which there is a conflict between individual liberty and collective rights. |   |
| <b>Learning<br/>Outcomes<br/>(Knowledge)</b>   | PLC FOR PAPER 2:  |
|  | <b>Part 1: The Constitution</b>   |
|  | GOV1: Understand the history and evolution of the constitution  |
|  | GOV2: Understand which sources make up the constitution: statute law, EU law, Common law, international convention                                    |
|  | GOV3: Understand the key principles of the constitution: parliamentary sovereignty, rule of law, parliamentary constitutional monarchy, EU membership |
|  | GOV4: Understand the changes and significance of the constitutional changes made by the Labour government   |
|  | GOV5: Understand the changes and significance of the constitutional changes made by the Coalition government  |
|  | GOV6: Understand the changes and significance of the constitutional changes made by the Conservative government                                       |
|  | GOV7: Understand the process of devolution in Scotland, Wales, Northern Ireland and England.  |
|  | GOV8: Evaluate the success and failures of devolution   |
|  | GOV9: Analyse the arguments in favour and against further devolution  |
|  | GOV10: Analyse the arguments for and against a codified constitution  |
|  | <b>Part 2: Government</b>   |
|  | GOV11: Understand what parliamentary sovereignty is, and how it has been eroded.  |
|  | GOV12: Understand the composition of the House of Commons- front and back benchers, whips, MPs, the Speaker   |
|  | GOV13: Understand the composition of the House of Lords- hereditary and life peers, front, back and cross-benchers                                    |
|  | GOV14: Analyse the arguments for and against reform of the House of Lords.  |
|  | GOV15: Understand what different kinds of bills are and how they pass through parliament.   |
| GOV16: Evaluate the pros and cons of Private Member's Bills.   |   |
| GOV17: Understand the role the House of Lords plays in legislation.                                      |   |
| GOV18: Understand and analyse the role of committees in scrutinising the executive.                      |   |



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|   | GOV19: Understand and analyse the role of the opposition in scrutinising the executive. |
|   | GOV20: Understand the roles and functions of MPs.                                       |
|   | GOV21: Evaluate the effectiveness of backbenchers in holding the government to account. |
|   | GOV22: Evaluate how representative parliament is of society as a whole.                 |
|   | GOV23: Analyse to what extent we have an elective dictatorship.                         |
| <b>Current learning to be developed in the future within:</b> | All topics will be covered again in Y13 as a comparison with the US.                    |
| <b>Assessment</b>   | Refer to assessment maps for formative and summative assessment opportunities.          |
| <b>Impact</b>   | Attainment and Progress – Refer to assessment results / data review documentation.      |