



# YEAR 12 2021-2022 Summer TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Electoral systems, voting behaviour , relationships between branches and political ideologies

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:
<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>UNIT 1: Electoral systems and voting behaviour</p> <p>UNIT 2: Relationships between branches</p> <p>UNIT 1 and 2: Liberalism, Socialism, Conservatism and Feminism</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Importance of Human Right and the Human Rights Act. Political philosophy. Equal rights for women.</p> <p><b>PSHE/British Values:</b> Human rights, how the British political system works</p> <p><b>Skills Builder:</b> Transferrable skills of analysis and evaluation.</p>
<b>Numeracy</b>	Analysis of voting statistics.
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> democracy, radical, voting, supreme court, rights,</p> <p><b>Vocabulary Tier 3:</b> Socialism, capitalism, feminism, neo-liberalism, independence, neutrality, judiciary, the New Right, intersectionality</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- particularly around debate of the political ideologies eg. John Rawls' Veil of Ignorance.</p> <p>Students will also be required to prepare a presentation on key election case studies in small groups which they will present to the class.</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>	Throughout this topic, quality first teaching will provide differentiation:
<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. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementa tion Curriculum Delivery</b>	<p>PLC FOR PAPER 1:</p> <p><b>Part 3: Electoral Systems</b></p>
<b>Learning Outcomes (Knowledge )</b>	POL39: Understand how electoral systems work: First Past the Post, Additional Member System, Single Transferable Vote
	POL40: Analyse the advantages and disadvantages of each system.
	POL41: Compare the FPTP system to a different electoral system in a devolved parliament.
	POL42: Understand what referendums are.
	POL43: Analyse the impact of referendums on the UK.
	POL44: Examine case studies of significant referendums.
	POL45: Analyse the arguments for and against the use of referendums in a representative democracy.
	POL46: Analyse the impact of electoral systems on party representation and therefore voter choice.
	<b>Part 4: Voting Behaviour and the Media</b>
	POL47: Examine 3 election case studies.
	POL48: Analyse the impact of party politics, manifestos, election campaigns and context on those 3 elections.
	POL49: Analyse the impact of class-based voting, partisanship and voting attachment on voting patterns.
	POL50: Analyse the impact of gender, age, ethnicity and region on voting behaviour.
	POL51: Analyse the voting behaviour patterns of the 3 case studies.
	POL52: Understand how the media impacts on elections.
	POL53: Analyse the importance of opinion polls, media bias and persuasion during and between general elections.
	PLC FOR PAPER 2:
	<b>Part 3: Prime Minister and Executive</b>
	GOV24: Understand the structure and members of the executive.
	GOV25: Understand the powers of the Prime Minister
	GOV26: Understand the powers of the cabinet and how a cabinet may interact with the PM.
	GOV27: Give detailed examples of past Prime Ministers, one pre 1997 and one post 1997.
	GOV28: Evaluate what factors influence the power of a PM and cabinet.
GOV29: Understand what collective responsibility is and give examples to illustrate it.	
GOV30: Understand what individual ministerial responsibility is and give examples to illustrate it.	
GOV31: Understand how a PM chooses their cabinet and how they may use a cabinet reshuffle to their advantage.	
PLCS FOR POLITICAL IDEOLOGIES:	
<b>SECTION B: Core Political Ideas</b>	
<b>Part 1: Conservatism</b>	
CP1: Understand the core ideas of conservative thought: pragmatism, tradition, human imperfection, organic society+state, paternalism, libertarianism	
CP2: Understand the ideas of key political thinkers: Hobbes, Burke, Oakeshott, Rand, Nozick	
CP3: Analyse the similarities and differences between the key thinkers	
CP4: Understand the key ideas behind Traditional Conservatism	
CP5: Understand the key ideas behind One Nation Conservatism	
CP6: Understand the key ideas of the New Right	
CP7: Analyse the views of different strands of conservative thought in relations to state, society, economy and human nature	
<b>Part 2: Liberalism</b>	
CP8: Understand the core ideas of liberalism: individualism, liberty, limited government, rationalism, equality/social justice	

