




YEAR 13 2021-2022 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: US Congress, US Supreme Court and Civil rights

Curriculum Intent	In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>ESSAY AOs:</p> <p>AO1 Knowledge & understanding</p> <ul style="list-style-type: none">- Range of arguments- Examples- Key terminology <p>Synoptic points (using information from Component 3)</p> <p>AO2 Analysis</p> <ul style="list-style-type: none">- Two-sided- Developing arguments and examples- Giving reasons for why the arguments are important and relevant to the question <p>AO3 Judgement/Evaluation</p> <ul style="list-style-type: none">- Conclusion that outlines what you think and explains why you think it.- Regularly signposting strong and weak arguments throughout your essay <p>12 MARK QUESTIONS AOs:</p> <p>AO1 Knowledge & understanding</p> <p>What are the differences and similarities between the two systems?</p> <p>AO2 Analysis</p> <ul style="list-style-type: none">- Why does this similarity / difference exist and what impact does it have? <p>Link explanations to the question</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Importance of civil rights and liberties in the American political system. Importance of democracy and equality.</p> <p>PSHE/British Values: Pupils will examine key moral issues in American political life such as abortion, gun ownership, gay marriage, legalization of drugs. They will also tackle the issue of civil rights including; disenfranchisement of the African American community, prison statistics, representation and positive discrimination.</p> <p>Skills Builder: Transferrable skills of analysis and evaluation.</p>
Numeracy	Election statistics, voting records, comparative figures on prison populations, disenfranchisement and polls on positive discrimination.
Literacy	<p>Vocabulary Tier 2: election, votes, finance, right wing, left wing, representation,</p> <p>Vocabulary Tier 3: House of Representatives, Senate, positive discrimination, neutrality, politicisation, judicial review, judicial precedent.</p> <p>Reading: 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>Writing: Students will complete exam questions and develop skills of essay writing- focusing on PEACE paragraphs.</p> <p>Oracy: Students will engage in discussion tasks as a regular part of the lesson, for example "Does positive discrimination have a role to play in reducing racism?", "Who is more powerful, the president or congress?", "to what extent are civil liberties protected in the US?".</p>
Becoming future ready	<p>Careers/Employability: 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. This could prepare students for careers in areas such as: law, education, civil service, data analysis, journalism and many more.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Additional reading and expectation of further research into current events for HA students.</p>

QFT/SEND Provision	<p>By resource: AFL mark schemes, personalized now tasks</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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>By Offering Optional Activities: 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>																									
	<p>PLC statements:</p> <table><tr><td>Part 2: The functions of Congress</td></tr><tr><td>C13 I can explain congressional elections and the significance of incumbency.</td></tr><tr><td>C14 I can explain factors that affect voting behaviour within Congress: parties and caucuses, constituency, pressure groups and lobbyists.</td></tr><tr><td>C15 I can explain the legislative process, including the strengths and weaknesses of this process.</td></tr><tr><td>C16 I can explain the differences between the legislative process in each chamber.</td></tr><tr><td>C17 I can explain the policy significance of Congress- the impact and effectiveness of laws passed.</td></tr><tr><td>C18 I can explain factors that influence the relationship between Congress and the presidency.</td></tr><tr><td>C19 I can explain the checks Congress has on the other branches of government and the extent of its institutional effectiveness.</td></tr><tr><td>Part 3: Interpretations and debates around Congress</td></tr><tr><td>C20 I can explain the changing roles and powers of Congress and their relative importance, and debates about the adequacy of its representative role.</td></tr><tr><td>C21 I can explain the changing significance of parties in Congress.</td></tr><tr><td>C22 I can explain the significance and effectiveness of the powers outlined in the Constitution.</td></tr></table> <p>SECTION D: US Supreme Court and civil rights</p> <p>Part 1: The nature and role of the Supreme Court</p> <table><tr><td>C35 I can explain the Supreme Court as described in the US Constitution.</td></tr><tr><td>C36 I can explain the independent nature of the Supreme Court.</td></tr><tr><td>C37 I can explain the judicial review process (Marbury vs Madison 1803 and Fletcher vs Peck 1810).</td></tr></table> <p>Part 2: The appointment process for the Supreme Court</p> <table><tr><td>C38 I can explain the strengths and weaknesses of the appointment process.</td></tr><tr><td>C39 I can explain the factors influencing the president's choice of nominee.</td></tr><tr><td>C40 I can explain the current composition and ideological balance of the Court.</td></tr></table> <p>Part 3: The Supreme Court and public policy</p> <table><tr><td>C41 I can explain the impact of the Supreme Court on public policy in the US, with a range of examples including examples post 2005.</td></tr><tr><td>C42 I can explain the role of judicial activism and judicial restraint and can offer criticisms of each.</td></tr></table> <p>Part 4: The protection of civil liberties and rights in the US today</p> <table><tr><td>C43 I can explain the rights protected by the Constitution, by the Bill of Rights, by subsequent constitutional amendments and by rulings of the Supreme Court.</td></tr></table> <p>Part 5: Race and rights in contemporary US politics</p> <table><tr><td>C44 I can explain the methods, influence and effectiveness of racial rights campaigns and the impact on current domestic policy.</td></tr></table> <p>Part 6: Interpretations and debates relating to the US Supreme Court and civil rights</p> <table><tr><td>C45 I can understand the political versus judicial nature of the Supreme Court.</td></tr><tr><td>C46 I can understand living Constitution ideology as against originalism.</td></tr><tr><td>C47 I can explain how effectively civil and constitutional rights have been upheld by the Supreme Court and the effectiveness of this protection.</td></tr><tr><td>C48 I can explain the extent of the Supreme Court's powers and the effectiveness of checks and balances.</td></tr></table>	Part 2: The functions of Congress	C13 I can explain congressional elections and the significance of incumbency.	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Learning Outcomes (Knowledge)																										

	<div>C49 I can explain the successes and failures of measures to promote equality, including affirmative action and immigration reform.</div> <div>All of these topic areas are compared to the British political system so there is revision and reflection of Y12 material inherent within the course.</div> <div>There may also be aspects of the presidency course to cover from</div> 
Current learning to be developed in the future within:	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.