




YEAR 12 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Political Parties and the Executive

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>AO1 Knowledge & understanding</p> <ul style="list-style-type: none"> - Your ability to identify relevant source arguments - Your use of key terminology and examples to support source arguments. <p>AO2 Analysis</p> <ul style="list-style-type: none"> - Comparing different source arguments - Developing source arguments and examples. - Giving reasons for why the source argument is important 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. - Deciding which of the source arguments are the strongest and weakest, and why - Regularly signposting arguments throughout your essay <p>UNIT 1: Political parties</p> <p>UNIT 2: The Executive</p> <p>See PLC lists below</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Understanding the viewpoints of different groups and that different issues are important to different people.</p> <p>PSHE/British Values: Understanding how the British political system works. Understanding how our political system has changed and evolved over time.</p> <p>Skills Builder: Transferrable skills of analysis and evaluation.</p>
Numeracy	Analysis of election results.
Literacy	<p>Vocabulary Tier 2: left wing, right wing, spectrum, reform, advice, power, funding, media, debate</p> <p>Vocabulary Tier 3: presidential, cabinet, special advisor, core executive, Conservative, Labour, single-issue, Electoral Commission, Thatcher, Major, Blair, Cameron, Johnson.</p> <p>Reading: Students will read academic textbooks and articles. They will also watch quality documentary pieces which profile different Prime Ministers. This will expose them to differing interpretations of the same events. . 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. Eg. Which party do you support? Do you think reform to party funding is required? Was Thatcher really so bad? These will be embedded into lessons as part of normal teaching process.</p> <p>Students will be required to produce a group/ paired presentation on a Prime Minister for the class. They must produce a power point and handout.</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.</p> <p>This could prepare students for careers in areas such as: law, education, civil service, data analysis, journalism and many more.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Additional reading and expectation of further research into current events for HA students.</p> <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> 
Implementation Curriculum Delivery	<p>PLC FOR PAPER 1:</p> <p>POL23: Understand the difference between left and right wing politics.</p> <p>POL24: Understand the role, features and functions of political parties.</p> <p>POL25: Understand what a manifesto is and explain how this becomes a mandate and creates legitimacy.</p> <p>POL26: Understand how the current system of party funding works and the implications of the current rules.</p> <p>POL27: Evaluate arguments for and against reforming the party funding rules.</p> <p>POL28: Understand the background, values and current factions of the Conservative Party.</p> <p>POL29: Understand the background, values and current factions in the Labour Party.</p> <p>POL30: Understand the background, values and current factions in the Liberal Democrat Party.</p> <p>POL31: Evaluate how true each political party has been to its 'roots'</p> <p>POL32: Examine 2 minor/emerging parties and evaluate their role on UK politics.</p> <p>POL33: Understand the difference between consensus and adversarial politics.</p> <p>POL34: Understand the definitions of different party models- one party dominant, two party, two and a half party and multi-party systems.</p> <p>POL35: Evaluate how these models apply to Westminster.</p> <p>POL36: Evaluate what factors determine a parties success or failure including party leadership, party unity and division.</p> <p>POL37: Evaluate the role of the media in shaping the fortunes of a political party.</p> <p>POL38: Analyse how unified the major political parties are.</p> <p>PLC FOR PAPER 2:</p> <p>GOV24: Understand the structure and members of the executive.</p> <p>GOV25: Understand the powers of the Prime Minister</p> <p>GOV26: Understand the powers of the cabinet and how a cabinet may interact with the PM.</p> <p>GOV27: Give detailed examples of past Prime Ministers, one pre 1997 and one post 1997.</p> <p>GOV28: Evaluate what factors influence the power of a PM and cabinet.</p> <p>GOV29: Understand what collective responsibility is and give examples to illustrate it.</p> <p>GOV30: Understand what individual ministerial responsibility is and give examples to illustrate it.</p> <p>GOV31: Understand how a PM chooses their cabinet and how they may use a cabinet reshuffle to their advantage.</p>
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	<p>All topics will be covered again in Y13 as a comparison with the US.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>