



## YEAR 12 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>
<b>Learning Outcomes (Knowledge )</b>	<p><b>Part 3: Electoral Systems</b></p>
	<p>POL39: Understand how electoral systems work: First Past the Post, Additional Member System, Single Transferable Vote</p>
	<p>POL40: Analyse the advantages and disadvantages of each system.</p>
	<p>POL41: Compare the FPTP system to a different electoral system in a devolved parliament.</p>
	<p>POL42: Understand what referendums are.</p>
	<p>POL43: Analyse the impact of referendums on the UK.</p>
	<p>POL44: Examine case studies of significant referendums.</p>
	<p>POL45: Analyse the arguments for and against the use of referendums in a representative democracy.</p>
	<p>POL46: Analyse the impact of electoral systems on party representation and therefore voter choice.</p>
	<p><b>Part 4: Voting Behaviour and the Media</b></p>
	<p>POL47: Examine 3 election case studies.</p>
	<p>POL48: Analyse the impact of party politics, manifestos, election campaigns and context on those 3 elections.</p>
	<p>POL49: Analyse the impact of class-based voting, partisanship and voting attachment on voting patterns.</p>
	<p>POL50: Analyse the impact of gender, age, ethnicity and region on voting behaviour.</p>
	<p>POL51: Analyse the voting behaviour patterns of the 3 case studies.</p>
	<p>POL52: Understand how the media impacts on elections.</p>
	<p>POL53: Analyse the importance of opinion polls, media bias and persuasion during and between general elections.</p>
	<p>PLC FOR PAPER 2:</p>
	<p><b>Part 3: Prime Minister and Executive</b></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>
	<p>PLCS FOR POLITICAL IDEOLOGIES:</p>
	<p><b>SECTION B: Core Political Ideas</b></p>
	<p><b>Part 1: Conservatism</b></p>
	<p>CP1: Understand the core ideas of conservative thought: pragmatism, tradition, human imperfection, organic society+state, paternalism, libertarianism</p>
	<p>CP2: Understand the ideas of key political thinkers: Hobbes, Burke, Oakeshott, Rand, Nozick</p>
	<p>CP3: Analyse the similarities and differences between the key thinkers</p>
	<p>CP4: Understand the key ideas behind Traditional Conservatism</p>
	<p>CP5: Understand the key ideas behind One Nation Conservatism</p>
	<p>CP6: Understand the key ideas of the New Right</p>
	<p>CP7: Analyse the views of different strands of conservative thought in relations to state, society, economy and human nature</p>
	<p><b>Part 2: Liberalism</b></p>
	<p>CP8: Understand the core ideas of liberalism: individualism, liberty, limited government, rationalism, equality/social justice</p>



	CP9: Understand the ideas of key political thinkers: Locke, Wollstonecraft, Mill, Rawls, Freidan
	CP10: Analyse the similarities and differences between the key thinkers
	CP11: Understand the key ideas of Classical Liberalism
	CP12: Understand the key ideas of Modern Liberalism
	CP13: Analyse the views of different strands of liberal thought in relations to state, society, economy and human nature
	<b>Part 3: Socialism</b>
	CP14: Understand the historical background to socialist thought
	CP15: Understand the key words associated with socialism
	CP16: Understand the core ideas of socialist thought: collectivism, common humanity, equality, social class
	CP17: Understand the views of key thinkers: Marx, Engels, Webb, Luxemburg, Crosland, Giddens
	CP18: Analyse the similarities and differences between the key thinkers
	CP19: Understand the key ideas behind revolutionary socialism
	CP20: Understand the key ideas behind social democracy
	CP21: Understand the key ideas behind the Third Way
	CP22: Analyse the views of different strands of socialist thought in relations to state, society, economy and human nature
	<b>SECTION B: Non political core ideas: Feminism</b>
	NCP1: Understand the key political ideas: Sex and Gender, patriarchy, the personal is political, equality feminism, difference feminism, intersectionality.
	NCP2: Understand the views of key thinkers: Perkins Gilman, de Beauvoir, Millett, Rowbotham, hooks
	NCP3: Analyse the similarities and differences between the key thinkers
	NCP4: Understand the principles of liberal, socialist, radical and postmodern feminism
	NCP5: Evaluate their similarities and differences
	NCP6: Evaluate the views of feminism in relation to state, society, economy and human nature
<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 (apart from Political Ideologies)
<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.