



## YEAR 13 Autumn TERM

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning - Topic: US Constitution, US Democracy and Participation, US presidency

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><b>ESSAY AOs:</b></p> <p><b>AO1 Knowledge &amp; understanding</b></p> <ul style="list-style-type: none"><li>- Range of arguments</li><li>- Examples</li><li>- Key terminology</li></ul> <p><b>Synoptic points</b> (using information from Component 3)</p> <p><b>AO2 Analysis</b></p> <ul style="list-style-type: none"><li>- Two-sided</li><li>- Developing arguments and examples</li><li>- Giving reasons for why the arguments are important and relevant 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>- Regularly signposting strong and weak arguments throughout your essay</li></ul> <p><b>12 MARK QUESTIONS AOs:</b></p> <p><b>AO1 Knowledge &amp; understanding</b></p> <p>What are the differences and similarities between the two systems?</p> <p><b>AO2 Analysis</b></p> <ul style="list-style-type: none"><li>- Why does this similarity / difference exist and what impact does it have?</li></ul> <p>Link explanations to the question</p>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> Value and importance of key values of the American constitution eg. Limited government. Progressive and conservative views on moral issues in American society as framed by the 2 main political parties. Role of pressure groups in promoting moral causes. Influence of religion on important issues in American political life and in political parties.</p> <p><b>PSHE/British Values:</b> Pupils will compare key aspects of US politics to the British political system and look to see where they can see similarities and differences eg. The unitary nature of the UK VS the federal nature of the US. This will lead to enhanced understanding of the British political system.</p> <p><b>Skills Builder:</b> Transferrable skills of analysis and evaluation.</p>
Numeracy	Election statistics, details of party funding, approval ratings.
Literacy	<p><b>Vocabulary Tier 2:</b> constitution, states, democracy, funding, election, progressive, conservative, president</p> <p><b>Vocabulary Tier 3:</b> federalism, limited government, codified, incumbency, Democrat Party, Republican Party, bipartisanship, limited government, imperial presidency. Reference to: Biden, Trump, Obama, Bush, Clinton.</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 as a regular part of the lesson. They might discuss questions such as "why did the Founding Father's frame the constitution like this?", "To what extent could the Republican and Democrat parties be seen as a broad church?", "Are informal powers more effective than formal powers?"</p> <p>Students will be required to produce a presentation on a president in pairs or in small groups. They will need to produce a powerpoint and handout.</p>
Becoming future ready	<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. 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><b>By product:</b> Additional reading and expectation of further research into current events for HA students.</p>

<b>QFT/SEND Provision</b>	<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>
<b>Implementation Curriculum Delivery</b>	<p>PLC statements:</p> <p><b>SECTION A: US Constitution and federalism</b></p> <p><b>Part 1: The Nature of the US Constitution</b></p>
<b>Learning Outcomes (Knowledge)</b>	<p>C1 I can explain how the document is deliberately vague and understand the terms 'codification' and 'entrenchment'.</p>
	<p>C2 I can explain the powers of the US branches of government.</p>
	<p>C3 I can explain the amendment process, including the advantages and disadvantages of the formal process.</p>
	<p><b>Part 2: The Principles of the US Constitution</b></p>
	<p>C4 I can explain 'Federalism'.</p>
	<p>C5 I can explain 'Separation of powers and checks and balances'.</p>
	<p>C6 I can explain 'Bipartisanship'.</p>
	<p>C7 I can explain 'Limited government'.</p>
	<p><b>Part 3: The main characteristics of US federalism</b></p>
	<p>C8 I can explain the nature of the federal system of government and its relationship with the states.</p>
	<p><b>Part 4: Interpretations and debates around the US Constitution and federalism</b></p>
	<p>C9 I can explain the extent of democracy within the US Constitution, its strengths and weaknesses and its impact on the US government today.</p>
	<p>C10 I can explain the debates around the extent to which the USA remains federal today.</p>
	<p><b>SECTION C: US presidency</b></p>
	<p><b>Part 1: The formal sources of presidential power as outlined in the US Constitution</b></p>
	<p>C23 I can explain the President's role as the Head of State and as the Head of Government.</p>
	<p>C24 I can explain the significance of presidential powers with reference to presidents since 1992.</p>
	<p><b>Part 2: The informal sources of presidential power and their use</b></p>
	<p>C25 I can explain the President's electoral mandate, executive orders, national events and the cabinet.</p>
	<p>C26 I can explain the President's powers of persuasion including the nature/ characteristics of each president</p>
	<p>C27 I can explain the Executive Office of President (EXOP), including the role of the National Security Council (WHO).</p>
	<p><b>Part 3: The presidency</b></p>
	<p>C28 I can explain the relationship between the presidency and Congress and how it varies.</p>
	<p>C29 I can explain the relationship between the presidency and the Supreme Court and how it varies.</p>
	<p>C30 I can explain the limitations on presidential power and why this varies between presidents due to: the ch and the Constitution; the election cycle and divided government.</p>
	<p>C31 I can explain the significance of limitations with reference to presidents since 1992.</p>
	<p><b>Part 4: Interpretations and debates of the US presidency</b></p>
	<p>C32 I can explain how effectively US presidents have achieved their aims.</p>
	<p>C33 I can explain the 'imperial presidency'.</p>
	<p>C34 I can explain the extent of presidential accountability to Congress.</p>
	<p>C35 I can explain the role and power of the president in foreign policy.</p>
	<p><b>SECTION E: US democracy and participation</b></p>
	<p><b>Part 1: Electoral systems in the USA</b></p>



C50 I can explain the main processes to elect a US president, including constitutional requirement invisible primary, primaries and caucuses, the role of National Party Conventions and the electoral college, and the resulting party system.

C51 I understand the importance of incumbency on a president seeking a second term.

C52 I can explain the role of campaign finance and the current legislation on campaign finance, including the McCain- Feingold reforms, 2002 and Citizens Unites vs FEC, 2010.

### **Part 2: The key ideas and principles of the Deomocratic and Republican parties**

C53 The Democrats: progressive attitude on social reform and moral issues, including crime; greater governmental intervention in the national economy; government provision of social welfare.

C54 The Republicans: conservative attitude on social and moral issues; more restricted governmental intervention in the national economy while protecting American trade and jobs; acceptance of social welfare but a preference for personal responsibility.

C55 I can explain the current conflicts and tendencies and the changing power and influence that exist within the parties.

C56 Democrats: liberals, moderates and conservatives.

C57 Republicans: moderates, social conseravtives and fiscal conservatives.

C58 I can explain how the following factors influence voting patterns and why in relation to presidential campaigns since 2000: race, religion, gender and education.

### **Part 3: Interest groups in the USA- their significance, resources, tactics and debates about their impact on democracy**

C59 I can explain the influence, methods and power of at least one single interest group, professional group or policy group.

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.

It is not anticipated that the full presidency course would be covered in the Autumn term and some aspects may need to be completed in the Spring.

### **Assessme nt**

Refer to assessment maps for formative and summative assessment opportunities.

### **Impact**

Attainment and Progress – Refer to assessment results / data review documentation.