

**KS5 Curriculum Map Year 12: UK Politics**

<p><b>Topic</b></p>	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress?</p>
<p><b>DEMOCRACY</b></p>	<ul style="list-style-type: none"> <li>• What is democracy?</li> <li>• Different types of democracy – direct democracy, representative government, Athenian democracy</li> <li>• Key features of a liberal democracy</li> <li>• Turnout</li> <li>• Political Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking skills</li> <li>• Critical thinking</li> <li>• Analysis</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• Notes audit</li> <li>• Knowledge Test</li> </ul>
<p><b>SUFFRAGE</b></p>	<ul style="list-style-type: none"> <li>• Development of Suffrage in the UK</li> <li>• Great Reform Act 1832</li> <li>• Representation of the People Act 1918</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Exam skills</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> </ul>
<p><b>PATTERNS OF PARTICIPATION</b></p>	<ul style="list-style-type: none"> <li>• Determinants of voting behaviour:</li> <li>• Class</li> <li>• Age, Gender, Ethnicity, Religion</li> <li>• Short Terms Factors</li> <li>• Rational Voting Theory</li> <li>• Leaders, Campaigns and the Media</li> <li>• Election case studies</li> <li>• the role of elections and their influence on policy and policy making</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Analysis</li> <li>• Change and continuity</li> <li>• Evaluation</li> <li>• Exam skills</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Presentations</li> <li>• Essay question (25 marks)</li> </ul>

<p style="text-align: center;"><b>THE CONSTITUTION</b></p>	<ul style="list-style-type: none"> <li>• Sources of the British Constitution</li> <li>• Principles of the Constitution</li> <li>• Codified vs Uncodified</li> <li>• Constitutional Reform</li> <li>• contemporary legislation and current issues regarding rights</li> <li>• issues and debates around recent constitutional changes</li> <li>• debates about the extent of rights in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Exam skills</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Essay Plan(s)</li> <li>• Essay question (25 marks)</li> </ul>
<p style="text-align: center;"><b>DEVOLUTION</b></p>	<ul style="list-style-type: none"> <li>• Scottish Parliament</li> <li>• Welsh Assembly</li> <li>• Northern Irish Assembly</li> <li>• Power in Westminster</li> <li>• Campaigns for further devolution</li> <li>• Potential for English devolution</li> <li>• Impact of Devolution on UK politics</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Causation</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Exam skills</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Knowledge Test</li> <li>• Summer Mock Exam- past paper questions</li> </ul>
<p style="text-align: center;"><b>ELECTORAL SYSTEMS</b></p>	<ul style="list-style-type: none"> <li>• First Past the Post</li> <li>• Closed Lists and Proportional Representation</li> <li>• AMS</li> <li>• STV</li> <li>• AV</li> <li>• SV</li> <li>• Issue of electoral reform</li> <li>• Referendums</li> <li>• Election Case Studies</li> <li>• the influence of the media</li> <li>• likely effects of the electoral system on the party system.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Exam skills</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Essay Plan(s)</li> <li>• Extract question (25 marks)</li> </ul>

**KS5 Curriculum Map Year 12: (Politics of the USA and Comparative politics)**

<p><b>Topic</b></p>	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress?</p>
<ul style="list-style-type: none"> <li>• Introduction to the USA</li> </ul>	<ul style="list-style-type: none"> <li>• This unit aims to provide students with an overview of the context to current US government and politics including</li> <li>• The ways in which the USA can be seen to diverse, and therefore a nation for which federalism can be seen to be an appropriate system of government.</li> <li>• The cultural differences between the different sections of the USA – West Coast, East Coast, Mid-West, South, New England etc including a general knowledge of where US states are physically located.</li> <li>• Some of the individuals shaping US politics today</li> <li>• A range of important historical and contemporary events from the Mayflower to the Jan 6<sup>th</sup> riots</li> <li>• The chronological framework of US presidents 1933-present</li> <li>• Key events in the Trump presidency</li> <li>• The gradual process by which the US system was created including the different forms of government attempted before the current Constitution was created, and the further adaptations made after the Constitution was formally adopted.</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking skills</li> <li>• Independent and wider reading</li> <li>• Monitoring of contemporary developments (via weekly PBS podcast)</li> <li>• Synthesis of concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• Notes audit</li> <li>• Knowledge Test</li> </ul>

	<ul style="list-style-type: none"> <li>The differences between unitary, confederal and federal systems of government</li> </ul>		
<ul style="list-style-type: none"> <li>US Constitution</li> </ul>	<ul style="list-style-type: none"> <li>Overview of the nature and features of the US Constitution</li> <li>Details of each of the constitutional framework of US government – what the constitution says about each of the branches and levels of government, and about the relationship between the government and citizen</li> <li>Principles of the US Constitution such as limited government, separation of powers, checks and balances, bipartisanship, federalism, popular sovereignty but a fear of democracy, republicanism</li> <li>Formal methods available to amend the constitution, involving Congress and the states</li> <li>Ways the constitution can be amended informally through judicial review and other routes</li> <li>Overview of debates about limited government today</li> </ul>	<ul style="list-style-type: none"> <li>Note taking skills</li> <li>Independent and wider reading</li> <li>Monitoring of contemporary developments (via weekly PBS podcast)</li> <li>Exam skills in relation to 9 mark questions that require students to explain and analyse different political institutions, processes, concepts, theories and issues. Students are required to develop and substantiate at least three points in a structured, analytical answer, making use of appropriate political vocabulary and examples to substantiate their answer</li> <li>Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> </ul>	<ul style="list-style-type: none"> <li>Key Words</li> <li>9 mark question</li> <li>Extract question</li> </ul>
<ul style="list-style-type: none"> <li>Federalism</li> </ul>	<ul style="list-style-type: none"> <li>What we mean by “the federal government”</li> <li>How and why this principle is enshrined in the constitution, even though it is not explicitly mentioned.</li> <li>The original views of the Founding Fathers on federalism and conservative and liberal views of the federal government today</li> <li>How federal:state relations have evolved over time including the idea of New Federalism</li> </ul>	<ul style="list-style-type: none"> <li>Note taking skills</li> <li>Independent and wider reading</li> <li>Monitoring of contemporary developments (via weekly PBS podcast)</li> <li>Exam skills in relation to 25 mark extract based questions that require students to comprehend and interpret the argument(s) contained in political information, using their knowledge and understanding of the issue to analyse and evaluate the argument(s) put forward. The</li> </ul>	<ul style="list-style-type: none"> <li>Key Words</li> <li>9 mark question</li> </ul>

	<ul style="list-style-type: none"> <li>The extent to which the federal government's influence over the states has increased in recent years.</li> <li>That federal:state relations are not determined solely by the president but by the inter-play of multiple institutions including state governments, Congress and the judiciary.</li> <li>Whether or not the constitutional principle of federalism has been eroded due to the expanse of federal government power.</li> </ul>	<p>answer should be balanced, maintain a sustained line of reasoning and lead to a reasoned conclusion, communicated with relevance, clarity and coherence.</p> <ul style="list-style-type: none"> <li>Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> </ul>	
<ul style="list-style-type: none"> <li>Congress</li> </ul>	<ul style="list-style-type: none"> <li>The structure, role and powers of the US Congress</li> <li>The composition of Congress, the different terms of office and the significance of party allegiance</li> <li>Debates concerning the functions, powers and effectiveness of Congress in relation to legislation, oversight and the power of the purse</li> <li>The representative role of Senators and Representatives</li> <li>The relative strengths of the House of Representatives and the Senate</li> <li>The relationship of Congress to the executive branch of government and the Supreme Court.</li> <li>How committees help Congress to fulfil its roles of representation, legislation and scrutiny and the significance of the role of Committee Chairmen in Congress</li> <li>Parties and increasing partisanship</li> </ul>	<ul style="list-style-type: none"> <li>Note taking, independent and wider reading</li> <li>Integration of contemporary examples</li> <li>Analysis of sources of political information</li> <li>Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> </ul>	<ul style="list-style-type: none"> <li>Key Words</li> <li>Notes audit</li> <li>Extract question</li> </ul>
<ul style="list-style-type: none"> <li>Presidency</li> </ul>	<ul style="list-style-type: none"> <li>The role of the president and what it means to be "presidential"</li> <li>Reasons why the founders sought to create a presidency in the first place rather than other forms of government</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Note taking, independent and wider reading</li> <li>Integration of contemporary examples</li> <li>Analysis of sources of political information</li> </ul>	<ul style="list-style-type: none"> <li>Key Words</li> <li>9 mark question plan</li> <li>Unseen extract question</li> </ul>

	<ul style="list-style-type: none"><li>• The difference between formal powers(enumerated and inherent powers outlined in Article 2 of the Constitution) and informal powers (president as de facto party leader, agenda setter,world leader etc)</li><li>• Modern developments in the power of the presidency eg stretching of implied powers and the creation of institutions such as Executive Office of the President (EXOP))</li><li>• The effectiveness of formal checks and balances and other constraints on President’s ability to exercise those powers:</li><li>• What the federal bureaucracy is and how it can enhance presidential power</li><li>• The importance of key variables such as party support in Congress, the prevailing orientation of the Supreme Court, the attitudes of the media and public opinion, the relationship between the presidency and other institutions, and why this relationship varies from one president to another</li><li>• Factors taken into account when the President chooses their cabinet.</li><li>• The debate about the ‘Imperial versus Imperilled Presidency’.</li><li>• The debate about whether the President is stronger abroad than at home.</li><li>• The chronological framework of the modern presidency (administrations in order 1933-present)</li></ul>	<ul style="list-style-type: none"><li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li></ul>	
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**KS5 Curriculum Map Year 12: Political ideas**

<p><b>Topic</b></p>	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress?</p>
<p><b>Liberalism</b></p>	<p>Within this unit, students should analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• Origins of Liberalism</li> <li>• The importance of John Locke</li> <li>• Classical Liberalism</li> <li>• Modern Liberalism</li> <li>• Mary Wollstonecraft</li> <li>• Modern classical Liberalism</li> <li>• John Stuart Mill</li> <li>• Modern Liberalism</li> <li>• Keynes and Beveridge</li> <li>• Betty Friedan</li> <li>• John Rawls</li> <li>• Neo-Liberalism</li> </ul>	<p>Note taking, independent and wider reading</p> <p>Integration of contemporary examples</p> <p>Analysis of sources of political information</p> <p>Ability to structure and sustain a political argument covering a range of issues within an overall topic</p> <p>Ability to assess significance of key thinkers</p> <p>Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</p>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Extract question (25 marks)</li> </ul>
<p><b>Socialism</b></p>	<p>Within this unit, students should analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• The origins of Socialism</li> <li>• Karl Marx and Fredrich Engels</li> <li>• Socialist regimes</li> <li>• Rosa Luxemburg</li> <li>• Beatrice Webb</li> <li>• Euro-Communism and neo-Marxism</li> <li>• Anthony Crosland</li> <li>• Anthony Giddens</li> </ul>	<p>Note taking, independent and wider reading</p> <p>Integration of contemporary examples</p> <p>Analysis of sources of political information</p> <p>Ability to structure and sustain a political argument covering a range of issues within an overall topic</p> <p>Ability to assess significance of key thinkers</p> <p>Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</p>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Extract question (25 marks)</li> </ul>

<p>Political Parties</p>	<p>Students should analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• the origins, ideas and development of the Conservative, Labour, and Liberal Democrat parties and how these have helped shape their current policies</li> <li>• party structures and functions of Conservative, Labour and Liberal Democrat parties</li> <li>• issues and debates around party funding</li> <li>• relations with, and influence of, the media</li> <li>• factors affecting electoral outcomes</li> <li>• policies of minor parties and their impact on political debates and political agenda</li> <li>• development towards a multi-party system in the UK and its impact on government and policy.</li> </ul> <p><b>Key concepts and terminology:</b></p> <ul style="list-style-type: none"> <li>• ideology</li> <li>• party structure</li> <li>• party systems</li> <li>• party funding</li> <li>• party functions</li> <li>• minor parties</li> <li>• political agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> </ul> <p>- Ability to structure and sustain a political argument covering a range of issues within an overall topic</p>	<ul style="list-style-type: none"> <li>• 9 mark questions</li> <li>• Key words</li> </ul>
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## KS5 Curriculum Map Year 13: UK Politics

<b>Topic</b>	<b>Substantive Knowledge</b>  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Disciplinary Knowledge (Skills)</b>  This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b>  What assessments will be used to measure student progress?
<b>THE JUDICIARY</b>	<ul style="list-style-type: none"> <li>• Key principles of the Judiciary</li> <li>• The composition of the judiciary and the appointments process</li> <li>• The role of the Supreme Court and its impact on government, legislature and policy process</li> <li>• Judicial influence on government</li> <li>• Importance of ultra vires, judicial review and the Supreme Court's interactions with and influence over the legislative and policy making processes.</li> <li>• Human Rights</li> <li>• The neutrality and independence of the British judiciary</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Causation</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Exam skills</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• Essay Plan(s)</li> <li>• Essay question (25 marks)</li> </ul>
<b>PARLIAMENT</b>	<ul style="list-style-type: none"> <li>• History of the British parliamentary system</li> <li>• House of Commons and its functions</li> <li>• House of Lords and its functions</li> <li>• Legislative process</li> <li>• Role of MPs</li> <li>• Relationship between parliament and the executive</li> <li>• scrutiny of the executive and how effective scrutiny of the executive is in practice</li> <li>• theories of representation</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Causation</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Exam skills</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Essay Plan(s)</li> <li>• Essay question (25 marks)</li> </ul>

<p><b>THE EXECUTIVE</b></p>	<ul style="list-style-type: none"> <li>• The role of the executive branch</li> <li>• The office of Prime Minister</li> <li>• Cabinet</li> <li>• The relationship between PM and Cabinet</li> <li>• Government ministers</li> <li>• Individual and collective ministerial responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Causation</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Exam skills</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Essay Plan(s)</li> <li>• Essay question (25 marks)</li> </ul>
<p><b>PRESSURE GROUPS</b></p>	<ul style="list-style-type: none"> <li>• Pressure groups and democracy – pluralism</li> <li>• Other influences on government and parliament: <ul style="list-style-type: none"> <li>○ think tanks</li> <li>○ lobbyists</li> <li>○ corporations</li> <li>○ media</li> </ul> </li> <li>• Insider and outsider pressure groups</li> <li>• methods used by pressure groups</li> <li>• factors likely to affect the political influence of different groups, such as membership and resources</li> <li>• links with political parties, government and the media.</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Causation</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Exam skills</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Extract question (25 marks)</li> </ul>
<p><b>THE EU</b></p>	<ul style="list-style-type: none"> <li>• EU Institutions</li> <li>• Relationship between UK and Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Causation</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Independent wider reading</li> <li>• Monitoring of contemporary developments</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Essay Plan(s)</li> </ul>

**KS5 Curriculum Map Year 13: (Politics of the USA and Comparative politics)**

<p><b>Topic</b></p>	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment Opportunities</b></p> <p>What assessments will be used to measure student progress?</p>
<p>Supreme Court and judiciary and civil rights (Part 1)</p>	<ul style="list-style-type: none"> <li>• the constitutional role of the Supreme Court</li> <li>• The power of judicial review, including how the executive branch and pressure groups may get involved in the process</li> <li>• The role the Supreme Court has played in determining US policy in relation to a number of policy areas including civil rights &amp; affirmative action, abortion including pivotal cases, the significance of the changing membership of the court and the role of pressure groups, Congress, the executive and states.</li> <li>• The process of selection and appointment of Supreme Court judges</li> <li>• The current composition of the Court</li> <li>• The Supreme Court as protector of citizens' rights The significance of judicial review &amp; debates over constitutional interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Ability to think in an externally synoptic fashion – drawing comparisons between two political systems</li> </ul>	<ul style="list-style-type: none"> <li>• 9 mark question</li> <li>• Key Words</li> <li>• Essay plan</li> </ul>
<p>Elections and democracy</p>	<ul style="list-style-type: none"> <li>• Presidential election process</li> <li>• Congressional election process</li> <li>• debates concerning the workings, outcomes and impact of the system on campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> </ul>	<ul style="list-style-type: none"> <li>• 9 mark question plan</li> <li>• 25 mark essay</li> <li>• Key words</li> </ul>

	<ul style="list-style-type: none"> <li>• Factors determining electoral outcomes including money, media, issues, leadership, incumbency</li> <li>• debates about campaign finance</li> <li>• the way people vote in the USA, links between parties and their core voting coalitions, split ticket voting and high levels of abstention in US elections.</li> <li>• direct democracy at state level: referendums, initiatives, propositions, recall elections and debates concerning their use</li> <li>• voting behaviour and the main variables affecting</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Ability to think in an externally synoptic fashion – drawing comparisons between two political systems</li> </ul>	
Political parties	<ul style="list-style-type: none"> <li>• Overview of the US party system and how the two major parties are organised.</li> <li>• Ideologies, values &amp; traditions of the two main political parties how they have changed over time</li> <li>• Policies of the major parties</li> <li>• Factions within parties including differences between the fiscal conservatives, social conservatives and moderates in the Republican Party, as well as between liberal activists, centrists and moderates in the Democratic Party</li> <li>• Third parties and factors limiting their success</li> <li>• The extent to which there is two-party dominance of state politics, Congress and the Presidency.</li> <li>• Debates concerning party decline or renewal</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Ability to think in an externally synoptic fashion – drawing comparisons between two political systems</li> </ul>	<ul style="list-style-type: none"> <li>• 9 mark question</li> <li>• Essay plan</li> <li>• Key words</li> </ul>
Pressure groups (including Civil Rights Part 2)	<ul style="list-style-type: none"> <li>• why pressure groups exist and why the US political system provides so many 'access points' for them to exert influence in the US system of government</li> <li>• typologies of pressure groups</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> </ul>	<ul style="list-style-type: none"> <li>• 25 mark essay</li> <li>• Key words</li> </ul>

	<ul style="list-style-type: none"> <li>• methods and tactics used by pressure groups to influence decision making</li> <li>• role and significance of Political Action Committees and Super PACs</li> <li>• Case studies of a range of different kinds of pressure groups</li> <li>• relative power of pressure groups vis-a-vis political parties</li> <li>• Case studies of how different pressure groups have protected civil rights in the USA</li> <li>• debates concerning the power of pressure groups in the USA</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Ability to think in an externally synoptic fashion – drawing comparisons between two political systems</li> <li>• Ability to argue in relation to an abstract statement about democracy in relation to synoptic understanding of both systems</li> </ul>	
Synoptic revision	<ul style="list-style-type: none"> <li>• Revision of all topics above, combined with the UK units too</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Ability to think in an externally synoptic fashion – drawing comparisons between two political systems</li> <li>• Ability to argue in relation to an abstract statement about democracy in relation to synoptic understanding of both systems</li> </ul>	Essay plans and essays as appropriate to needs of the class at this point in the course

## KS5 Curriculum Map Year 13: Political Ideas

<b>Topic</b>	<b>Substantive Knowledge</b>  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Disciplinary Knowledge (Skills)</b>  This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b>  What assessments will be used to measure student progress?
Unit 3: Conservatism	Students should analyse and evaluate: <ul style="list-style-type: none"> <li>• debates about the nature of conservatism</li> <li>• core conservative ideas and values concerning government, the free market and the individual</li> <li>• different strands of conservative thinking from traditional Conservatism to the New Right</li> <li>• Key thinkers and their impact on conservative thinking on human nature, the state, society and the economy:               <ul style="list-style-type: none"> <li>○ Thomas Hobbes – concept of human nature/laws of nature, power of the sovereign/the individual and self protection</li> <li>○ Edmund Burke – Anti-Jacobinism/Whig principles, Burke’s reaction to the American and French Revolutions</li> <li>○ Michael Oakeshott – importance of tradition/criticisms of rationalism, ‘Politics of Faith’ vs ‘Politics of Scepticism’</li> <li>○ Ayn Rand – opposition to collectivism and statism, rational and ethical egoism/individual rights</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Note taking, independent and wider reading</li> <li>• Integration of contemporary examples</li> <li>• Analysis of sources of political information</li> <li>• Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>• Ability to assess significance of key thinkers</li> <li>• Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• 9 mark question</li> <li>• Extract question (25 marks)</li> <li>• Essay question plan</li> </ul>

	<ul style="list-style-type: none"> <li>○ Robert Nozick – limited functions of the State, justification of inequalities of wealth resulting from freely exchanged contracts.</li> </ul> <p><b>Key concepts and terminology:</b></p> <ul style="list-style-type: none"> <li>● government, the free market, the individual</li> <li>● authority, tradition, private property human nature, the state, society and the economy</li> <li>● traditional conservatism</li> <li>● the new right.</li> </ul>		
<p><b>Unit 4: Feminism</b></p>	<p>Within this unit, students should analyse and evaluate:</p> <ul style="list-style-type: none"> <li>● debates about the nature of feminism</li> <li>● core feminist views and values concerning equality of treatment, recognition of gender differences, affirmative action</li> <li>● liberal feminism and radical feminism, and more recent developments such as difference feminism and post-feminism</li> <li>● in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to feminist thinking on human nature, the state, society and the economy: <ul style="list-style-type: none"> <li>○ Charlotte Perkins Gilman – reform Darwinism, role of females in society, androcentric culture</li> <li>○ Simone de Beauvoir – feminist existentialism, patriarchal society, feminism and socialism</li> <li>○ Kate Millett – theory of sexual politics, radical feminism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Note taking, independent and wider reading</li> <li>● Integration of contemporary examples</li> <li>● Ability to structure and sustain a political argument covering a range of issues within an overall topic</li> <li>● Ability to assess significance of key thinkers</li> <li>● Ability to spot patterns and separate strands within an ideology and to see synoptic connections between ideologies</li> </ul>	<ul style="list-style-type: none"> <li>● Key words</li> <li>● Essay question</li> </ul>

- Sheila Rowbotham – oppression of women and the working class, socialist feminism
- bell hooks (Gloria Jean Watkins) – intersectionality, education gap between those lower in the economic scale and the leader of the feminist movement.

**Key concepts and terminology:**

- equality of treatment, recognition of gender differences
- human nature, the state, society and the economy
- liberal feminism, radical feminism