



Intent

RELIGION
FUNDAMENTAL
PROCESSES
COLLECTIVISM
SPEECH
PARTICIPATION
INTERNET DEMOCRACY
HUMAN RIGHTS
POLITICAL
LEGAL EQUITY
GOVERNMENT
MINORITY RIGHTS
LEGAL PROCESS
FAIR
COMPROMISE
DEMOCRACY
RULE OF LAW
FREE ELECTIONS
CONSTITUTION
REPRESENTATION
PROTECTION
OF RIGHTS
CITIZEN PARTICIPATION
SOCIAL CONTRACT
MULTI-PARTY
POLITICAL
EXPRESSION

Politics



Intent



Politics Intent



Intent

What is Politics?

Politics is the study of where the power lies in society. It is about exploring the processes in which we form and choose our government, as well as holding it to account. The subject explores the different ideologies and political beliefs in society and how they have evolved over time. Politics affects everyone, personally, locally, nationally, globally and those in the past and the future.





Intent

Aims of the Department

- To encourage independent learners, listeners and thinkers
- To provide enjoyable courses, that will stimulate interest and enthusiasm in the subjects
- To provide a truly embedded, diverse curriculum, committed to exploring different perspectives from the past.
- To challenge prejudice and to address the moral issues thrown up by any study
- To provide the questions to assist students in developing skills of analysis and argument – both oral and written
- To guide students in opening their minds to alternative ideas and outcomes
- To ensure students achieve to the best of their ability
- To assist students in the discovery and understanding of the world that is constructed around them





Intent

Aims of the Curriculum (from Edexcel)

The aims and objectives of this qualification are to enable students to:

- develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
- develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
- develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
- develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
- develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements
- develop an interest in, and engagement with, contemporary politics.

This is achieved through teachers continuously expanding their curriculum knowledge, mapping out the program of study and developing creative and engaging lessons that meet the requirements of the specification.





Intent

Subject Content

UK Politics (33% of the A Level)

- Political Participation
- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour and the media
- Core Political Ideas: conservatism, liberalism, socialism.

UK Government (33% of the A Level)

- The constitution
- Parliament
- Prime Minister and executive
- Relationships between the branches
- Non-Core Political Ideas; feminism and nationalism

Comparative Politics (33% of the A Level)

- USA
- The US Constitution and federalism
- US congress
- US presidency
- US Supreme Court
- Democracy and participation
- Civil rights.





Intent

Politics Assessment Objectives

Component 1

Written examination: 2 hours

33½% of the qualification 84 marks

Section A: Political Participation One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

Section B: Core Political Ideas One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 2

Written examination: 2 hours

33½% of the qualification 84 marks

Section A: Political Participation One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3.

Section B: Non-Core Political Ideas One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.

Component 3

Written examination: 2 hours

33½% of the qualification 84 marks

Section A: One 12-mark question from a choice of two, which assesses AO1 and AO2.

Section B: One compulsory 12-mark question focused on comparative theories, which assesses AO1 and AO2.

Section C: Two 30-mark questions from a choice of three, which assess AO1, AO2 and AO3.

Assessment Objectives:

AO1 - AO1 Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.

Achieved through monitoring in discussions, quizzes, knowledge of key words and essays

AO2 Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.

Lots of comparative analysis throughout the course, not just with US, but over time and amongst thinkers in the ideology sections. This is also linked to why we have so many debates

AO3 Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.

Debating the issues and extent of agreement/similarity is a regular tool to prepare them for this





Intent

Curriculum Coverage Map

<p>UK Politics (33% of the A Level)</p>	<p>Political Participation - Students will study:</p> <ul style="list-style-type: none">• Democracy and participation <i>Hn</i>• Political parties <i>Mi</i>• Electoral systems• Voting behaviour and the media <p>Core Political Ideas - Students will study: conservatism, liberalism, socialism.</p>
<p>UK Government (33% of the A Level)</p>	<p>UK Government - Students will study:</p> <ul style="list-style-type: none">• The constitution• Parliament• Prime Minister and executive• Relationships between the branches <p>Optional Political Ideas - Students will study: feminism and nationalism.</p>
<p>Comparative Politics (33% of the A Level)</p>	<p>USA - Students will study:</p> <ul style="list-style-type: none">• the US Constitution and federalism• US congress• US presidency• US Supreme Court• Democracy and participation• Civil rights





Intent

Sequencing to enable progression

Unit Two Electoral Systems

Teaching Objectives	Learning Objectives	Enquiry Question and Learning Activities	Key Words	Differentiation	Assessment
Introduction to course	To define democracy To order the changes in democracy in our country To explain what an election is	201. Evaluate the criticisms that have been levelled against the use of referendums in the UK <i>What is democracy?</i> → PowerPoint introduction → Give out course materials → Students record what they already know → YouTube clip about democracy https://www.youtube.com/watch?v=u6jqWxkbR7A VA → Students copy key idea of democracy and complete missing words → Discussion about difference of direct and indirect democracy → CYC drawing	Election Democracy Direct Indirect Manifesto Mandate Campaign Regions Coalition Hung Parliament	H – Encourage them to find examples of areas that use direct democracy all the time L – Key words flash cards	Key words understanding
• The advantages and disadvantages of electoral systems	To recall what an election is To explain one function of an election To evaluate the most important function of an election	202. Evaluate the view that elections promote democracy and participation in the UK political system <i>What is the purpose of an election?</i> → Spark explanation of why an election is important https://www.youtube.com/watch?v=k5BzWKVzejs → Read Heywood 60 and 'Elections in Britain' answer questions → Students create chart to explain functions... round robin of functions, taken from Edexcel Goodland et.al. 48-9 ... remember to link to previous learning about manifesto/mandate → CYC make a flyer about elections	Election majoritarian representation mandate proportional representation electoral reform party system strong government stable government	H – Get students to debate the most important purpose L – CYC will ensure they can explain what election	CYC – can they explain what an election is

Schemes of work directly link to the specifications, have an exam focused enquiry question, learning outcomes, learning activities, identified key words, opportunities for differentiation and areas for ongoing assessment





Intent

Learning and Teaching

Learning and Teaching

The pedagogy of this subject is focused around dialogue, comparison and critique. Students need to learn to understand and compare political processes. They also need to be able to critique political arguments and be able to draw reasoned judgements. This subject is one that requires students to constantly be in touch with current affairs in the news. Students will be required to take detailed notes from powerpoints and textbooks, watch current affairs and news programmes, prepare debates, analyse texts, take part in role plays, do presentations, as well as writing responses from short paragraphs to longer essays. Students will often use the internet and the library for research and be expected to email

Literacy

One of the core components of this course is understanding key terminology. At the beginning of each unit students are introduced to these definitions and students are encouraged to make constant reference to them. This is also highlighted in feedback, as the mark scheme specifies AO1, key terminology.

Numeracy

When we explore electoral data students do use numeracy skills to analyse changing patterns.





Intent

Support

- Through the course teachers get to know their students really well and this enables them to support their emerging learning needs
- Any SEND requirements are prepared for and accommodated
- Lessons are structured to ensure students gain the best possible outcomes
- Peer assessment and group work allow students to use their relationships to feed off each other's expertise and develop confidence
- Teacher feedback guides individuals to progress
- Resources, such as textbooks or financial support for trips etc. are provided for pupil premium, as needed





Intent

Recovery curriculum

- Essential knowledge and vocabulary has been covered throughout the year as we continued live remote learning lessons.
- Skills that we would like to continue to build on are the exam practice, as we did not have as much opportunity to carry these out. However this has been undertaken since the return in March with peer assessment, feedback and subsequent essays.
- If we have concern that we need more time to go over content from lockdown we can remove the nationalism unit, as they only need to study one non-core ideology and we already do feminism.
- We are disappointed that we did not get to take students on any extra-curricular excursions, however we have arranged a meeting with a member of the House of Lords, remotely. We are keen to try to book a parliamentary session visit in September.





Intent

Intended areas of Politics development

- Annual review of curriculum content, following student evaluations, to ensure we continue to offer the correct courses that are accessible and engaging
- More focused skills in dealing with the sources essay
- Get some training for USA politics course for teacher who is new to the unit.





Implementation

Politics Implementation





Implementation

Teaching

- Lessons will follow a common structure:
 - Introduction - Ideally a hook leading in to retrieval quizzing (could be written or through discussion) to identify students current knowledge base
 - Enquiry question and learning outcomes identified and key words highlighted
 - Development - This is the main body of the lesson. It could start with some 'expert' input from the teacher and be followed by activities that will allow students to discover, enquire and engage in their research to answer, or begin to answer, their enquiry question. All activities should relate precisely to the key question and work to scaffold the development of understanding. In order to maintain student interest, activities should remain varied and of an appropriate length for the particular class. They should always be followed by feedback and students should always be aware of the point of the activity. Continually through the lesson the teacher should strive to check the students progress through mini plenaries (ideas for which can be found on the History Faculty website). The schemes of work also offer a wide range of activities.
 - Conclusion - A good lesson should have a defined finish. This might take the form of a final discussion, a final question, links to the bigger picture or a class vote. The teacher should round off the lesson by reminding students of the enquiry question and of how far they have answered it and met their learning objectives





Implementation

Planning

The termly plan maps out what is to be taught each term. There are also schemes of work that cover the core content - lesson by lesson - and meet the requirements of the specification.

Assessments are planned to enable students to cover samples of questions that meet each assessment objective and are marked in line with the exam mark schemes.





Impact

Politics Impact





Impact

How do you monitor progress and achievement?

- Teachers are responsible for keeping a record of how individuals are progressing in the subject.
- During each lesson, the teachers give verbal feedback to the learners and use questioning to develop further understanding, unravel misunderstanding and resolve any misconceptions.
- Regular marking of essays and folder checks enable teachers to ensure students are progressing
- Regular work is to be set, based on the style of questions in the A level exam.
- These are marked using the exam mark schemes which are also shared with students.
- Students are given a numerical mark and also clear written guidance (WWW/EBI) relating to the mark-scheme, explaining how they are to progress to the next level.
- In subsequent essays students are reminded of the target from last time





Impact

How do you document learning in politics?

- Students undertake one formal assessment per half term for each teacher, which is entered on to the student tracker
- Teachers can also enter 'comments' that can be used to monitor progress in future assessments
- Students also sit practice exams in the summer of year 12 and year 13
- All results are entered on the student tracker enabling colleagues to see how students are performing for each unit and in each skill, this enables timely intervention
- Marks can be compared to TMG, if there is a discrepancy then we can seek out information on a student's performance in other subjects.





Impact

How do you document learning in politics?

The department has a student tracker, where we enter our data. This enables us to share and monitor the progress of students, as well as question level performance. If there are students or questions that are below expectations, then we can offer more focused intervention and revision.





Impact

What do you consider to be the strengths of Politics within the school?

- Students enjoy their politics lessons and fully engage in debates put to them
- Teachers are passionate and knowledgeable about politics
- Politics society works to spread the issues of democracy across the whole school, and get students involved in being politically active, through things like Make your Mark
- Many students take up Politics at university and go on to have careers in the subject

How do you know?

- Through discussions with students
- Moderation of marking
- Department meetings and teacher feedback on curriculum content.
- Formal observations and learning walks
- Exam results
- Including finding out about students 'next steps' in education





Impact

Examples of progression in Politics

Student who has been working their way to progress from low level 3 to upper level 4

WW - Good points, balanced and
Mainly developed
EB1 - just needs consistent evidence
and depth throughout
L3/L4 19/30

Overall
Overall the major parties do not play a dominant force in the politics of the UK as we have seen from more coalitions being formed giving small parties a say on how the country is being run. Also minority parties play a massive role in how the devolved assemblies are run as they are becoming the largest parties in the devolved assemblies.
WW - sticks to source and explains points with some good evidence
EB1 - not consistently developed/supported - but you are leaving the technique well done
19/30

*The people also vote on government policy via a referendum. In 2016 we saw that David Cameron's government called for a referendum on the UK's membership within the EU. The result was announced and 51.9% voted to leave. This reduced the government's power as the Prime Minister wanted to remain. This vote caused the Prime Minister to stand down as PM.
Covers a huge range of issues and detail
just needs argument throughout
24/30





Impact

Careers development

In year 12 we approach careers advice in Politics by talking to students about UCAS options. We also cover the work of Parliament and different roles that students could undertake in the Parliament unit.

In year 13 we approach careers advice in Politics by following up UCAS conversations to discuss further career progression

We also get speakers in to talk about future career opportunities. we have had people who work in the political sector, such as a clerk from the House Commons and Jo Churchill MP and a member of the House of Lords.

The department career champion is Mr Harrison

