

A-level Politics is relevant and challenging. It stretches students thinking, challenges preconceptions and traces political ideas back to their origin. It is academic yet also sometimes lively and controversial. The course content is broad and appeals to a wide range of learners who bring a broad spectrum of perspectives to the class.

Our aims include:

- helping students to understand how the country is run
- help students to build their own well substantiated opinions by teaching them where political ideas come from
- develop research, written communication and debate skills
- increase student confidence in speaking and writing
- promote an enjoyment and enthusiasm for the subject
- prepare students for further study

| Year     | Knowledge (Topics / contexts)<br>What pupils will 'know'.  | Skills acquired<br>What pupils will be able to 'do'.   | Concepts developed<br>What pupils will 'understand'.   | Assessment   |
|----------|--|--|--|--|
| 12<br>13 | <p><b>Unit 1: Government and Politics of the UK</b></p> <ul style="list-style-type: none"> <li>• Democracy and participation</li> <li>• The UK constitution</li> <li>• Parliament</li> <li>• Elections and referendums</li> <li>• The judiciary</li> <li>• Prime minister and cabinet</li> <li>• Political parties</li> <li>• Pressure groups</li> <li>• Devolution</li> <li>• EU</li> </ul> | <ul style="list-style-type: none"> <li>• comprehend and interpret political information</li> <li>• critically analyse and evaluate the areas of politics studied</li> <li>• construct arguments and explanations leading to reasoned conclusions</li> <li>• identify parallels, connections, similarities and differences between aspects of the areas of politics studied</li> <li>• construct and communicate arguments and explanations with relevance, clarity and coherence</li> <li>• use appropriate political vocabulary</li> <li>• make connections between the different areas of politics studied (synoptic links)</li> <li>• make comparisons across two political systems.</li> </ul> | <ul style="list-style-type: none"> <li>• how government and politics works in the UK and how our democracy functions.</li> <li>• understand how this is similar or different to government and politics in the US</li> <li>• understand the origins of political ideas and institutions in the UK using their knowledge from Unit 3</li> </ul> | <p>Teacher checking homework for accuracy and level of comprehension</p> <p>AFL in lessons led by teacher</p> <p>Peer assessment in lessons e.g. of practise exam questions</p> <p>End of topic test for each topic in high control conditions, followed by dedicated feedback time and the opportunity to review and redo work</p> <p>Mock exam followed by dedicated feedback time and the opportunity to review and redo work</p> |
| 12<br>13 | <p><b>Unit 2: Government and Politics of the USA</b></p> <ul style="list-style-type: none"> <li>• Introduction to America</li> <li>• US constitution</li> <li>• Congress</li> <li>• Executive</li> <li>• The judiciary</li> </ul>  | <ul style="list-style-type: none"> <li>• comprehend and interpret political information</li> <li>• critically analyse and evaluate the areas of politics studied</li> <li>• construct arguments and explanations leading to reasoned conclusions</li> </ul>  | <ul style="list-style-type: none"> <li>• how government and politics works in the US</li> <li>• understand how this is similar or different to government and politics in the UK</li> <li>• understand the origins of political ideas and institutions</li> </ul>  | <p>Teacher checking homework for accuracy and level of comprehension</p> <p>AFL in lessons led by teacher</p>  |

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|--------------------------------|--|--|---|---|
|                                | <ul style="list-style-type: none"> <li>• Federalism</li> <li>• Elections and direct democracy</li> <li>• Political parties</li> <li>• Pressure groups</li> <li>• Civil rights</li> </ul> | <ul style="list-style-type: none"> <li>• identify parallels, connections, similarities and differences between aspects of the areas of politics studied</li> <li>• construct and communicate arguments and explanations with relevance, clarity and coherence</li> <li>• use appropriate political vocabulary</li> <li>• make connections between the different areas of politics studied (synoptic links)</li> <li>• make comparisons across two political systems (US and UK).</li> </ul>                      | <p>in the USA using their knowledge from Unit 3 in particular</p>   | <p>Peer assessment in lessons e.g. of practise exam questions</p> <p>End of topic test for each topic in high control conditions, followed by dedicated feedback time and the opportunity to review and redo work</p> <p>Mock exam followed by dedicated feedback time and the opportunity to review and redo work</p>              |
| <p><b>12</b><br/><b>13</b></p> | <p><b>Unit 3: Political ideas</b></p> <ul style="list-style-type: none"> <li>• Liberalism</li> <li>• Conservatism</li> <li>• Socialism</li> <li>• Nationalism</li> </ul>                 | <ul style="list-style-type: none"> <li>• identify parallels, connections, similarities and differences between aspects of the ideologies studied</li> <li>• explain ideologies in their historical context</li> <li>• analyse the core strands of the ideologies studied: state, society, economy, human nature</li> <li>• Draw comparisons between the various strands of an ideology and between different ideologies</li> <li>• analyse, evaluate and compare the ideas of key thinkers in context</li> </ul> | <ul style="list-style-type: none"> <li>• how political ideas developed with reference to their historical context</li> <li>• how political ideas link to their Unit 1 and Unit 2 studies</li> </ul> | <p>Teacher checking homework for accuracy and level of comprehension</p> <p>AFL in lessons led by teacher</p> <p>Peer assessment in lessons e.g. of practise exam questions</p> <p>End of topic test for each topic in high control conditions, followed by dedicated feedback time and the opportunity to review and redo work</p> |

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|      |   |  |  | Mock exam followed by dedicated feedback time and the opportunity to review and redo work |