

Government and Politics Department: Curriculum Overview 2023-24

Curriculum Intent:

In Social Sciences, our aims are for all students

- To develop an understanding of the complexities of the society that we live in with a particular focus on understanding why and how we act and the consequences of this.
- To show tolerance and respect for others.
- To provide qualifications and skills that will prepare students for life after Fullbrook and equip them with knowledge that they will use for the rest of their life.

In politics the curriculum intent for all students is

- to gain an understanding of different ideologies and the implications of these for society, economy, human nature and state
- to be well versed in political systems in the UK and US
- to be able to consider and understand competing viewpoints and the concepts underpinning these
- to be able to articulate their political knowledge and viewpoints in an articulate manner
- to decipher political information and use this to support their arguments
- to develop their own political viewpoint

	Term 1	Term 2	Term 3	
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Year 13	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
Topic	Paper 2: Political Ideas Paper 3: US government and politics	Paper 3: US government and politics	Paper 3: US government and politics	Paper 3: US government and politics	Paper 3: US government and politics Revision	Revision	End Points
Skill	AO1, AO2, AO3 Non exam skills: group presentations	AO1, AO2, AO3 Non exam skills: debate	AO1, AO2, AO3 Non exam skills: Oracy	AO1, AO2, AO3 Non exam skills: Research	AO1, AO2, AO3	AO1, AO2, AO3	
Content	<p>Relationships between institutions</p> <ul style="list-style-type: none"> The Supreme Court Judicial independence and neutrality Relationship between judiciary, executive, and legislative UK and European Union <p>Nationalism</p> <ul style="list-style-type: none"> Core ideas Tensions Key thinkers <p>Comparative politics</p> <ul style="list-style-type: none"> Structural approach Rational approach Cultural approach <p>US Constitution</p> <ul style="list-style-type: none"> Nature of the constitution Features of the constitution Federalism 	<p>US Constitution</p> <ul style="list-style-type: none"> Democracy and the constitution Evaluation of the constitution Comparing the US and UK constitution <p>Congress</p> <ul style="list-style-type: none"> Structure of congress Congressional elections Powers of congress Representative Function of congress Legislative function of congress <p>Democracy</p> <ul style="list-style-type: none"> Requirements to be president The invisible primary Primaries National Party Conventions 	<p>Congress</p> <ul style="list-style-type: none"> Oversight function of congress Changing roles and powers of congress Effectiveness of congress Comparing US and UK legislature <p>Democracy</p> <ul style="list-style-type: none"> Campaign finance Electoral college Interest groups Parties and factions Voting groups <p>Supreme Court</p> <ul style="list-style-type: none"> Nature and role of the supreme court Judicial philosophies Supreme court and public policy The living constitution/originalism 	<p>Supreme Court</p> <ul style="list-style-type: none"> Judicial review Supreme court appointments Rights protection in the US Race and rights in the US Comparing US and UK supreme courts <p>Presidency</p> <ul style="list-style-type: none"> Formal sources of presidential power The Cabinet Executive office of the President Power of Persuasion Direct authority Debates on the presidency 	<p>Presidency</p> <ul style="list-style-type: none"> Foreign policy Checks on the president Presidential aims Comparing UK PM and US President <p>Revision of paper 1 and 2</p>	Revision of paper 2 and 3	<p>tudents will have an excellent knowledge of the fundamentals of US government and politics.</p> <p>Students will be able to use comparative theories effectively</p> <p>Students will be able to write high level essays that are underpinned by an effective structure</p>
Prior Knowledge Required	Rights in context, parliament, executive State, society, human nature, economy, liberal democracy Codification, entrenchment, amendment	UK constitution Features of the US constitution UK parliament Comparative theories	US constitution powers and checks and balances Comparative theories	US constitution Comparative theories UK executive	All year 1 content	Year 1 content and all year 2 content	
Feedback Points	September- source question on relationships between institutions (30 marks) Skills focus- AO2 and AO3. Class feedback given October- nationalism essay (24 marks)	December- federalism essay (30 marks) Skills focus- effective use of AO1,2,3 Individual teacher feedback given as WWW/EBI	Jan- 30 mark essay on either electoral college or campaign finance. Skills focus- AO2 and AO3. Individual feedback	March- 30 mark essay on Supreme Court Skills focus- AO1,2,3. Particular focus on analysis and extended evaluation. Individual teacher feedback given as WWW/EBI	April- 30 mark essay on presidency will be selected based on student areas of need- likely presidential aims or powers. Content focus- understanding and analysis of the role of the president Whole class feedback	May (time permitting depending on study leave) 30 marker either source or essay question on any weaker content from across the 2 years depending on student reflection. Individual teacher feedback given as WWW/EBI.	

	Content focus- understanding of different core strands, division and key thinkers. Individual teacher feedback given as WWW/EBI	November mock- full paper 1 and 2	Feb-30 mark essay on powers of congress. Content focus- how institutions function and power limits Whole class feedback	Mock- full paper 2 and partial paper 3 (constitution, democracy, congress)		Content from this will also be used to help plan revision.	
Key Questions	<ul style="list-style-type: none"> • What role does the Supreme court play in government? • How are judicial neutrality and independence maintained? • How do the three branches interact? • What is the impact of the EU on the UK post Brexit? • What are the core ideas of nationalism? • How do different strands of nationalists interpret nationalism? • What contributions have the key thinkers made to the debate? • How is the structural approach used to compare different political processes? • How can the rational approach be applied to the UK and US? • How is the cultural approach used in comparative politics? • How did the US constitution come to be? • What are the key features of the constitution? 	<ul style="list-style-type: none"> • Is the US still federal? • How democratic is the constitution? • How effective is the US constitution? • What are the similarities between the UK and US constitutions? • How is congress structured? • What factors are vital to winning a congressional election? • What are the exclusive and shared powers of each chamber? • How effectively does congress perform its representative function? • How are laws made in congress? • What are the constitutional requirements to be president? • What happens during the invisible primary? • What are the different types of primary used and why? • How important is the NPC? 	<ul style="list-style-type: none"> • How can congress hold the other branches to account? • How has Congress' power and roles altered over time? • Is congress the broken branch? • In what ways are parliament and congress comparable? • Why has campaign finance proven to be so contentious? • What are the main issues with the electoral college? • How much influence do interest groups have on American politics? • What are the main policies of the two parties, and how unified are they? • How do different groups of people vote? • What is the role of the Supreme court? • What is meant by judicial activism, restraint, strict and loose constructionism? • What role has the supreme court played in making public policy 	<ul style="list-style-type: none"> • Should the constitution be protected or updated by the SC? • How can the court use judicial review? • How are supreme court justices appointed? • How have the rights enshrined in the bill of rights been protected? • What impact has affirmative action had on racial rights? • How do the US and UK supreme courts differ? • What powers does the constitution grant the president? • How do presidents use the cabinet? • How does the EXOP support the president? • How can the president use the power of persuasion to get their way in congress? • How does the president use executive actions and orders? • Is the president imperial, imperilled or post imperial? 	<ul style="list-style-type: none"> • What role does the president play in foreign policy? • How effectively have different presidents achieved their aims? • What are the similarities between the US and UK leaders? 	As before	

Direct Vocab Instruction	<ul style="list-style-type: none"> • Formal equality • Habeas Corpus • Omniscience • Ultra Vires • Chauvinistic nationalism • Volkgeist • Racialism • Regressive 	<ul style="list-style-type: none"> • Bipartisanship • Filibuster • Caucuses • Brokered convention 	<ul style="list-style-type: none"> • Grassroots • Iron-triangle • Strict constructionist/Loose constructionist 	<ul style="list-style-type: none"> • Stare decisis • Quasi-legislative • Collegiality • Policy czars 	<ul style="list-style-type: none"> • imperilled presidency 	N/A	
Standardised Homework	Homework based on content covered in lessons or previous content learnt. Will often be in the form of extended essays. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks	Homework based on content covered in lessons or previous content learnt. Will often be in the form of extended essays. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks	Homework based on content covered in lessons or previous content learnt. Will often be in the form of extended essays. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks	Homework based on content covered in lessons or previous content learnt. Will often be in the form of extended essays. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks	Homework based on content covered in lessons or previous content learnt. Will often be in the form of extended essays. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks Revision	Revision	