Exam Board: Edexcel 9PL0

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| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Content covered in every topic across terms 1-3** | Comparative approachesTeachers 1 and 2 (in their respective units)* Theoretical approaches – understanding of these three approaches and the different ways they explain similarities and differences between the government and politics of different countries:
	+ Rational
	+ Cultural
	+ Structural
* Similarities and differences in the UK and USA i.e. Parliament and Congress; President and Prime Minister
 | Students will be able to:* comprehend and interpret political information in relation to areas of US UK politics.
* fully understand and critically analyse and evaluate areas of US and UK politics.
* identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.
* construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US and UK politics.
* develop knowledge and understanding of key political concepts in US and UK Politics.
* use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)
* familiarise themselves with the definitions of key terminology for each section
 | * Regular knowledge tests to assess understanding of key terms and concepts.
* Exam style and 12 mark questions completed under timed conditions for both sections A and B
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| **Autumn Term****1A** | **Intent** Why is this taught now?  | Students will be able to:* comprehend and interpret political information in relation to areas of US politics.
* fully understand and critically analyse and evaluate areas of US politics.
* identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.
* construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.
* develop knowledge and understanding of key political concepts.
* use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)
* familiarise themselves with the definitions of key terminology for each section
 | * Assessment opportunity: weeks 2 and 3
* Regular knowledge tests to assess understanding of key terms and concepts.
* Exam style essay and 12 mark questions completed under timed conditions
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| Teacher 1(Socialism (Completing from Year 12 Term 3B)):* Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy
* Differing views and tensions within socialism
* Socialist thinkers and their ideas)

US Constitution* The nature of the US Constitution
* The key features of the US Constitution and an evaluation of their effectiveness today.
* The main characteristics of US federalism.
* Interpretations and debates around the US Constitution and federalism.

Teacher 2* Formal sources of presidential power as outlined in the US Constitution and their use: the significance of these powers with reference to presidents since 1992
* Informal sources of presidential power and their use: significance of these powers with reference to presidents since 1992
* The presidency:
	+ Relationships between the presidency, Congress and the Supreme Court.
	+ Limitations on presidential power and why this varies between presidents
* The significance of these limitations with reference to presidents since 1992
* Interpretations and debates of the US presidency with reference to presidents since 1992
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| **Autumn Term****1B** | **Intent** Why is this taught now? | Students will be able to:* comprehend and interpret political information in relation to areas of US politics.
* fully understand and critically analyse and evaluate areas of US politics.
* identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.
* construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.
* develop knowledge and understanding of key political concepts.
* use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)
* familiarise themselves with the definitions of key terminology for each section
 | * Regular knowledge tests to assess understanding of key terms and concepts.
* Exam style essay and 12 mark questions completed under timed conditions
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| Teacher 1Completing work on Constitution topic Congress* The structure of Congress.
* The distribution of powers within Congress
* The functions of Congress: Representation; Legislative; Oversight
* Interpretations and debates around Congress

Teacher 2US democracy and participation* Electoral systems in the USA.
	+ Presidential elections and their significance.
	+ Campaign finance.
* The key ideas and principles of the Democratic and Republican parties.
* The distribution of power and changing significance of the parties:
* The current conflicts and tendencies and the changing power and influence that exist within the parties.
* Coalition of supporters for each party.
* Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy
* Interpretations and debates of US democracy and participation
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| **Spring Term****2A** | **Intent** Why is this taught now? | Students will be able to:* comprehend and interpret political information in relation to areas of US politics.
* fully understand and critically analyse and evaluate areas of US politics.
* identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.
* construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.
* develop knowledge and understanding of key political concepts.
* use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)
* familiarise themselves with the definitions of key terminology for each section
* practice exam questions
* use exemplar answers
 | * Regular knowledge tests to assess understanding of key terms and concepts.
* Exam style essay and 12 mark questions completed under timed conditions
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| Teacher 1Completion of work on CongressSupreme Court* The nature and role of the Supreme Court
* The Supreme Court and public policy

Teacher 2Protection of Rights:* The protection of civil liberties and rights in the US today.
* Race and rights in contemporary US politics.
* Interpretations and debates of the US Supreme Court and civil rights
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| **Spring Term****2B** | **Intent** Why is this taught now? | Students will be able to:* comprehend and interpret political information in relation to areas of US politics.
* fully understand and critically analyse and evaluate areas of US politics.
* identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.
* construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.
* develop knowledge and understanding of key political concepts.
* use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)
* familiarise themselves with the definitions of key terminology for each section
 | * Trial Exams:

Paper 1 – UK Politics: Section 1 - Source question; Section 2 – Essay question; Section 3 – Ideologies Question* Paper 2 – Section 1 - 12 mark question; Section 2 – 12 mark comparative theory; Section 3 – 3 x 30 mark essays (choice of 2)
* Regular knowledge tests to assess understanding of key terms and concepts.
* Exam style essay and 12 mark questions completed under timed conditions
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| Teacher 1* Trial exam feedback
* Completion of work on Supreme Court topic
* Revision lessons

Teacher 2* Trial exam feedback
* Completion of work on Protection of Rights topic
* Revision lessons
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| **Summer Term****3A** | **Intent** Why is this taught now? | Students will be able to:* comprehend and interpret political information in relation to areas of US politics.
* fully understand and critically analyse and evaluate areas of US politics.
* identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.
* construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.
* develop knowledge and understanding of key political concepts.
* use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)
* familiarise themselves with the definitions of key terminology for each section
 | * Regular knowledge tests to assess understanding of key terms and concepts.
* Exam style essay and 12 mark questions completed under timed conditions
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.
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| Teacher 1* Revision lessons

Teacher 2* Revision lessons
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| **Summer Term****3B** | **Intent** Why is this taught now? | Students will be able to:* Revise
* Completing practice questions
 | * Completing exams
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| Teacher 1Exam LeaveTeacher 2Exam leave |