Exam Board: Edexcel 9PL0

|  |  |  |  |
| --- | --- | --- | --- |
| **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 approaches  Teachers 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. |
| **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. |
| 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 |
| **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. |
| Teacher 1  Completing 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 2  US 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 |
| **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. |
| Teacher 1  Completion of work on Congress  Supreme Court   * The nature and role of the Supreme Court * The Supreme Court and public policy   Teacher 2  Protection 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 |
| **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. |
| 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 |
| **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. |
| Teacher 1   * Revision lessons   Teacher 2   * Revision lessons |
| **Summer Term**  **3B** | **Intent**  Why is this taught now? | Students will be able to:   * Revise * Completing practice questions | * Completing exams |
| Teacher 1  Exam Leave  Teacher 2  Exam leave |