

Beths Grammar School KS5 Politics Curriculum Map – Year 13

Exam Board: Edexcel 9PLO

| Term   | <b>INTENT</b>   | <b>IMPLEMENTATION</b>  | <b>IMPACT</b>  |
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|  | <b>Substantive Knowledge</b><br>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.   | <b>Disciplinary Knowledge (Skills)</b><br>This is the action taken within a particular topic in order to gain substantive knowledge.   | <b>Assessment opportunities</b><br>What assessments will be used to measure student progress?<br>Evidence of how well students have learned the intended content.  |
| <b>Content covered in every topic across terms 1-3</b> | Comparative approaches<br><br>Teachers 1 and 2 (in their respective units) <ul style="list-style-type: none"> <li>• Theoretical approaches – understanding of these three approaches and the different ways they explain similarities and differences between the government and politics of different countries:                             <ul style="list-style-type: none"> <li>○ Rational</li> <li>○ Cultural</li> <li>○ Structural</li> </ul> </li> <li>• Similarities and differences in the UK and USA i.e. Parliament and Congress; President and Prime Minister</li> </ul> | Students will be able to: <ul style="list-style-type: none"> <li>• comprehend and interpret political information in relation to areas of US UK politics.</li> <li>• fully understand and critically analyse and evaluate areas of US and UK politics.</li> <li>• identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.</li> <li>• construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US and UK politics.</li> <li>• develop knowledge and understanding of key political concepts in US and UK Politics.</li> <li>• use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)</li> <li>• familiarise themselves with the definitions of key terminology for each section</li> </ul> | <ul style="list-style-type: none"> <li>• Regular knowledge tests to assess understanding of key terms and concepts.</li> <li>• Exam style and 12 mark questions completed under timed conditions for both sections A and B</li> <li>• Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> </ul> |
| <b>Autumn Term 1A</b>                                  | <u>Intent</u><br>Why is this taught now?<br><br>Teacher 1<br><br>(Socialism (Completing from Year 12 Term 3B)):   | Students will be able to: <ul style="list-style-type: none"> <li>• comprehend and interpret political information in relation to areas of US politics.</li> <li>• fully understand and critically analyse and evaluate areas of US politics.</li> </ul>  | <ul style="list-style-type: none"> <li>• Assessment opportunity: weeks 2 and 3</li> <li>• Regular knowledge tests to assess understanding of key terms and concepts.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Core ideas and principles of socialism and how they relate to human nature, the state, society and the economy</li> <li>• Differing views and tensions within socialism</li> <li>• Socialist thinkers and their ideas)</li> </ul> <p>US Constitution</p> <ul style="list-style-type: none"> <li>• The nature of the US Constitution</li> <li>• The key features of the US Constitution and an evaluation of their effectiveness today.</li> <li>• The main characteristics of US federalism.</li> <li>• Interpretations and debates around the US Constitution and federalism.</li> </ul> <p>Teacher 2</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Informal sources of presidential power and their use: significance of these powers with reference to presidents since 1992</li> <li>• The presidency:             <ul style="list-style-type: none"> <li>○ Relationships between the presidency, Congress and the Supreme Court.</li> <li>○ Limitations on presidential power and why this varies between presidents</li> </ul> </li> <li>• The significance of these limitations with reference to presidents since 1992</li> </ul> | <ul style="list-style-type: none"> <li>• identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.</li> <li>• construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.</li> <li>• develop knowledge and understanding of key political concepts.</li> <li>• use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)</li> <li>• familiarise themselves with the definitions of key terminology for each section</li> </ul> | <ul style="list-style-type: none"> <li>• Exam style essay and 12 mark questions completed under timed conditions</li> <li>• Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> </ul> |
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|                              | <ul style="list-style-type: none"> <li>• Interpretations and debates of the US presidency with reference to presidents since 1992</li> </ul>   |  |  |
| <p><b>Autumn Term 1B</b></p> | <p><b>Intent</b><br/>Why is this taught now?</p> <p>Teacher 1</p> <p>Completing work on Constitution topic</p> <p>Congress</p> <ul style="list-style-type: none"> <li>• The structure of Congress.</li> <li>• The distribution of powers within Congress</li> <li>• The functions of Congress: Representation; Legislative; Oversight</li> <li>• Interpretations and debates around Congress</li> </ul> <p>Teacher 2</p> <p>US democracy and participation</p> <ul style="list-style-type: none"> <li>• Electoral systems in the USA. <ul style="list-style-type: none"> <li>○ Presidential elections and their significance.</li> <li>○ Campaign finance.</li> </ul> </li> <li>• The key ideas and principles of the Democratic and Republican parties.</li> <li>• The distribution of power and changing significance of the parties:</li> <li>• The current conflicts and tendencies and the changing power and influence that exist within the parties.</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comprehend and interpret political information in relation to areas of US politics.</li> <li>• fully understand and critically analyse and evaluate areas of US politics.</li> <li>• identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.</li> <li>• construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.</li> <li>• develop knowledge and understanding of key political concepts.</li> <li>• use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)</li> <li>• familiarise themselves with the definitions of key terminology for each section</li> </ul> | <ul style="list-style-type: none"> <li>• Regular knowledge tests to assess understanding of key terms and concepts.</li> <li>• Exam style essay and 12 mark questions completed under timed conditions</li> <li>• Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> </ul> |

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|                              | <ul style="list-style-type: none"> <li>Coalition of supporters for each party.</li> <li>Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy</li> <li>Interpretations and debates of US democracy and participation</li> </ul>  |   |  |
| <p><b>Spring Term 2A</b></p> | <p><b>Intent</b><br/>Why is this taught now?</p> <p>Teacher 1</p> <p>Completion of work on Congress</p> <p>Supreme Court</p> <ul style="list-style-type: none"> <li>The nature and role of the Supreme Court</li> <li>The Supreme Court and public policy</li> </ul> <p>Teacher 2</p> <p>Protection of Rights:</p> <ul style="list-style-type: none"> <li>The protection of civil liberties and rights in the US today.</li> <li>Race and rights in contemporary US politics.</li> <li>Interpretations and debates of the US Supreme Court and civil rights</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comprehend and interpret political information in relation to areas of US politics.</li> <li>fully understand and critically analyse and evaluate areas of US politics.</li> <li>identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.</li> <li>construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.</li> <li>develop knowledge and understanding of key political concepts.</li> <li>use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)</li> <li>familiarise themselves with the definitions of key terminology for each section</li> <li>practice exam questions</li> <li>use exemplar answers</li> </ul> | <ul style="list-style-type: none"> <li>Regular knowledge tests to assess understanding of key terms and concepts.</li> <li>Exam style essay and 12 mark questions completed under timed conditions</li> <li>Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> </ul> |
| <p><b>Spring Term 2B</b></p> | <p><b>Intent</b><br/>Why is this taught now?</p> <p>Teacher 1</p> <ul style="list-style-type: none"> <li>Trial exam feedback</li> <li>Completion of work on Supreme Court topic</li> </ul>   | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>comprehend and interpret political information in relation to areas of US politics.</li> <li>fully understand and critically analyse and evaluate areas of US politics.</li> </ul>  | <ul style="list-style-type: none"> <li>Trial Exams:<br/>Paper 1 – UK Politics: Section 1 - Source question; Section 2 – Essay question; Section 3 – Ideologies Question</li> </ul>   |

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|                              | <ul style="list-style-type: none"> <li>• Revision lessons</li> </ul> <p>Teacher 2</p> <ul style="list-style-type: none"> <li>• Trial exam feedback</li> <li>• Completion of work on Protection of Rights topic</li> <li>• Revision lessons</li> </ul> | <ul style="list-style-type: none"> <li>• identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.</li> <li>• construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.</li> <li>• develop knowledge and understanding of key political concepts.</li> <li>• use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)</li> <li>• familiarise themselves with the definitions of key terminology for each section</li> </ul>   | <ul style="list-style-type: none"> <li>• Paper 2 – Section 1 - 12 mark question; Section 2 – 12 mark comparative theory; Section 3 – 3 x 30 mark essays (choice of 2)</li> <li>• Regular knowledge tests to assess understanding of key terms and concepts.</li> <li>• Exam style essay and 12 mark questions completed under timed conditions</li> <li>• Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> </ul> |
| <p><b>Summer Term 3A</b></p> | <p><b>Intent</b><br/>Why is this taught now?</p> <p>Teacher 1</p> <ul style="list-style-type: none"> <li>• Revision lessons</li> </ul> <p>Teacher 2</p> <ul style="list-style-type: none"> <li>• Revision lessons</li> </ul>                          | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• comprehend and interpret political information in relation to areas of US politics.</li> <li>• fully understand and critically analyse and evaluate areas of US politics.</li> <li>• identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the US.</li> <li>• construct and communicate arguments and explanations with relevance, clarity and coherence and draw reasoned conclusions about US politics.</li> <li>• develop knowledge and understanding of key political concepts.</li> <li>• use appropriate vocabulary in class and assessments. (Key terminology in each content area will be identified to students)</li> <li>• familiarise themselves with the definitions of key terminology for each section</li> </ul> | <ul style="list-style-type: none"> <li>• Regular knowledge tests to assess understanding of key terms and concepts.</li> <li>• Exam style essay and 12 mark questions completed under timed conditions</li> <li>• Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge.</li> </ul>   |
| <p><b>Summer Term</b></p>    | <p><b>Intent</b><br/>Why is this taught now?</p>  | <p>Students will be able to:</p>   | <ul style="list-style-type: none"> <li>• Completing exams</li> </ul>   |

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| <b>3B</b> | Teacher 1<br><br>Exam Leave<br><br>Teacher 2<br><br>Exam leave | <ul style="list-style-type: none"><li>• Revise</li><li>• Completing practice questions</li></ul> |  |
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