

Curriculum Overview Politics Year 13

Politics - Year 13 Unit 1. Election Processes in the USA: September - December				
What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>The electoral systems used in USA</p> <p>The main characteristics of elections and campaigns</p>	<p><b>Knowledge-</b> types of elections; election processes; factors that determine success or failure; candidate selection; electoral college; campaign finance; voting behaviour</p> <p><b>Understanding</b> Students should be aware of the impact of different electoral processes on outcome and the implications of candidate selection; Analyse the electoral college and evaluate the need for reform; analyse and understand the voting behaviour of different groups.</p> <p><b>Skills-</b> Define key terms; explain the short term and long term implications of political decisions; Analyse political decisions; evaluate key issues.</p>	<p>Independent study using a variety of sources to add to the Knowledge.</p> <p>An awareness of the political context. The ability to make links between concepts and up to date examples.</p> <p>Critical reflection of current events.</p> <p>Evaluation of own assessed work.</p>	<p>Students will draw on their knowledge of the Constitution and the guidelines drawn out in it.</p> <p>Students will draw on their knowledge on congressional elections from Unit 3 and presidential elections in Unit 4.</p>	<p>Chapter 2: 'Elections and Voting' in <i>A2 US Government and Politics</i> by Anthony J Bennett</p> <p>Politics Review Volume 24, Number 4, April 2015: <i>The 2014 mid-term elections: How significant are they?</i> Edward Ashbee</p> <p>Politics Review Volume 26, Number 4, April 2017 (extra resources archive): <i>2016 US election results</i>. Emma Kilheaney</p>
Politics - Year 13 Unit 2. Political Ideas- Conservatism November				
What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?

<p>The origins of Conservatism</p> <p>The views of Conservatism</p>	<p><b>Knowledge-</b> the origins of conservatism and its view of human nature; conservatism's view of society, the state and the economy; the two main strands of conservatism.</p> <p><b>Understanding-</b> Students can explain the influence of key thinkers; Analyse the similarities and differences with other Politics Ideas; evaluate the idea in its historical context.</p> <p><b>Skills-</b> Define key terms; Analyse political ideas; Evaluate key issues.</p>	<p>Independent study using a variety of sources to add to the Knowledge.</p> <p>The ability to make links between concepts and up to date examples.</p> <p>Evaluation of own assessed work.</p>	<p>Students will draw on examples from the USA and UK Units.</p> <p>Students will compare with the political ideas studied in the previous units.</p>	<p>Political Ideas chapter 3</p> <p>Prechewed Politics</p>
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Politics - Year 13 Unit 2. Political parties in the USA. December- January				
What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?

<p>The two main parties and their ideologies</p> <p>Independent parties and their place in the USA</p> <p>The impact of Pressure Groups</p>	<p><b>Knowledge;</b> Democratic and Republican parties; ideologies; values; traditions; policies; party organisation; factions and internal divisions; third parties and independent candidates.</p> <p><b>Understanding;</b> Students should have an understanding of the key features of the two main parties and be able to analyse their similarities and differences; analyse the extent to which US parties are in a period of decline or renewal; evaluate the influence of third party candidates and the impact of pressure groups</p> <p><b>Skills-</b> Define key terms; explain the short term and long term implications of political decisions; Analyse political decisions; evaluate key issues.</p>	<p>Independent study using a variety of sources to add to the Knowledge.</p> <p>An awareness of the political context.</p> <p>The ability to make links between concepts and up to date examples.</p> <p>Critical reflection of current events.</p> <p>Evaluation of own assessed work.</p>	<p>Students will build on their knowledge of elections in Unit 1 and Partisanship in Yr12 Unit 3.</p>	<p>Chapter 3: 'Political parties' in <i>A2 US Government and Politics</i> by Anthony J Bennett</p> <p>Politics Review Volume 23, Number 1, September 2013 (extra resources archive): <i>Revision: US political parties - what's the difference?</i> Rowena Hammal</p> <p>Politics Review Volume 25, Number 4, April 2016 (extra resources archive): <i>US politics: 2016 Republican candidates.</i> Clare Stansfield</p>
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**Politics - Year 13 Unit 3. Civil Rights in the USA. February- March**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
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<p>The Protection of Civil Rights</p> <p>The Role of Pressure groups in supporting Civil Rights</p>	<p><b>Knowledge-</b> protection of civil liberties and rights under the constitution, Bill of Rights, subsequent amendments and landmark rulings of the Supreme Court; the role of pressure groups in promoting and supporting rights; case studies on specific human rights.</p> <p><b>Understanding;</b> Students will be aware of landmark cases that affected human rights; analyses the effectiveness of the Constitution and its amendments in protecting human rights; evaluate the successes of pressure groups in promoting civil rights.</p> <p><b>Skills-</b> Define key terms; explain the short term and long term implications of political decisions; Analyse political decisions; evaluate key issues.</p>	<p>Independent study using a variety of sources to add to the knowledge.</p> <p>An awareness of the political context.</p> <p>The ability to make links between concepts and up to date examples.</p> <p>Critical reflection of current events.</p> <p>Evaluation of own assessed work.</p>	<p>Students will draw on their knowledge of the Constitution and the Bill of Rights.</p> <p>Students will draw on their knowledge of the Supreme Court from Unit 2.</p>	<p>Chapter 8: 'Race and ethnic politics' in <i>A2 US Government and Politics</i> by Anthony J Bennett</p> <p>Politics Review Volume 25, Number 3, February 2016: <i>The US Constitution: a protection against the growth of the security state?</i> Andrew Colclough</p> <p>Politics Review Volume 26, Number 2, November 2016: <i>The US Supreme Court: an effective protector of civil rights and liberties?</i> Robert Singh</p>
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**Politics - Year 13 Unit 5. Applying Political Theory April**

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
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<p>Comparative theory on Judiciary, Elections and Political Parties</p>	<p><b>Knowledge-</b> Definition of rational, structural and cultural theory</p> <p><b>Understanding;</b> Students will build on their prior knowledge and be able to explain how each of the different theories applies to it.</p> <p><b>Skills-</b> Apply theories to prior knowledge, explain and analyse their relative importance in US and UK political systems</p>		<p>Students will build on their knowledge from year 12 unit 2, Judiciary; year 13 unit 1, Elections and unit 2, parties</p>	
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