



## Year 12 Curriculum Grid

# Politics

Year/Term	Units studied	Content	What skills are developed?
Autumn Term	Democracy & Participation (CMC)	<p style="text-align: center;"><b>UK POLITICS</b></p> <p><b>1. Democracy and Participation</b></p> <ul style="list-style-type: none"> <li>• <b>Types of democracy:</b> <ul style="list-style-type: none"> <li>○ Direct democracy (e.g., referendums)</li> <li>○ Representative democracy (e.g., MPs, Parliament)</li> </ul> </li> <li>• Strengths and weaknesses of each system.</li> <li>• The UK's democratic system: extent and limitations.</li> <li>• <b>Participation crisis?</b> – evidence of declining or changing engagement.</li> <li>• <b>Franchise extension:</b> <ul style="list-style-type: none"> <li>○ Key milestones: 1832, 1918, 1928, 1969</li> <li>○ Debates over extending the franchise (e.g., votes at 16, prisoner voting)</li> </ul> </li> <li>• <b>Pressure groups:</b> <ul style="list-style-type: none"> <li>○ Insider vs outsider groups</li> <li>○ Methods used and impact on democracy</li> <li>○ Case studies (e.g., BMA, Extinction Rebellion)</li> </ul> </li> <li>• Other influences: think tanks, lobbyists, corporations.</li> <li>• Rights in the UK: protection through legislation and courts, threats and conflicts.</li> </ul>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>• Analyse</li> <li>• Evaluate</li> <li>• Think critically</li> <li>• Learn independently</li> <li>• Work in groups/teams</li> <li>• Communicate effectively</li> <li>• Debate</li> <li>• Research</li> <li>• Write extensively</li> <li>• Compare similarities and differences between political ideologies</li> </ul>
	Electoral Systems (AMA)		
	Political Parties (AMA)		
	Voting Behaviour and the Media (CMC)	<p><b>2. Political Parties</b></p> <ul style="list-style-type: none"> <li>• Functions of parties in a democracy.</li> <li>• <b>Major parties:</b> <ul style="list-style-type: none"> <li>○ The Conservative Party</li> <li>○ The Labour Party</li> <li>○ The Liberal Democrats</li> <li>○ Historical and ideological traditions (e.g., One-Nation Conservatism, New Labour)</li> </ul> </li> <li>• <b>Smaller parties:</b> <ul style="list-style-type: none"> <li>○ Role and impact (e.g., SNP, Green Party, UKIP)</li> <li>○ Influence on policy and debate</li> </ul> </li> <li>• <b>Party funding:</b> <ul style="list-style-type: none"> <li>○ Sources of income (membership, donations, state funding)</li> <li>○ Controversies and debates about reform</li> </ul> </li> <li>• Development of a <b>multi-party system</b> in the UK – national vs devolved contexts.</li> </ul>	
		<p><b>3. Electoral Systems</b></p> <ul style="list-style-type: none"> <li>• <b>Different types of systems:</b> <ul style="list-style-type: none"> <li>○ First Past the Post (FPTP) – used in general elections</li> <li>○ Additional Member System (AMS) – used in Scotland, Wales</li> <li>○ Single Transferable Vote (STV) – used in Northern Ireland</li> <li>○ Supplementary Vote (SV) – used in</li> </ul> </li> </ul>	

		<p>London mayoral elections</p> <ul style="list-style-type: none"> <li>Advantages and disadvantages of each system.</li> <li>Impact on representation, government formation, and party success.</li> <li>Trends in voting behaviour under different systems.</li> <li>Evaluation of <b>electoral reform</b>.</li> </ul>	
		<p><b>4. Voting Behaviour and the Media</b></p> <ul style="list-style-type: none"> <li><b>Voting behaviour</b> in general elections: <ul style="list-style-type: none"> <li>Key elections: 1979, 1997, 2010, 2017, 2019, 2024</li> <li>Impact of class, age, gender, ethnicity, region, turnout</li> <li>Long-term vs short-term influences</li> </ul> </li> <li><b>The role of the media:</b> <ul style="list-style-type: none"> <li>Traditional media (e.g., newspapers, TV)</li> <li>Social media and new forms of campaigning</li> <li>Influence of opinion polls and political broadcasting</li> </ul> </li> <li>Partisan and positional influence of the media.</li> </ul> <p><u>Homework: Pre-chewed Politics sheets, Cornell notes, Podcasts, Research projects, etc.</u></p> <p><b>Key Concepts and Skills:</b> Description, Analysis, Evaluation, Judgement, Balanced Argument, Inference</p>	
Spring Term	<p><b>The Constitution (AMA)</b></p> <p><b>Parliament (CMC)</b></p> <p><b>The Prime Minister and the executive (AMA)</b></p> <p><b>Relations between the branches (CMC)</b></p>	<p><b>UK GOVERNMENT</b></p> <p><b>1. The Constitution</b></p> <ul style="list-style-type: none"> <li><b>Nature and sources of the UK Constitution:</b> <ul style="list-style-type: none"> <li>Uncodified, flexible, and unentrenched</li> <li>Statute law, common law, conventions, authoritative works, EU law (pre-Brexit)</li> </ul> </li> <li>Key constitutional developments: <ul style="list-style-type: none"> <li><b>1997–2010 Labour reforms</b> (e.g., House of Lords reform, Human Rights Act)</li> <li><b>Coalition reforms</b> (e.g., Fixed-term Parliaments Act)</li> <li><b>Devolution</b> and the evolving UK constitution</li> </ul> </li> <li>Ongoing debates: <ul style="list-style-type: none"> <li>Codification and a possible written constitution</li> <li>Extent to which reforms have enhanced democracy</li> </ul> </li> </ul>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>Analyse</li> <li>Evaluate</li> <li>Think critically</li> <li>Learn independently</li> <li>Work in groups/teams</li> <li>Communicate effectively</li> <li>Debate</li> <li>Research</li> <li>Write extensively</li> <li>Compare similarities and differences between political ideologies</li> </ul>
		<p><b>2. Parliament</b></p> <ul style="list-style-type: none"> <li>Structure and role of: <ul style="list-style-type: none"> <li><b>House of Commons</b></li> <li><b>House of Lords</b></li> </ul> </li> <li>Functions of Parliament: <ul style="list-style-type: none"> <li>Scrutiny, legislation, representation, debate</li> </ul> </li> <li>The <b>legislative process</b> and how laws are made</li> <li><b>Effectiveness</b> of Parliament in holding government to account</li> <li>Relationship between the Commons and Lords – cooperation and conflict</li> <li>Role of <b>Backbench MPs, select committees, and opposition</b></li> <li>Extent of executive dominance</li> </ul>	

		<p><b>3. Prime Minister and Executive</b></p> <ul style="list-style-type: none"> <li>Structure and powers of the <b>Executive</b>: <ul style="list-style-type: none"> <li>Prime Minister, Cabinet, government departments</li> </ul> </li> <li><b>Roles of the Prime Minister</b>: <ul style="list-style-type: none"> <li>Leadership, chairing Cabinet, national representation, party leadership</li> </ul> </li> <li><b>Cabinet</b>: role, composition, collective responsibility</li> <li>Prime Ministerial power: <ul style="list-style-type: none"> <li>Factors affecting authority (e.g., majority, media, crises)</li> <li>Debate over presidentialism vs cabinet government</li> </ul> </li> <li>Case studies of recent PMs (e.g., Blair, May, Johnson, Starmer)</li> </ul>	
		<p><b>4. Relationships Between the Branches</b></p> <ul style="list-style-type: none"> <li><b>Supreme Court</b>: <ul style="list-style-type: none"> <li>Structure, role, and independence</li> <li>Judicial neutrality and independence</li> <li>Key cases demonstrating its role</li> </ul> </li> <li>Relationship between judiciary and other branches</li> <li><b>Judicial review</b> and protection of civil liberties</li> <li>Debate over judicial activism vs restraint</li> <li><b>EU and devolution</b>: <ul style="list-style-type: none"> <li>Impact of <b>Brexit</b> on sovereignty</li> <li>Role of devolved bodies (Scotland, Wales, Northern Ireland)</li> <li>Evolving nature of UK sovereignty and unity</li> </ul> </li> </ul> <p><u>Homework: Pre-chewed Politics sheets, Cornell notes, Podcasts, Research projects, etc.</u></p> <p><b>Key Concepts and Skills: Description, Analysis, Evaluation, Judgement, Balanced Argument, Inference</b></p>	
Summer Term	Political Ideologies (AMA/CMC)	<p>Students study <b>three core ideologies</b>:</p> <p><b>1. Liberalism</b></p> <ul style="list-style-type: none"> <li>Core values: <ul style="list-style-type: none"> <li>Individualism, freedom, tolerance</li> </ul> </li> <li>Classical vs modern liberalism</li> <li>Role of the state, economy, and society</li> <li>Key thinkers (e.g., Locke, Mill, Friedan, Wollstonecraft, Rawls)</li> </ul> <p><b>2. Conservatism</b></p> <ul style="list-style-type: none"> <li>Core values: <ul style="list-style-type: none"> <li>Tradition, order, hierarchy</li> </ul> </li> <li>Different strands: <ul style="list-style-type: none"> <li>Traditional conservatism, One-Nation, New Right</li> </ul> </li> <li>Human nature, the state, society, economy</li> <li>Key thinkers (e.g., Hobbes, Burke, Nozick, Oakeshott, Rand)</li> </ul> <p><b>3. Socialism</b></p> <ul style="list-style-type: none"> <li>Core values: <ul style="list-style-type: none"> <li>Equality, collectivism, social justice</li> </ul> </li> <li>Strands: <ul style="list-style-type: none"> <li>Revolutionary, democratic, third way</li> </ul> </li> <li>Views on human nature, society, economy, and the state</li> </ul>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>Analyse</li> <li>Evaluate</li> <li>Think critically</li> <li>Learn independently</li> <li>Work in groups/teams</li> <li>Communicate effectively</li> <li>Debate</li> <li>Research</li> <li>Write extensively</li> <li>Compare similarities and differences between political ideologies</li> </ul>

		<ul style="list-style-type: none"><li>• Key thinkers (e.g., Marx &amp; Engels, Luxemburg, Webb, Crosland, Giddens)</li></ul> <p><b><u>Option Ideology: Feminism</u></b></p> <ul style="list-style-type: none"><li>• Core ideas:<ul style="list-style-type: none"><li>◦ Sex and gender, patriarchy, equality and difference feminism</li></ul></li><li>• Strands:<ul style="list-style-type: none"><li>◦ Liberal, radical, socialist, postmodern feminism</li></ul></li><li>• Key debates:<ul style="list-style-type: none"><li>◦ Equality vs difference</li><li>◦ Intersectionality</li></ul></li><li>• Key thinkers (e.g., Gilman, de Beauvoir, Rowbowtham, Millett, bell hooks)</li></ul> <p><b><u>Homework:</u></b> Pre-chewed Politics sheets, Cornell notes, Podcasts, Research projects, etc.</p> <p><b>Key Concepts and Skills:</b> Description, Analysis, Evaluation, Judgement, Balanced Argument, Inference</p>	
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