

**Politics – Year 12 UK Curriculum**

<b>pContent (Intent)</b>	<b>Links to prior learning</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<p><b>Term 1</b> <b>The nature &amp; sources of the British Constitution</b></p> <ul style="list-style-type: none"> <li>• Codified 3.39</li> <li>• Uncodified 3.39</li> <li>• Statute 3.42</li> <li>• common law 3.42</li> <li>• conventions 3.43</li> <li>• authoritative opinions 3.43</li> <li>• The royal prerogative 3.48</li> <li>• rule of law 3.46</li> <li>• parliamentary sovereignty</li> </ul> <p><b>The legislative branch of government: Parliament</b></p> <ul style="list-style-type: none"> <li>• scrutiny of executive 2.23, 5.110, 6.118</li> <li>• Commons 5.83</li> <li>• Lords 5.86</li> <li>• MPs and peers 5.86</li> <li>• delegates and trustees 5.107</li> <li>• Burkean theories of representation 9.244</li> </ul>	<p>Links to political systems studied in History during Y9.</p> <p>Democracy and political systems have been taught as part of the PSHE programme lower down the school.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge accumulation.</li> <li>• Analysis of political arguments.</li> <li>• Evaluation of different political ideas.</li> <li>• Forming arguments.</li> <li>• Assessing reliability.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Mixture of 9 mark Describe questions and 25 mark extract questions.</li> </ul>	<p>To understand how the UK Constitution has an impact on the structure and workings of the Government.</p> <p>To understand the law-making process.</p> <p>To understand how parliament scrutinises the executive.</p> <p>To understand the nature of parliamentary debates.</p> <p>To understand the role of MPs.</p>
<p><b>Term 2</b> <b>The executive branch of government: The Prime Minister &amp; the Cabinet</b></p> <ul style="list-style-type: none"> <li>• core executive 6.121</li> <li>• prime minister 6.121</li> </ul>	<p>Links to the legislative branch of government taught in term 1.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge accumulation.</li> <li>• Analysis of political arguments.</li> <li>• Evaluation of different political ideas.</li> <li>• Forming arguments.</li> </ul>	<p>To understand the roles and responsibilities of the UK Prime Minister and the Cabinet.</p> <p>To understand how policy is made.</p>

**Politics – Year 12 UK Curriculum**

<b>pContent (Intent)</b>	<b>Links to prior learning</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<ul style="list-style-type: none"> <li>• primus inter pares</li> <li>• cabinet 6.125 -156</li> <li>• inner cabinet</li> <li>• cabinet committee</li> <li>• individual and collective responsibility 6.134</li> </ul>		<ul style="list-style-type: none"> <li>• Assessing reliability.</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Mixture of 9 mark Describe questions and 25 mark extract questions.</li> </ul>	
<p><b>Term 3</b> <b>The Judicial branch of government</b></p> <ul style="list-style-type: none"> <li>• Supreme Court</li> <li>• judicial independence and impartiality</li> <li>• separation of powers 7.162</li> <li>• ultra vires 7.166</li> <li>• judicial review. 7.166</li> </ul> <p><b>Devolution</b></p> <ul style="list-style-type: none"> <li>• The Scottish Parliament and Government 4.64</li> <li>• The Welsh Assembly and Government 4.68</li> <li>• The Northern Ireland Assembly and Executive. 4.70</li> </ul>	<p>Links to the legislative and executive branches of government taught during terms 1 and 2.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge accumulation.</li> <li>• Analysis of political arguments.</li> <li>• Evaluation of different political ideas.</li> <li>• Forming arguments.</li> <li>• Assessing reliability.</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Mixture of 9 mark Describe questions and 25 mark extract questions.</li> </ul>	<p>To understand how the Supreme Court can influence the interpretation of legislation.</p> <p>To understand the impact of landmark rulings in the Supreme Court.</p> <p>To understand the history behind devolution.</p> <p>To understand the issues surrounding devolution.</p>
<p><b>Term 4</b> <b>Democracy &amp; political participation</b></p> <ul style="list-style-type: none"> <li>• direct democracy 9.202</li> <li>• representative democracy 9.204</li> <li>• suffrage 9.208</li> <li>• participation 9.223</li> <li>• pressure groups (intro) 9.227</li> </ul>		<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge accumulation.</li> <li>• Analysis of political arguments.</li> <li>• Evaluation of different political ideas.</li> <li>• Forming arguments.</li> <li>• Assessing reliability.</li> </ul>	<p>To understand how people participate in the electoral process.</p> <p>The understand the main characteristics of voting systems.</p>

**Politics – Year 12 UK Curriculum**

<b>pContent (Intent)</b>	<b>Links to prior learning</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<p>partisan dealignment.</p> <p><b>UK electoral systems</b></p> <ul style="list-style-type: none"> <li>• majoritarian and proportional electoral systems 10.249</li> <li>• representative democracy</li> <li>• suffrage 9.208</li> <li>• participation</li> <li>• voting behaviour 10.289</li> <li>• manifesto</li> <li>• campaign</li> <li>• referendums. 10.274</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Mixture of 9 mark Describe questions and 25 mark extract questions.</li> </ul>	<p>A case study of three key elections since 1945.</p>
<p><b>Term 5</b></p> <p><b>Political parties</b></p> <ul style="list-style-type: none"> <li>• Ideology 12.311-330</li> <li>• party structure 12.330</li> <li>• party systems party funding 12.334</li> <li>• party functions</li> <li>• minor parties 12.330</li> <li>• political agenda.</li> <li>• third parties</li> <li>• independent candidates</li> </ul> <p><b>Pressure groups</b></p>	<p>Links to the judiciary which was taught in term 3.</p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Knowledge accumulation.</li> <li>• Analysis of political arguments.</li> <li>• Evaluation of different political ideas.</li> <li>• Forming arguments.</li> <li>• Assessing reliability.</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Mixture of 9 mark Describe questions and 25 mark extract questions.</li> </ul>	<p>To understand the different political philosophies and how they relate to political parties.</p> <p>To understand how political parties are structured.</p> <p>To understand the role that pressure groups play in funding political parties and candidates.</p> <p>To understand the role that pressure groups play in determining policy.</p>

## Politics – Year 12 UK Curriculum

<b>pContent (Intent)</b>	<b>Links to prior learning</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<b>Term 6</b> Revision for Y12 mock examinations.  <b>The European Union</b> <ul style="list-style-type: none"><li>European institutions 8.178-194</li></ul>	Provides synoptic links to all taught elements of UK politics across Year 12.	<ul style="list-style-type: none"><li>Knowledge accumulation.</li><li>Analysis of political arguments.</li><li>Evaluation of different political ideas.</li><li>Forming arguments.</li><li>Assessing reliability.</li></ul> Assessments: <ul style="list-style-type: none"><li>Mixture of 9 mark Describe questions and 25 mark extract questions.</li></ul>	aims of the EU and the extent to which they have been achieved.  the impact of the EU on UK politics and policy making.

### Resources and/or activities to support learning

#### **Textbook used in lessons:**

Lemieux. S [et. al], *AQA A-level Politics*, London, 2021.

#### **Websites:**

<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152>

<https://www.alevelpolitics.com/>

<https://studyrocket.co.uk/revision/a-level-politics-aqa>

#### **Videos:**

[\(222\) An introduction to Parliament - YouTube](#)