

**Politics – Year 12 USA Curriculum**

| <b>Content (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><br/> <b>The constitutional framework of US government</b></p> <ul style="list-style-type: none"> <li>• US Constitution</li> <li>• Bill of Rights</li> <li>• Separation of powers</li> <li>• Checks and balances</li> <li>• Federalism</li> </ul> <p><b>The legislative branch of government: Congress</b></p> <ul style="list-style-type: none"> <li>• Congress</li> <li>• House of Representatives</li> <li>• Senate</li> <li>• Oversight</li> <li>• Committee System</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 US Constitution has an impact on the structure and workings of the US Government.</p> <p>To understand how political powers in the US are checked.</p> <p>To understand the nature of a federal system of government.</p> <p>To understand the law making process.</p> <p>To understand how Congress checks the power of the president.</p> |
| <p><b>Term 2</b><br/> <b>The executive branch of government: The President</b></p> <ul style="list-style-type: none"> <li>• The Executive</li> <li>• The President</li> <li>• formal powers</li> <li>• informal powers</li> <li>• checks and balances</li> <li>• imperial presidency</li> <li>• imperilled presidency</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> <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 roles and responsibilities of the USA President.</p> <p>To understand how the role of president fits in with the ‘checks and balances’ laid out in the Constitution.</p> <p>To look at various case studies of actions taken by presidents.</p>   |

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|---|---|--|--|
| <p><b>Term 3</b></p> <p><b>The Judicial branch of government</b></p> <ul style="list-style-type: none"> <li>• Supreme Court</li> <li>• judicial activism</li> <li>• judicial restraint</li> <li>• judicial review</li> <li>• strict and loose constructionism</li> </ul> <p><b>The electoral process &amp; direct democracy</b></p> <ul style="list-style-type: none"> <li>• electoral college system</li> <li>• primaries</li> <li>• caucuses</li> <li>• national nominating conventions</li> <li>• direct democracy</li> <li>• voting behaviour</li> <li>• popular vote</li> <li>• split ticket voting</li> <li>• abstention</li> <li>• incumbency</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 the Constitution.</p> <p>To understand the impact of landmark rulings in the Supreme Court.</p> <p>To look at case studies: Roe v. Wade &amp; Obergefell v. Hodges.</p> <p>To understand how people participate in the electoral process.</p> |
| <p><b>Term 4</b></p> <p><b>Political parties</b></p> <ul style="list-style-type: none"> <li>• ideology</li> <li>• factionalism</li> <li>• party decline</li> <li>• party renewal</li> <li>• party organisation</li> <li>• third parties</li> </ul>  | <p>Links to the electoral process 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>To understand the different political philosophies and how they relate to political parties.</p> <p>To understand how political parties are structured.</p>   |

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|---|--|---|---|
| <ul style="list-style-type: none"> <li>• independent candidates</li> </ul> <p><b>Pressure groups</b></p> <ul style="list-style-type: none"> <li>• political pluralism</li> <li>• electoral finance</li> <li>• iron triangles</li> <li>• promotional groups</li> <li>• interest groups</li> <li>• Political Action Committees and Super PACs.</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 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>           |
| <p><b>Term 5</b></p> <p>Civil Rights</p> <ul style="list-style-type: none"> <li>• Civil Liberties</li> <li>• Bill of Rights</li> <li>• landmark rulings</li> <li>• Supreme Court</li> <li>• Civil Rights movement</li> </ul>  | <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 role of the Supreme Court in ruling on civil liberties cases.</p> <p>To understand the role that race plays in politics and society in the modern day United States.</p> |
| <p><b>Term 6</b></p> <p>Comparative politics: The USA &amp; UK</p> <p>Revision for Y12 mock examinations.</p>   | <p>Provides synoptic links to all taught elements of both the UK and US politics across Year 12.</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 be able to compare the similarities and differences between the various aspects of UK and US politics.</p>  |

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|------------------|-------------------------|---|-------------------------------------|
|                  |                         | <ul style="list-style-type: none"><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> |                                     |

### 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:**

[Introduction: Crash Course U.S. Government and Politics - YouTube](#)