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Year 12			
	Term 1	**Term 2**	**Term 3**
Topic / Specification reference	Teacher 1: UK Politics – Democracy and Participation Teacher 2: UK Government - Parliament	Teacher 1: UK Politics – Electoral systems Teacher 2: UK Government – The Prime Minister and the Executive	Teacher 1: UK Politics – Voting behaviour and the media Teacher 2: UK Government – The Constitution
Knowledge	C1: The features of direct democracy and representative democracy. ▪ The similarities and differences between, and the advantages and disadvantages of, direct democracy and representative democracy and the case for reform. ▪ Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age. ▪ Pressure groups and other influences. ▪ How different pressure groups exert influence and how their methods and influence vary in contemporary politics. ▪ Case studies of two different pressure groups. ▪ Think tanks, lobbyists and corporations, and their influence on government and Parliament. ▪ Developments of rights e.g. Human Rights Act 1998 and Equality Act 2010.	C1: First-past-the-post, Additional Member System (AMS), Single Transferable Vote (STV) Supplementary Vote (SV). Advantages and disadvantages of each. ▪ Referendums and how they are used. ▪ The case for and against referendums in a representative democracy. ▪ Debates on why different electoral systems are used in the UK. ▪ The impact of the electoral system on the government and on party representation and of electoral systems on voter choice. C2: The structure, role, and powers of the Executive ▪ Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget. ▪ The main powers of the Executive, including Royal Prerogative powers,	C1: Case studies of three key general elections, the results and their impact on parties and government. ▪ The factors that explain the outcomes of these elections, including: party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections. ▪ class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment, gender, age, ethnicity and, turnout and trends. The assessment of the role and impact of the media on politics C2: The nature and sources of the UK constitution, including: ▪ unentrenched, uncodified and unitary, and the 'twin pillars' of parliamentary sovereignty and the rule of law

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	▪ Debates on the extent, limits and tensions within the UK's rights-based culture. C2: The structure and role of the House of Commons and House of Lords and the extent to which these functions are fulfilled. ▪ The comparative powers of the House of Commons Debates about the relative power of the two houses. The legislative process. ▪ The ways in which Parliament interacts with the Executive. ▪ The role and significance of backbenchers in both Houses ▪ The work of select committees. ▪ The role and significance of the opposition. The purpose and nature of ministerial question time, including Prime Minister's Questions.	▪ initiation of legislation and secondary legislative power. ▪ The concept of ministerial responsibility. ▪ The power of the Prime Minister and the Cabinet. ▪ The factors governing the Prime Minister's selection of ministers. ▪ The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed and the balance of power between the Prime Minister and the Cabinet. Case studies of 2 PMs.	▪ the five main sources of the UK constitution: statute law; common law; conventions; authoritative works and treaties (including European Union law). ▪ How the constitution has changed since 1997. ▪ House of Lords reforms, electoral reform; devolution; the Human Rights Act 1998; and the Supreme Court. ▪ Fixed Term Parliaments; further devolution to Wales. ▪ Further devolution to Scotland (in the context of the Scottish Referendum). ▪ The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK. ▪ Devolution in England. • Scottish Parliament and Government. ▪ Welsh Assembly and Government. ▪ Northern Ireland Assembly and Executive. Debates on further reforms to the constitution and devolution

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Skills	Using new subject specific content in context. Selecting evidence to support points and arguments Justifying opinions with evidence. Listening to both sides of an argument to start to reach a judgment. Essay writing: writing a balanced answer which addresses both sides of an argument and reaches a clear judgment.	Essay writing: writing a balanced answer which addresses both sides of an argument and reaches a clear judgment. Developing a sense of argument throughout the essay. Source skills: identifying the opposing views in a source and selecting the key points. Using knowledge and examples to evaluate the views.	Essay writing: writing a balanced answer which addresses both sides of an argument and reaches a clear judgment. Developing a sense of argument throughout the essay. Source skills: identifying the opposing views in a source and selecting the key points. Using knowledge and examples to evaluate the views and reach a judgment on which side of the argument has been best supported.
Key vocabulary	C1: Legitimacy Direct democracy Representative democracy Pluralist democracy Democratic deficit Participation crisis Franchise/suffrage Think tanks Lobbyists Insider/Outsider pressure groups C2: Parliament House of Commons House of Lords Salisbury Convention Legislative bills Public bill committees Backbenchers Select committees Opposition PMQs Speaker BBBC	C1: First-past-the-post (FPTP) Additional Member System (AMS) Single Transferable Vote (STV) Supplementary Vote (SV) Safe seat Marginal seat Minority government Coalition government C2: Executive Cabinet Minister Government department Royal prerogative Secondary legislation Individual responsibility Collective responsibility Presidential government	C1: Class dealignment Partisan dealignment Governing competency Disillusion and apathy Manifesto Mandate C2: Constitution Unentrenched (entrenched) Uncodified (codified) Unitary (federal) Parliamentary sovereignty The rule of law Statute law Common law Conventions Authoritative works Treaties Devolution

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Assessment	How effective is the legislative process – paragraph Essay on how well the Commons performs its functions. Essay on whether there is a participation crisis in the UK	Essay on how representative Parliament is. Source question on whether the Lords should be reformed/abolished/remain as it is. Essay on the impact of FPTP on party systems in the UK.	Essay question on the most important factor influencing voter behaviour. Source question on further reforms to devolution. Essay question on whether the UK should have a codified constitution

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	Term 4	Term 5	Term 6
Topic / Specification reference	Teacher 1: UK Politics – Political parties Teacher 2: UK Government – Relations between the branches of government	Revision of UK Politics and Government Mock exams Teacher 1: Core ideologies – Conservatism Teacher 2: Optional ideologies-nationalism	Teacher 1: Conservatism May start Socialism Teacher 2: Nationalism
Knowledge	C1: How parties are currently funded, debates on the consequences of the current funding system. ▪ The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign policy. ▪ The importance of other parties in the UK. ▪ The ideas and policies of two other minor parties. ▪ The development of a multi-party system and its implications for government. ▪ Various factors that affect party success. C2: The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes. Judicial neutrality and judicial independence ▪ The doctrine of ultra vires and judicial review.	C1: pragmatism – flexible approach to society with decisions made on the basis of what works ▪ tradition – accumulated wisdom of past societies and a connection between the generations ▪ human imperfection – humans are flawed which makes them incapable of making good decisions for themselves ▪ organic society/state – society/state is more important than any individual parts ▪ paternalism – benign power exerted from above by the state, that governs in the interests of the people ▪ libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy.	C1: The differing views and tensions within conservatism: • traditional conservative ▪ one-nation conservative ▪ new right − free-market economics and atomistic individualism neo-conservative The Five Key Conservative Thinkers: Thomas Hobbes Edmund Burke Michael Oakeshott Ayn Rand Robert Nozick C2: liberal nationalism – seeks a world of autonomous nation-states ▪ conservative nationalism – exists to forge a sense of cohesion and unity within society ▪ anti/post-colonialism – rejects colonial rule and seeks to have governance returned to the indigenous population ▪ expansionist nationalism – rejects the right of all nations to self-determination, usually linked to chauvinism.

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	▪ The extent to which the balance of power between Parliament and the Executive has changed. ▪ The aims, role and impact of the European Union (EU) on UK government. ▪ The distinction between legal sovereignty and political sovereignty in the UK system. ▪ The extent to which sovereignty has moved between different branches of government. ▪ Where sovereignty can now be said to lie in the UK.	C2: nations – people who identify themselves as a cohesive group based on shared values in society ▪ self-determination – belief that nations should decide how they are governed –nation-state – a nation that rules itself in its own state ▪ culturalism – that nationalism is based on shared cultural societal ▪ racialism – humankind can be meaningfully divided into separate 'races', which each possess different natures – to cover the view held by a very small group of nationalists ▪ internationalism	The Five Key Nationalist Thinkers: Jean-Jacques Rousseau Johann Gottfried von Herder Giuseppe Mazzini Charles Maurras Marcus Garvey
Skills	Essay writing: writing a balanced answer which addresses both sides of an argument and reaches a clear judgment. Developing a sense of argument throughout the essay. Source skills: identifying the opposing views in a source and selecting the key points. Using knowledge and examples to evaluate the views and reach a judgment on which side of the argument has been best supported.	Effective revision skills Exam timing and technique. Learning from mock exams.	Political ideas essay writing skills. Structuring essays thematically and integrating thinkers into the essay. Using the key terms in context.

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Key vocabulary	C1: Old Labour (social democracy) New Labour (Third Way) One Nation New Right Classical liberals' Modern liberals Party systems Left wing Right wing C2: Supreme Court Judicial neutrality Judicial independence Judicial review Elective dictatorship European Union (EU) Four freedoms (EU) Legal sovereignty Political sovereignty Ultra vires	C1: Hierarchy Authority Change to conserve Atomism C2: Civic nationalism Nation Nation state Self determination Culturalism Racialism Ethnicity Liberal internationalism Socialist internationalism Ethnicity	C1: Noblesse oblige Anti-permissiveness Radical Human imperfection Laissez-faire Empiricism C2: Rational Progressive Regressive Inclusive nationalism Exclusive nationalism Chauvinistic nationalism Imperialism/colonialism Volksgeist Integral nationalism Black nationalism
Assessment	Source question on major and minor parties/party systems. Essay question on whether the UK still has parliamentary sovereignty. Source question on the UK judiciary.	Mock exam: Students complete one source question from a choice of two from C2 and one essay question from a choice of two from C1 in a 90-minute exam paper.	Nationalism essay: 'To what extent is nationalism progressive?' Conservatism essay e.g. To what extent do different conservatives agree about human nature?