



# Prince William School

## Politics Curriculum Overview



### Why Teach ?

- Politics allows students to develop their knowledge of contemporary political structures within the UK and globally.
- Politics encourages students to develop a critical awareness of the changing nature of politics and the relationships between political ideas, processes, and institutions.
- Politics provides an informed understanding of the rights and responsibilities of individuals and groups in society.
- Politics leads to a developed interest and engagement with contemporary politics and political issues.

### Substantive Big Ideas

	<b>Political Ideology</b>	
	<b>Human Nature</b>	
	<b>Economy</b>	
	<b>Society</b>	
	<b>State</b>	

### Disciplinary Big Ideas

- Knowledge of key political concepts and ideologies.
- Critical analysis of UK and core political ideas.
- Construct and communicate arguments with reasoned conclusions about UK politics and core political ideas.
- Compare and contrast political ideas.

### Learning for Life and Careers

#### Employability skills

Literacy, Numeracy/ICT, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication.

#### Linking the Curriculum to Careers

#### Encounters with Employers

#### Examples of Qualification Pathways



# Prince William School

## Curriculum Map – Topics by Term



	Political Ideology	Human Nature	Economy	Society	State
	Year 12			Year 13	
	Teacher 1	Teacher 2	Teacher 1	Teacher 2	
Autumn 1	<b>Democracy and Participation</b> <ul style="list-style-type: none"> <li>Systems of direct and representative democracy</li> <li>Debates over suffrage (class, age, gender, ethnicity)</li> <li>Pressure groups and influences</li> <li>Rights in context (milestones in development)</li> </ul>	<b>Constitution</b> <ul style="list-style-type: none"> <li>Nature and sources of constitution</li> <li>Changes in the UK constitution</li> <li>Roles and powers of devolved bodies</li> <li>Debates on constitutional reform</li> </ul>	<b>Global Governance: Human Rights and Environmental</b> <ul style="list-style-type: none"> <li>International law and institutions</li> <li>Issues of institutions dealing with human rights</li> <li>Environmental- UNFCCC</li> <li>Extent of institutions dealing with contemporary global issues</li> </ul>	<b>State and Globalisation</b> <ul style="list-style-type: none"> <li>Nation state and national sovereignty</li> <li>Process of globalisation</li> <li>Impact of globalisation</li> <li>Debates about globalisation</li> <li>Globalisation and contemporary issues</li> </ul>	
	<b>Political Parties</b> <ul style="list-style-type: none"> <li>Functions of features of political parties</li> <li>Established UK political parties</li> <li>Emerging and minor UK political parties</li> <li>Political parties in context</li> </ul>	<b>Parliament</b> <ul style="list-style-type: none"> <li>Structure and role of Houses of Parliament</li> <li>Powers of House of Commons and Lords</li> <li>Legislative process</li> <li>Interaction between parliament and Executive</li> </ul>	<b>Comparative theories</b> <ul style="list-style-type: none"> <li>Ideas of realism</li> <li>Ideas of liberalism</li> <li>Divisions between realism and liberalism</li> <li>Anarchical society</li> <li>Evaluation of extent of realism and liberalism in global politics</li> </ul>	<b>Global Governance: political and Economical</b> <ul style="list-style-type: none"> <li>Political- United Nations, NATO</li> <li>Economic- IMF, World Bank, WTO</li> <li>Significance of global economic deals</li> <li>How institutions deal with contemporary global issues</li> </ul>	
Spring 1	<b>Electoral Systems</b> <ul style="list-style-type: none"> <li>Different electoral systems</li> <li>Referendums</li> <li>Electoral system analysis</li> </ul>	<b>Prime Minister</b> <ul style="list-style-type: none"> <li>Structure, role, and powers of Executive</li> <li>Ministerial responsibility</li> <li>Powers of Prime Minister and Cabinet</li> </ul>	<b>Power and Developments</b> <ul style="list-style-type: none"> <li>Types of power</li> <li>Significance of state</li> <li>Polarity</li> <li>Systems of government</li> <li>Development and spread democracy</li> </ul>	<b>Regionalism</b> <ul style="list-style-type: none"> <li>Forms of regionalism</li> <li>Reasons and significance of regionalism</li> <li>Development of regional organisations</li> <li>European integration- EU</li> <li>Significance of the EU</li> </ul>	
	<b>Voting Behaviour</b> <ul style="list-style-type: none"> <li>Case studies of general elections</li> <li>Factors affecting outcome of these elections</li> <li>Influence of the media in elections</li> </ul>	<b>Relations between Branches</b> <ul style="list-style-type: none"> <li>Supreme court</li> <li>Relationship between Executive and Parliament</li> <li>Aims, role and impact of EU</li> <li>Sovereignty and UK Politics</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	
Summer 1	<b>Core Political Ideals</b> <ul style="list-style-type: none"> <li>Conservatism ideals and principles</li> <li>Conservative thinkers</li> <li>Views and tensions within conservatism</li> </ul>	<b>Non-Core Political Ideals</b> <ul style="list-style-type: none"> <li>Feminist ideals and principles</li> <li>Different types of feminism</li> <li>Feminist thinkers and their ideas</li> </ul>	Exams		Exams
	Core political ideals <ul style="list-style-type: none"> <li>Socialism ideals and principles</li> <li>Socialist thinkers</li> <li>Views and tensions within socialism</li> </ul>	Core Political ideals <ul style="list-style-type: none"> <li>Liberalism ideals and principles</li> <li>Liberal thinkers</li> <li>Views and tensions within liberalism</li> </ul>	Exams		Exams



# Prince William School

## Curriculum Map – Substantive Knowledge Progression



	Political Ideology	Human Nature	Economy	Society	State	
	Year 12			Year 13		
Political Ideology	<ul style="list-style-type: none"> <li>The nature of politics and how people engage in the political process in the UK. Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. They will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government.</li> </ul>			<ul style="list-style-type: none"> <li>Global governance: political and economic:</li> <li>The United Nations (UN) - origins and development of the UN, including its 1945 charter. Its role and significance of the UN to include the Security Council, General Assembly, Economic and Social Council, International Court of Justice including their strengths and weaknesses.</li> <li>North Atlantic Treaty Organisation (NATO). Its role and significance of NATO including its changing role, particularly since the end of the Cold War, and strengths and weaknesses.</li> </ul>		
Human Nature	<ul style="list-style-type: none"> <li>Students understand the individual in the political process and their relationship with the state and their fellow citizens. Students will examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions. This component will further examine the role of the media in contemporary politics. It will also give students an understanding of voting patterns and voting behaviour.</li> <li>Students explore the three traditional political ideas of conservatism, liberalism and socialism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.</li> <li>Students understand that liberalism is seen essentially as a product of The Enlightenment as it recognises that humans are rational creatures capable of understanding the world and making decisions for themselves. The defining feature of liberalism is its belief in individualism and freedom.</li> </ul>			<ul style="list-style-type: none"> <li>Global politics encourages discussion and debate and requires students to study and present different global perspectives, as well as interpreting competing and contestable claims. The key mainstream perspectives on global politics are liberalism and realism, and students will be expected to understand how these perspectives are applied throughout all elements of the global politics content.</li> <li>Global governance: human rights and environmental:</li> <li>Origins and development of international law and institutions (International Court of Justice, International Criminal Court, special UN tribunals and European Court of Human Rights (ECHR) in creating the concept of global politics. Sources of authority, including the 1948 Universal Declaration of Human Rights.</li> <li>The key issues of these institutions in dealing with human rights: impact on state sovereignty, rise of humanitarian interventions and growth in 1990s, with examples of successful and unsuccessful intervention, reasons for selective interventionism, development of responsibility to protect and conflict with state sovereignty, examples of alleged Western double standards/hypocrisy</li> </ul>		
Economy	<ul style="list-style-type: none"> <li>Students explore the three traditional political ideas of conservatism, liberalism and socialism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.</li> <li>We live in a complex world with significant challenges, including global terrorism, poverty, economic instability, weapons proliferation, failing states and environmental degradation. These challenges require global co-operation if they are to be resolved.</li> </ul>			<ul style="list-style-type: none"> <li>Global governance: political and economic:</li> <li>International Monetary Fund (IMF) and the World Bank – the role and significance of these institutions, including their strengths and weaknesses.</li> <li>The World Trade Organisation (WTO) and G7/G8 and G20 the role and significance of these institutions, including their strengths and weaknesses.</li> <li>Significance of how global economic governance deals with the issue of poverty, including the North-South divide and other measurements to include world-systems theory, dependency, orthodox and alternative measurements of poverty.</li> <li>Classical economic development theory, structural theory, neo-classical development theory.</li> </ul>		



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## Curriculum Map – Substantive Knowledge Progression Continued



Society

- Students explore the 3 traditional political ideas of conservatism, liberalism and socialism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.
- Students understand that conservatism seeks to conserve society as it is and is suspicious of change. Conservatism values pragmatism over ideological thinking, seeking to adapt its values over time, according to changes in society. However, new right thinking within conservatism in the 1970s and 1980s challenged much of what conservatism had traditionally stood for.
- Students understand that socialism is defined by its opposition to capitalism. It aims to provide an alternative that is more humane and based on collectivism not individualism, co-operation not competition and social equality not inequality. There is a variety of traditions within socialism, with the goal of abolishing or minimising class division.
- Feminism is an ideology based on the belief that society is characterised by unequal gender power and status. All forms of feminism are committed to advancing the social role of women, ensuring that the disadvantages they face can and should be overthrown.
- Global politics gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also gives them the opportunity to explore the political issues that affect all of us. Students will gain understanding of abstract political concepts through grounding them in contemporary real-world examples and case studies that will develop an international awareness and knowledge of multiple perspectives.

- Global politics gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also gives them the opportunity to explore the political issues that affect all of us. Students will gain understanding of abstract political concepts through grounding them in contemporary real-world examples and case studies that will develop an international awareness and knowledge of multiple perspectives. Global politics encourages discussion and debate and requires students to study and present different global perspectives, as well as interpreting competing and contestable claims. The key mainstream perspectives on global politics are liberalism and realism, and students will be expected to understand how these perspectives are applied throughout all elements of the global politics content.



State

- Students explore the three traditional political ideas of conservatism, liberalism and socialism. Students will learn about the core ideas and principles and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.
- Students understand that politics is ultimately about people, but most political decisions are made by a branch of government whose roles and powers are determined by a set of rules: the constitution. This is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. Students should be able to use this as a base of comparison to other political systems. Students should know the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. Students are further introduced to the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them and considers where sovereignty now lies within this system. Students will explore the following key themes: the relative powers of the different branches of UK government; the extent to which the constitution has changed in recent years; the desirability of further change; and the current location of sovereignty within the UK political system.

- Global politics gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity through investigating the state in terms of nation-state and national sovereignty. It also looks at the processes of globalisation and the complex web of interconnectedness.



# Prince William School

## Curriculum Map – Disciplinary Knowledge Progression



	Year 12	Year 13
Knowledge	<ul style="list-style-type: none"> <li>Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas.</li> <li>Students must develop knowledge and understanding of key political concepts.</li> <li>Students must use appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas.</li> <li>Students must develop knowledge and understanding of key political concepts.</li> <li>Students must use appropriate vocabulary</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>Students must identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the USA and appreciating the UK's position in global politics.</li> </ul>	<ul style="list-style-type: none"> <li>Students must identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the USA and appreciating the UK's position in global politics.</li> </ul>
Construction	<ul style="list-style-type: none"> <li>Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas.</li> </ul>
Comparison	<ul style="list-style-type: none"> <li>Students must identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the USA and appreciating the UK's position in global politics.</li> </ul>	<ul style="list-style-type: none"> <li>Students must identify parallels, connections, similarities and differences between content studied, providing a basis for comparing the UK with the USA and appreciating the UK's position in global politics.</li> </ul>



# Prince William School Key Vocabulary



## Year 12

## Year 13

### Democracy

### Constitution

### Human Rights and the Environment

### State

Legitimacy

Democratic deficit

Constitution

Parliamentary sovereignty

International law

Human Rights

Sovereignty

Homogenisation

Direct democracy

Participation crisis

Unentrenched

Rule of law

International Court of Justice

Humanitarian intervention

Nation state

Interconnectedness

Representative democracy

Franchise/ suffrage

Uncodified

Authoritative works

International Criminal Court

Sustainability

Non-state actors

World government

Pluralist democracy

Think tanks

Unitary

Treaties

International tribunals

Global commons

Globalisation

Global government

### Political parties

### Parliament

### Power and developments

### Politics and Economy

Old labour

Classical liberals

Parliament

Salisbury Convention

Hard/ soft power

Multipolarity

NGOs

NATO

New labour

Modern liberals

House of Commons

Parliamentary privilege

Superpower

Democratic state

Structural Adjustment Programme

International Monetary Fund

One nation

Party systems

House of Lords

Legislative bills

Emerging power

Autocratic state

United Nations

World Bank

New right

Left/ right wing

Confidence and supply

Backbenchers

Polarity/ unipolarity/ bipolarity

Rogue states

Security Council

World Trade Organisation

### Electoral systems

### Prime Minister

### Comparative theories

### Regionalism and the EU

First-past-the-post

Safe seat

Executive

Royal prerogative

Realism

Complex interdependence

Regionalism

Supernationalism

Additional member system

Marginal seat

Cabinet

Secondary legislation

Liberalism

Global governance

European Union

Intergovernmentalism

Single transferable vote

Minority government

Minister

Individual/ collective responsibility

International anarchy

Anarchical society

European integration

Federalism

Supplementary vote

Coalition government

Government department

Presidential government

Security dilemma

Society of states

Sovereignty

Global-actor

### Voting behaviour

### Relations and Branches

Class dealignment

Disillusion and apathy

Supreme Court

Elective dictatorship

Partisan dealignment

Manifesto

Judicial neutrality

Legal/ political sovereignty

Government competency

Mandate

Judicial independence

Ultra vires

Judicial review

Four Freedoms

### Core ideals

### Non-Core ideals

Hierarchy

Noblesse oblige

Public Sphere

Discrimination

Authority

Anti-permissiveness

Private sphere

Reserve army of labour

Change to conserve

Human imperfection

Essentialism

Reformist

Atomism

Laissez-faire

Gender stereotypes

Intersectionality

### Core ideals

### Core ideals

Fraternity

Revisionism

Foundational equality

Limited government

Cooperation

Social justice

Formal equality

Egoistical individualism

Capitalism

Class consciousness

Equity of opportunity

Developmental individualism

Common ownership

Historical materialism

Social contract

Positive/ negative freedom

Communism

Keynesian economics

Meritocracy

Harm principle

Evolutionary socialism

Mechanistic theory

Marxism

Tolerance

