

Year 12 and 13 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	Character (SMSC & Values)	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Key words introduced to students in every lesson</li> <li>❖ Opportunities for debates on various topics throughout the course</li> <li>❖ Students are required to think critically and evaluate various perspectives and arguments</li> <li>❖ Essay based subject - extended answers needed for almost every exam question. Students will also need to be prepared to deconstruct 'items' given to them for certain questions</li> <li>❖ Source questions for various units meaning students need to assess its meaning and arguments</li> </ul>	<ul style="list-style-type: none"> <li>● Mutual respect / tolerance - the whole course involves students looking at alternative perspectives which they may not agree with or have experience of</li> <li>● Moral - students have to question the morality of institutions within our society and how they function (eg. political parties, electoral systems, the constitution)</li> <li>● Debating</li> <li>● Difference of opinion</li> </ul>	<ul style="list-style-type: none"> <li>● Skills learnt and developed throughout the course are transferable into a number of different areas - debating, critical thinking, time management, organisation</li> <li>● Careers in politics</li> </ul>	<ul style="list-style-type: none"> <li>● Wider reading articles and relevant news shared with students to see how Sociology links in with the wider world and their understanding of the institutions/structures within UK politics</li> <li>● Journal articles</li> <li>● Broadsheet newspapers</li> <li>● Trips (Parliament, debates)</li> <li>● Current affairs</li> </ul>	<ul style="list-style-type: none"> <li>● Students in each unit look at the effects on different groups of people in society (class, gender, ethnicity)</li> <li>● Exposed to a variety of ways of thinking, living etc</li> <li>● Suffrage and women votes</li> <li>● Key acts impacting human rights</li> <li>● Human rights around the world</li> <li>● Different systems of government</li> </ul>
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> <li>❖ Autumn 22 = Mock Exams</li> <li>❖ Spring 23 = Mock Exams</li> <li>❖ Summer 23 = Mock Exams</li> </ul>			<ul style="list-style-type: none"> <li>● Students are able to use their devices in order to take their notes</li> <li>● Mote for marking and feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Wider reading</li> <li>● Essays</li> <li>● Glossaries</li> <li>● Research tasks</li> <li>● Exam questions</li> </ul>

# Politics

Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
<b>COMPONENT 1: UK POLITICS</b>			
<i>UK Democracy and Participation</i>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Current systems of representative democracy and direct democracy</i></li> <li>★ <i>A wider franchise and debates over suffrage</i></li> <li>★ <i>Pressure groups and other influences</i></li> <li>★ <i>Rights in context</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Debating</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Source skills</i></li> <li>★ <i>Essay skills</i></li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → Citizenship</p> <p><b>Sequencing Links:</b> → Key concepts that link to the study of Government and Politics</p>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
<i>Political Parties</i>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Functions of political parties and how they are funded</i></li> <li>★ <i>Established political parties (Labour, Conservatives and Liberal Democrats)</i></li> <li>★ <i>Emerging and minor political parties</i></li> <li>★ <i>Multi-party system and implications for government</i></li> <li>★ <i>Factors that affect party success (leadership, unity, media)</i></li> </ul> <p><i>Skills</i></p>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → Citizenship</p> <p><b>Sequencing Links:</b> → Electoral system → Democracy and Participation → UK Government → UK Parliament → Conservatism → Socialism</p>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

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	<ul style="list-style-type: none"> <li>★ Literacy</li> <li>★ Explanation</li> <li>★ Evaluation</li> <li>★ Analysis</li> <li>★ Debating</li> <li>★ Essay skills</li> </ul>		
<i>Electoral Systems</i>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Different electoral systems</i> <ul style="list-style-type: none"> <li>○ <i>First past the post</i></li> <li>○ <i>Additional Member System</i></li> <li>○ <i>Single Transferable Vote</i></li> <li>○ <i>Supplementary Vote</i></li> </ul> </li> <li>★ <i>Referendums and how they are used</i></li> <li>★ <i>Debates on why different electoral systems are used</i></li> <li>★ <i>Impact of electoral systems on government</i></li> <li>★ <i>Impact of electoral systems on voter choice</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ Literacy</li> <li>★ Explanation</li> <li>★ Evaluation</li> <li>★ Analysis</li> <li>★ Source skills</li> <li>★ Debating</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Child Development</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ UK Parties</li> <li>→ Democracy and Participation</li> <li>→ UK Government</li> <li>→ UK Parliament</li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
<i>Voting Behaviour and the Media</i>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Case studies of three key general elections</i> <ul style="list-style-type: none"> <li>○ <i>Impacts on parties and government</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Media</li> <li>→ Sociology</li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Factors that explain outcome of these elections</i></li> <li>○ <i>Class-based voting</i></li> <li>○ <i>Age, ethnicity and other factors</i></li> <li>○ <i>Turnout and trends</i></li> <li>★ <i>Influence of the media</i> <ul style="list-style-type: none"> <li>○ <i>Importance and relevance</i></li> <li>○ <i>Media bias</i></li> </ul> </li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Numeracy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>→ <i>Citizenship</i></li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ <i>Political Parties</i></li> <li>→ <i>Electoral Systems</i></li> <li>→ <i>Democracy and Participation</i></li> <li>→ <i>UK Government</i></li> </ul>	
<p><b>SECTION B: Core Political Ideas</b></p>			
<p><i>Conservatism</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Conservatism: Core ideas</i> <ul style="list-style-type: none"> <li>○ <i>pragmatism – flexible approach to society with decisions made on the basis of what works – to cover links between pragmatism and traditional conservative and one-nation philosophy</i></li> <li>○ <i>tradition – accumulated wisdom of past societies and a connection between the generations – to cover</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ <i>N/A</i></li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ <i>Sociology</i></li> <li>→ <i>Citizenship</i></li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ <i>Political Parties</i></li> <li>→ <i>Democracy and Participation</i></li> <li>→ <i>UK Government</i></li> <li>→ <i>UK Parliament</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>N/A</i></li> </ul>

*how this creates stability, links with organic change, and enhances humans' security*

- *human imperfection – humans are flawed which makes them incapable of making good decisions for themselves – to cover the three aspects of psychological, moral and intellectual imperfection*
- *organic society/state – society/state is more important than any individual parts – to cover how this links to the underpinning of the beliefs of authority and hierarchy and a cohesive society*
- *paternalism – benign power exerted from above by the state, that governs in the interests of the people – to cover the different interpretations by traditional (an authoritarian approach, the state knows what is best so the people must do what they are told) and one-nation conservatives (there is an obligation on the wealthy to look after those who are unable to look after themselves) and why it is rejected by New Right Conservatives*
- *libertarianism (specifically neo-liberalism) – upholds liberty, seeking to maximise autonomy and free choice, mainly in the economy – to cover the*

	<p><i>moral and economic values associated with this idea.</i></p> <ul style="list-style-type: none"> <li>★ <i>Differing views and tensions within Conservatism</i> <ul style="list-style-type: none"> <li>○ <i>Traditional</i></li> <li>○ <i>One Nation</i></li> <li>○ <i>Neoliberal</i></li> </ul> </li> <li>★ <i>Conservative Ideas and Key Thinkers</i> <ul style="list-style-type: none"> <li>○ <i>Hobbes</i></li> <li>○ <i>Burke</i></li> <li>○ <i>Oakeshott</i></li> <li>○ <i>Rand</i></li> <li>○ <i>Nozick</i></li> </ul> </li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Source skills</i></li> <li>★ <i>Exam skills</i></li> </ul>		
<p><i>Liberalism</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Liberalism Core Ideas</i> <ul style="list-style-type: none"> <li>○ <i>individualism – the primacy of the individual in society over any group – to cover egoistical individualism and developmental individualism</i></li> <li>○ <i>freedom/liberty – the ability and right to make decisions in your own interests</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → Citizenship</p> <p><b>Sequencing Links:</b> → Conservatism → Socialism → Political Parties</p>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

*based on your view of human nature – to cover how liberals guarantee individual freedom, the link between freedom and individualism, that freedom is ‘under the law’*

- *state – it is ‘necessary’ to avoid disorder, but ‘evil’ as it has potential to remove individual liberty, thus should be limited; this is linked to the liberal view of the economy*
- *rationalism – the belief that humans are rational creatures, capable of reason and logic – to cover how rationalism underpins an individual’s ability to define their own best interests and make their own moral choices, creating a progressive society*
- *equality/social justice – the belief that individuals are of equal value and that they should be treated impartially and fairly by society – to cover foundational and formal equality and equality of opportunity*
- *liberal democracy – a democracy that balances the will of the people, as shown through elections, with limited government (state) and a respect for civil liberties in society – to cover why liberals support it as well as why they are concerned about it.*

★ *Differing views and tensions within Liberalism*

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	<ul style="list-style-type: none"> <li>○ <i>Classical liberalism</i></li> <li>○ <i>Modern liberalism</i></li> <li>★ <i>Liberalism Key Thinkers</i> <ul style="list-style-type: none"> <li>○ <i>Locke</i></li> <li>○ <i>Wollstonecraft</i></li> <li>○ <i>Stuart Mill</i></li> <li>○ <i>Rawls</i></li> <li>○ <i>Friedan</i></li> </ul> </li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> </ul>		
<p><i>Socialism</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Socialism Core Ideas</i> <ul style="list-style-type: none"> <li>○ <i>collectivism – to cover how collective human effort is both of greater practical value to the economy and moral value to society than the effort of individuals</i></li> <li>○ <i>common humanity – to cover the nature of humans as social creatures with a tendency to co-operation, sociability and rationality, and how the individual cannot be understood without reference to society, as human behaviour is socially determined</i></li> <li>○ <i>equality – is a fundamental value of socialism – to cover the disagreements</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Citizenship</li> <li>→ Sociology</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Conservatism</li> <li>→ Socialism</li> <li>→ Political Parties</li> <li>→ Labour</li> </ul>	



*among socialists about the nature of equality and how it is critical to the state, society, the economy and human nature*

- *social class – a group of people in society who have the same socioeconomic status – to cover the extent to which class impacts on socialists’ views of society, the state and the economy*
- *workers’ control – to cover the importance and the extent of control over the economy and/or state and how it is to be achieved.*
- ★ *Differing views and tensions within Socialism*
  - *Revolutionary socialism*
  - *Social democracy*
  - *Third way*
- ★ *Socialist Key Thinkers*
  - *Marx*
  - *Webb*
  - *Luxemburg*
  - *Crossland*
  - *Giddens*

*Skills*

- ★ *Literacy*
- ★ *Explanation*
- ★ *Evaluation*
- ★ *Analysis*
- ★ *Debating*

<p><b>COMPONENT 2: SECTION A UK GOVERNMENT</b></p>			
<p><i>Constitution</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Nature and sources of the UK constitution</i> <ul style="list-style-type: none"> <li>○ <i>Magna Carta</i></li> <li>○ <i>Acts of Parliament</i></li> <li>○ <i>European Communities Act</i></li> </ul> </li> <li>★ <i>How constitution has changed since 1997</i> <ul style="list-style-type: none"> <li>○ <i>House of Lords</i></li> <li>○ <i>Fixed term Parliaments</i></li> <li>○ <i>Devolution</i></li> </ul> </li> <li>★ <i>Role and powers of devolved bodies in the UK</i> <ul style="list-style-type: none"> <li>○ <i>England</i></li> <li>○ <i>Scotland</i></li> <li>○ <i>Wales</i></li> <li>○ <i>Northern Ireland</i></li> </ul> </li> <li>★ <i>Debates on further reform</i> <ul style="list-style-type: none"> <li>○ <i>Should devolution be extended</i></li> <li>○ <i>Constitutional reform</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → Citizenship → Sociology</p> <p><b>Sequencing Links:</b> → Conservatism → Socialism → Political Parties → Labour → UK Democracy and Participation → Electoral Systems</p>	
<p><i>Parliament</i></p>	<ul style="list-style-type: none"> <li>★ <i>House of Commons</i> <ul style="list-style-type: none"> <li>○ <i>Members of House of Commons</i></li> <li>○ <i>Functions</i></li> <li>○ <i>Exclusive powers</i></li> </ul> </li> <li>★ <i>House of Lords</i> <ul style="list-style-type: none"> <li>○ <i>Members of House of Lords</i></li> <li>○ <i>Functions</i></li> <li>○ <i>Powers</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → Citizenship</p> <p><b>Sequencing Links:</b> → Political Parties → Labour → UK Democracy and Participation → Electoral Systems</p>	

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	<ul style="list-style-type: none"> <li>★ <i>Legislative process</i> <ul style="list-style-type: none"> <li>○ <i>Stages of bills</i></li> <li>○ <i>Interaction between House of Lords and Commons</i></li> </ul> </li> <li>★ <i>Parliament and Executive</i> <ul style="list-style-type: none"> <li>○ <i>Backbench MPs</i></li> <li>○ <i>Select Committees</i></li> <li>○ <i>Role and significance of opposition</i></li> <li>○ <i>Questions and PMQs</i></li> </ul> </li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>		
<p><i>Prime Minister and Executive</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Structure, role and powers of Executive</i> <ul style="list-style-type: none"> <li>○ <i>Ministers and departments</i></li> <li>○ <i>Roles</i></li> <li>○ <i>Powers</i></li> </ul> </li> <li>★ <i>Ministerial Responsibility</i> <ul style="list-style-type: none"> <li>○ <i>Individual</i></li> <li>○ <i>Collective</i></li> </ul> </li> <li>★ <i>Power of PM and Cabinet</i> <ul style="list-style-type: none"> <li>○ <i>Selection of ministers</i></li> <li>○ <i>Factors affecting relationship between PM and cabinet</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → Citizenship</p> <p><b>Sequencing Links:</b> → Political Parties → Labour → UK Democracy and Participation → Electoral Systems → Parliament → Constitution</p>	

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	<ul style="list-style-type: none"> <li>★ <i>Powers of PM and Cabinet to dictate events and policy</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>		
<p><i>Relations between Government Branches</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Supreme Court</i> <ul style="list-style-type: none"> <li>○ <i>Role and composition</i></li> <li>○ <i>Operating principles</i></li> </ul> </li> <li>★ <i>Executive and Parliament</i> <ul style="list-style-type: none"> <li>○ <i>Effectiveness</i></li> <li>○ <i>Balance of power</i></li> </ul> </li> <li>★ <i>Aims role and impact of EU</i> <ul style="list-style-type: none"> <li>○ <i>Extent of influence</i></li> <li>○ <i>Role of EU</i></li> <li>○ <i>Impact of EU</i></li> </ul> </li> <li>★ <i>Location of sovereignty in UK political system</i> <ul style="list-style-type: none"> <li>○ <i>Legal and political sovereignty</i></li> <li>○ <i>How sovereignty has moved</i></li> <li>○ <i>Where sovereignty lies</i></li> </ul> </li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> </ul>	<p><b>GCSE Link:</b> → N/A</p> <p><b>Wider Curriculum Links:</b> → Citizenship</p> <p><b>Sequencing Links:</b> → Political Parties → Labour → UK Democracy and Participation → Electoral Systems → Parliament → Constitution → Prime Minister and Executive → Global Politics: EU</p>	

	<ul style="list-style-type: none"> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>		
<b>SECTION B: NON-CORE POLITICAL IDEAS</b>			
<i>Study of one of the following</i>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Anarchism</i></li> <li>★ <i>Ecologism</i></li> <li>★ <i>Feminism</i></li> <li>★ <i>Multiculturalism</i></li> <li>★ <i>Nationalism</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Citizenship</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Core political ideas</li> <li>→ Global Politics: Power, anarchy</li> </ul>	
<b>COMPONENT 3: GLOBAL POLITICS</b>			
<i>State and Globalisation</i>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Nation state and national sovereignty</i></li> <li>★ <i>Characteristics of a nation state and sovereignty</i></li> <li>★ <i>Globalisation</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Citizenship</li> <li>→ Geography</li> </ul>	

## Politics

	<ul style="list-style-type: none"> <li>★ <i>Impact of globalisation on state system</i></li> <li>★ <i>Advantages and disadvantages of globalisation</i></li> <li>★ <i>Extent to which globalisation addresses contemporary issues</i> <ul style="list-style-type: none"> <li>○ <i>Poverty, conflict, human rights and environment</i></li> </ul> </li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Sociology</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ UK Democracy and Participation</li> <li>→ Parliament</li> <li>→ Constitution</li> <li>→ Relations between branches</li> </ul>	
<p><i>Global Governance: Political and Economic</i></p>	<p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>★ <i>Political</i> <ul style="list-style-type: none"> <li>○ <i>United Nations</i></li> <li>○ <i>NATO</i></li> </ul> </li> <li>★ <i>Economic</i> <ul style="list-style-type: none"> <li>○ <i>IMF and World Bank</i></li> <li>○ <i>WTO/G7/G8</i></li> <li>○ <i>Significance of global economic governance and poverty</i></li> </ul> </li> <li>★ <i>Ways these organisations resolve contemporary issues</i></li> <li>★ <i>Global civil society and non-state actors</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Citizenship</li> <li>→ Geography</li> <li>→ Sociology</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ UK Democracy and Participation</li> <li>→ Parliament</li> <li>→ Constitution</li> <li>→ Relations between branches</li> </ul>	

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	<ul style="list-style-type: none"> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>		
<p><i>Global Governance Human Rights and Environmental</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Human Rights</i> <ul style="list-style-type: none"> <li>○ <i>Origins of human rights</i></li> <li>○ <i>International law and courts</i></li> <li>○ <i>Dealing with human rights</i></li> </ul> </li> <li>★ <i>Environmental</i> <ul style="list-style-type: none"> <li>○ <i>Role of and significance of UN Framework on Climate Change</i></li> <li>○ <i>International Panel on Climate Change role</i></li> </ul> </li> <li>★ <i>How these institutions solve contemporary global issues</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Citizenship</li> <li>→ Geography</li> <li>→ Sociology</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ UK Democracy and Participation</li> <li>→ Parliament</li> <li>→ Constitution</li> <li>→ Relations between branches</li> </ul>	
<p><i>Power and Developments</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Different types of power</i></li> <li>★ <i>Hard power (military and economic)</i></li> <li>★ <i>Soft power (diplomatic and cultural)</i></li> <li>★ <i>Significance of states in global affairs</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Citizenship</li> <li>→ Geography</li> <li>→ Sociology</li> </ul>	

# Politics

	<ul style="list-style-type: none"> <li>○ <i>Great powers</i></li> <li>○ <i>Superpowers</i></li> <li>○ <i>Emerging powers</i></li> <li>★ <i>Polarity</i></li> <li>★ <i>Different systems of government</i> <ul style="list-style-type: none"> <li>○ <i>Democratic, semi-democratic, non-democratic, autocratic states, failed and rogue</i></li> </ul> </li> <li>★ <i>Development and spread of liberal economies, rule of law, democracy</i></li> <li>★ <i>Changing relationships of power and how they can resolve global issues</i></li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>	<p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ UK Democracy and Participation</li> <li>→ Parliament</li> <li>→ Constitution</li> <li>→ Relations between branches</li> <li>→ Political parties</li> <li>→ Core political ideas</li> </ul>	
<p><i>Regionalism and EU</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Regionalism</i></li> <li>★ <i>Different forms of regionalism</i></li> <li>★ <i>Debates and reasons for significance of regionalism</i></li> <li>★ <i>Development of regional organisations (not EU)</i> <ul style="list-style-type: none"> <li>○ <i>NAFTA</i></li> <li>○ <i>African Union</i></li> <li>○ <i>Arab League</i></li> <li>○ <i>ASEAN</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Citizenship</li> <li>→ Geography</li> <li>→ Business</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ UK Democracy and Participation</li> <li>→ Parliament</li> <li>→ Constitution</li> <li>→ Relations between branches</li> </ul>	



# Politics

	<ul style="list-style-type: none"> <li>★ <i>Factors that have fostered European integration</i> <ul style="list-style-type: none"> <li>○ <i>Role of EU</i></li> <li>○ <i>Objectives and development of EU</i></li> <li>○ <i>Key powers and institutions</i></li> <li>○ <i>Key treaties and agreements</i></li> <li>○ <i>Economic and monetary union</i></li> <li>○ <i>Debates and state approaches</i></li> </ul> </li> <li>★ <i>Significance of EU as an international actor</i></li> <li>★ <i>Ways regionalism addresses contemporary global issues</i> <ul style="list-style-type: none"> <li>○ <i>Conflict, poverty, human rights, environment</i></li> </ul> </li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>★ <i>Literacy</i></li> <li>★ <i>Explanation</i></li> <li>★ <i>Evaluation</i></li> <li>★ <i>Analysis</i></li> <li>★ <i>Debating</i></li> <li>★ <i>Source questions</i></li> <li>★ <i>Exam practice</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Political parties</li> <li>→ Core political ideas</li> </ul>	
<p><i>Comparative Theories</i></p>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>★ <i>Main ideas of realism</i> <ul style="list-style-type: none"> <li>○ <i>States as actors</i></li> <li>○ <i>International anarchy</i></li> <li>○ <i>War</i></li> <li>○ <i>Security dilemma</i></li> </ul> </li> <li>★ <i>Main ideas of liberalism</i> <ul style="list-style-type: none"> <li>○ <i>Morality and optimism on human nature</i></li> <li>○ <i>Harmony and balance</i></li> </ul> </li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ N/A</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Citizenship</li> <li>→ Geography</li> <li>→ Business</li> <li>→ Sociology</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ UK Democracy and Participation</li> <li>→ Parliament</li> <li>→ Constitution</li> </ul>	

# Politics

	<ul style="list-style-type: none"><li>○ <i>Complex interdependence</i></li><li>○ <i>Global governance</i></li><li>○ <i>Impact and growth of international organisations</i></li><li>★ <i>Divisions between realism and liberalism</i><ul style="list-style-type: none"><li>○ <i>Human nature and power</i></li><li>○ <i>Order and security</i></li><li>○ <i>Impact of international organisations and states</i></li></ul></li><li>★ <i>Main ideas of anarchical society and society of state theory</i></li><li>★ <i>Extent to which realism and liberalism explain recent developments in global politics</i></li></ul> <p><i>Skills</i></p> <ul style="list-style-type: none"><li>★ <i>Literacy</i></li><li>★ <i>Explanation</i></li><li>★ <i>Evaluation</i></li><li>★ <i>Analysis</i></li><li>★ <i>Debating</i></li><li>★ <i>Source questions</i></li><li>★ <i>Exam practice</i></li></ul>	<ul style="list-style-type: none"><li>→ <i>Relations between branches</i></li><li>→ <i>Political parties</i></li><li>→ <i>Core political ideas</i></li><li>→ <i>Non-core political ideas</i></li></ul>	
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