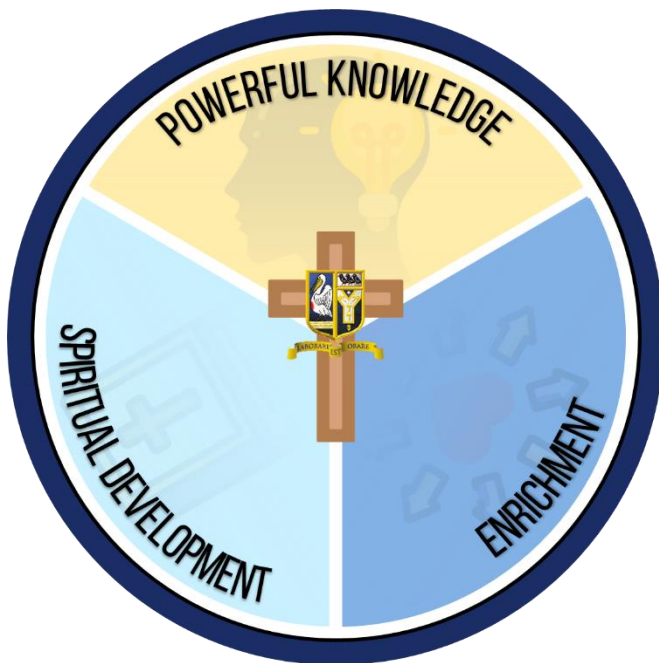


THE BECKET SCHOOL



POLITICS CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE
—LIFE IN ALL ITS FULLNESS."*

~ JOHN 10:10

POPE PIUS XI DESCRIBED POLITICS AS *"THE HIGHEST FORM OF CHARITY" AND COMMITTING THEMSELVES TO STRIVE "FOR JUSTICE AND PEACE, THROUGH OUR POLITICAL COMMITMENT."*

STUDYING POLITICS ENABLES STUDENTS TO BE WELL INFORMED, ACTIVE, RESPONSIBLE CITIZENS. THE IMPORTANCE OF ACTIVE PARTICIPATION IN POLITICS, WHETHER THROUGH VOTING, ACTION OR OUR ATTITUDE TOWARDS OTHERS SHAPES WHO WE ARE AND IMPACTS EVERYONE AROUND US. THE STUDY OF POLITICS AND GOVERNMENT PROMOTES REFLECTION ON POLITICAL ACTION IN THE PURSUIT OF GOOD, UNDERSTANDING AND TOLERANCE. THE SKILLS AND KNOWLEDGE ACQUIRED THROUGH THIS A LEVEL WILL ENABLE STUDENTS TO ENCOUNTER POLITICS MORE CONSCIOUSLY AND TO UNDERSTAND THE IMPACT OF THEIR OWN VOTE BUT ALSO THEIR SUPPORT OR CONDEMNATION OF IDEAS, EVENTS AND PEOPLE AROUND THEM. STUDENTS WILL DEVELOP THEIR ABILITY TO EVALUATE, TO ADVOCATE AND TO REASON. LINKING CLOSELY TO THE CURRICULUM INTENT OF GEOGRAPHY, HISTORY, RE AND ECONOMICS: TO HAVE A BETTER UNDERSTANDING OF THE NATURE OF HUMAN BEINGS AND TO BE WELL-INFORMED GLOBAL CITIZENS WHO ARE ABLE TO MAKE A POSITIVE DIFFERENCE IN THE WORLD.

INTENDED OUTCOMES

Year 12:

- Students should understand what democracy is and how we participate in democratic processes.
- Students should have a thorough understanding of the constitution and this has been developed and adapted since 1997 in response to the way we live.
- Students should understand the structure and roles of government, parliament and the electorate and the differences of political parties and key influence groups.
- Students should understand the influence of the media on our politics.
- Students will have a thorough understanding of core political idea liberalism.

Year 13:

- students should have learnt about further political ideas: conservatism, socialism and of feminism.
- Students should be able to compare and evaluate American democracy and participation to British systems.

Students should be able to compare the constitution in America to the British constitution and evaluate these differences..

CURRICULUM INTENT

POWERFUL KNOWLEDGE	<p>Students will:</p> <ul style="list-style-type: none"> Students will be able to evaluate how Britain and America are governed: democratic processes; the constitution and how laws are created and changed; how political parties are formed and leaders are chosen and elected; our electoral system. Students will have a confident understanding of American politics and be able to compare British politics with this. Have a clear grasp of key political ideologies and how these have influenced the development of politics. Students should learn how to communicate and advocate confidently verbally and in written form.
SPIRITUAL DEVELOPMENT	<p>Students will:</p> <ul style="list-style-type: none"> Develop an understanding of what it means to be a responsible citizen; it is our Catholic responsibility to do so. To grow in the spiritual life is to grow in the love of others, to find Christ in them and to serve Christ in them, <i>"Let justice roll down like waters and righteousness like a mighty stream."</i> This links intrinsically with the study of politics as this is the study of policy change and law that aim to improve the world around us. It is also the study of constitutional change Jesus was also concerned with social change and transformation of society, he sat with prostitutes and lepers, keeping the company of the outcast and the downtrodden in order to show equality. Students will learn the role of politics is to protect the rights of the individual and how different political parties or countries and thinkers aim to do this.
ENRICHMENT	<p>Students will:</p> <ul style="list-style-type: none"> Wider reading as part of super-curricular content Debate – in class and through extra-curricular activity Engaging with current affairs – through weekly homework task to understand the ever changing landscape of politics and the relevance of their learning Opportunities for trips to visit Parliament and engage in politics outside the classroom

CURRICULUM IN THE CLASSROOM

B	EHAVIOUR IS EXCELLENT	
E	XPERT TEACHERS	
C	OGNITIVELY ACTIVE	
K	NOWLEDGE-RICH	
E	MBEDDED PRACTICE	
T	ESTING-FOR-LEARNING	

HOW WILL I LEARN IN POLITICS?

- We will aim to use knowledge books throughout the course in order to provide students with a knowledge rich curriculum.
- The curriculum has been designed so that Y13 builds on knowledge acquired in Y12.
- British politics is focused upon in the first year of study, this can then be revisited and revised when learning about American politics in year two when concepts are compared.
- Keep up to date with current political issues and debate

LEARNING SEQUENCE

YEAR 12

TOPIC	Democracy and Participation Political Parties The Constitution Parliament	Electoral Systems Voting Behaviour and the Media Prime Minister Relationships between Branches	Liberalism Conservatism Revision US Constitution
EXPLANATION	<p>In the Autumn Term students will learn the foundations of our British democracy and different methods of participation and the foundations of our unentrenched, uncoded constitution.</p> <p>Students will explore the advantages and disadvantages of how British politics operates and the extent to which our systems need reform.</p> <p>This includes, constitutional changes and the extent of power each group and member of parliament has including: the PM, the House of Lords, the House of Commons and rights.</p> <p>Students will also learn more about the role of the Prime minister and political parties as well as the influence of minor political parties.</p> <p>The main skills students must develop is their ability to evaluate each institution and each role through analysing evidence. Evidence will include elections, case studies and current affairs as they arise.</p> <p>In support of their learning students will report weekly on current political affairs and be tested on key terms, dates and events they have studied to ensure they have the knowledge to enable them to evaluate different aspects of British politics. Students develop evaluative skills through using their own knowledge as well as looking at key sources.</p>	<p>In the Spring Term students will build on their knowledge of democratic processes by exploring elections, different voting methods, devolution and the extent the media influences outcomes. Students will also learn more about the different roles within parliament and government and how much power each role holds. This includes exploring: alternative systems in voting, further devolution pressure groups, lobbyists and think tanks the Judiciary, the government, the EU, parliament and the Supreme Court.</p> <p>Students will continue to support their learning through continued logging of current affairs. Retrieval quizzes at the start of each lesson will expand to include the full range of terminology and key dates.</p> <p>Student learning in term two develops understanding of topics of term one, for example, learning about elections gives students a firmer grasp of the extent to which representative democracy is effective in comparison to direct democracy.</p>	<p>In the summer term, students will learn about the core political ideas of liberalism, which arguably came first against monarchy and God. Then conservatism in response to Liberalism. Through the study of key liberal thinkers, students learn the differences between liberal thinkers and conservative thinkers in areas including, economy, society, the state and human nature.</p> <p>Following revision for y12 end of year exams students will be introduced to Paper 3 by exploring the US Constitution. In learning about the US we revise the British Constitution and compare the origins, its form and its impact on politics.</p> <p>Students continue to follow current affairs, using this to regularly support evaluation of systems and roles. Students continue to test regularly to ensure they remember more and more of the course content in preparation for exams.</p>

