**Curriculum Mapping 2022-23 Subject: Government and Politics Curriculum Leader (s) ARU**

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|  | **KS3 Curriculum**1. Teaching crucial knowledge.
2. Exposing to key vocabulary.
3. Developing cultural capital.
4. Enabling the development of knowledge.
5. Challenging misconceptions.
6. Emphasising inter-connectedness.
7. Teaching and development of skills.
 | **KS4 Curriculum**1. Transition to education after KS4
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and Accelerated Curriculum.
4. Guidance for next stage of education
 | **KS5 Curriculum**1. Transition to HE/FE/Employment (including apprenticeship).
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and KS4.
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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral****Curriculum** | **Vertically integrated across Key Stages – Each KS** |
| **Skills** |  |  |  |  |  | * critical thinking skills
* evaluation skills
* identify parallels, connections, similarities and differences
* construct and communicate arguments
* develop knowledge and understanding of key political concepts
* use appropriate vocabulary
 | * critical thinking skills
* evaluation skills
* identify parallels, connections, similarities and differences
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| **Knowledge & Understanding** **Key Topics per half Term**  |  |  |  |  |  | **Teacher 1**T1* Democracy and Participation

T2* Electoral Systems

T3* Voting Media and Behaviour

T4* Parliament

T5PM and executiveT6* Other relations

**Teacher 2**T1, T2, T3* Political Parties

T4, T5,* The Constitution

 T6* Conservatism
 | **Teacher 1**T1* Comparative Theories

T2* Power and Developments
* State and Globalisation

T3* Global Governance: Power/Economic
* Regionalism and EU

T4* Global Governance: Human Rights and Environment

T5* Revision

**Teacher 2**T1,T2* Conservatism (cont)
* Liberalism

T3, T4* Socialism
* Feminism

T5* Revision
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| **Common Assessment of Progress and Performance** **(CAPP)**  |  |  |  |  |  | A 30 mark source or non-source question every two weeks or a 24 mark ideology question.Every 6 weeks exam assessment (2 questions in controlled environment) linked to the learning that they had just been taught, but in term 4 and 6 it will be all topics. | A 30 mark source or non-source question every two weeks.Global 12 mark question every two weeks.Every 6 weeks exam assessment (Exam paper in controlled environment). |
| **Wider Curriculum including extracurricular opportunities** **e.g SMSC ,Careers and Employability , Literacy and Numeracy**  |  |  |  |  |  | Literacy – key vocabulary tests.Students’ wider reading – Politics Review, prisoners of Geography.Numeracy – electoral statistics, working out the formula of the different electoral systems.SMSC – Teaching them about elections and participation shows them the importance of being good citizens.Pressure groups and their role in society.Careers and employability – students look at the role of MPs and what their job involves and their responsibilities. | Literacy – key vocabulary tests.Students’ wider reading – Politics Review, prisoners of Geography.Numeracy – Looking at State’s trade and power using statistics.SMSC – students learn about the role of the state in global problems such as conflict, poverty, human rights and the environment.Careers and employability – students research the role of IGOs and look at the UN in particular.  |
| **Attitudes & Attributes****Growth Mindset,****Independent Learning**  |  |  |  |  |  | Students use dirt activities to develop their growth mindset and resilience.Students are given a reading journal where they record reading and podcasts. | Students are encouraged to attempt challenge and improve on their work. They revisit year 12 work and identify how they have improved.Students are given a reading journal where they record reading and podcasts. |