



P16: Government & Politics: Curriculum Map

Curriculum Intent Overview

The A-level Politics curriculum empowers students to become informed, critical and engaged citizens who understand the complexities of political life in the 21st century. Students will develop comprehensive knowledge of contemporary political structures and issues within their historical context, both in the UK and globally, whilst cultivating a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. Through rigorous study, they will gain an informed understanding of the influences and interests that impact governmental decisions, as well as the rights and responsibilities of individuals and groups within democratic society. The curriculum develops students' ability to critically analyse, interpret and evaluate political information to form well-evidenced arguments and make reasoned judgements. Outside of this the politics course fosters genuine interest in and engagement with contemporary politics, preparing students not only for examination success but for a lifetime of informed civic participation in an ever-changing political landscape.

The A-level Politics curriculum equips students with essential transferable skills that are highly valued in both higher education and the workplace. Through the study of political structures, ideas and processes, students develop sophisticated **cognitive skills** including non-routine problem solving, systems thinking and critical analysis – abilities that enable them to tackle complex challenges, evaluate evidence rigorously, and construct well-reasoned arguments across any discipline or professional context. The course strengthens vital **interpersonal skills** through regular political debate and discussion, where students learn to communicate persuasively both orally and in writing, build collaborative relationships with peers holding diverse viewpoints, demonstrate intercultural sensitivity when exploring global political systems, and resolve disagreements through reasoned negotiation rather than confrontation. Furthermore, Politics fosters crucial **intrapersonal skills** such as adaptability and self-management, as students must independently engage with rapidly changing political events, work autonomously on extended research and essay tasks, cope with the complexity and uncertainty inherent in political analysis, and continuously acquire new knowledge about emerging political issues and developments. These transferable skills – from analysing competing policy proposals and synthesising information from multiple sources, to presenting coherent arguments under pressure and adapting their thinking in response to new evidence – ensure our Politics students are exceptionally well-prepared for the intellectual demands of university study and the professional challenges of careers in law, journalism, public service, business, education and beyond.

	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 12	Unit: Component 1: UK politics Knowledge: Democracy Knowledge of the political spectrum and its effectiveness in explaining politics Knowledge of the different forms of democracy Skills: Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas. Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Prior/Future links:	Unit: Component 1: UK politics Knowledge: Democracy Knowledge of the extension of the franchise in Britain and debates surrounding further extension An analysis as to how democratic the UK is and whether it can be described as a liberal democracy Skills: Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas. Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Prior/Future links:	Unit: Component 1: UK politics Knowledge: Political Parties Knowledge of the functions and features of major and minor British political parties, including how they are funded. Knowledge of the history and context of the main political parties Skills: Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas. Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Prior/Future links: Political parties will be linked to the ideologies section later in the course	Unit: Component 1: UK politics Knowledge: Electoral systems A knowledge of different electoral systems including first-past-the-post. A deep knowledge of how referendums work and are used to consolidate power. A study of how these have increased since 1997. Skills: Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas. Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Prior/Future links:	Unit: Component 1: UK politics Knowledge: Voting behaviour and the media Students will gain a deep knowledge of three elections, their results and their impact on parties and government. A knowledge of what factors explain the outcomes of these elections. Skills: Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas. Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Prior/Future links:	Unit: Component 1: UK politics Knowledge: Voting behaviour and the media Students will know the role and impact of the media on politics. Students will have in-depth knowledge of three election case studies. Skills: Students must comprehend and interpret political information in relation to areas of UK politics and core political ideas. Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Prior/Future links:	By end of year pupils can... AO1 Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues. AO2 Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences. AO3 Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions

	Democracy is a running theme that is referred to across the component 1 and component 2 topic areas.	Democracy & Parliament are running themes that are referred to across the component 1 and component 2 topic areas.		A link to democracy and the reasons why citizens vote in elections, as well as an understanding of the two-party system in order to analyse the drawbacks of the British electoral system	Prior learning A link to the electoral systems and what type of elections are held in the UK. These will be used to help students analyse voting behaviour and the impact of the media on this. Future learning Students can make links between competing ideologies and make links to component 1: political parties.	Students can make links between competing ideologies and make links to component 1: political parties.	
	Assessment: 30-mark PEQ on whether democracy is suffering a participation crisis.	Assessment: G.I 1 Students sit 4 PEQ's over partial Paper 1 & 2	Assessment: 30-mark PEQ on the extent to which the Labour Party remains true to its traditional values and principles.	Assessment: 30-mark source PEQ on whether proportional representation would improve elections to the House of Commons.	Assessment: G. I 2 Students sit full Paper 1 & 2	Assessment: 30-mark PEQ on whether voting behaviour is determined by party leadership.	
Year 12	Unit: Component 2: UK government Knowledge: The constitution A knowledge of the nature and sources of the UK Constitution, how these have changed over time. A knowledge of whether there need to be reforms made to the British Constitution and what these arguments are, powers of the devolved powers and the debates for further reform. Skills: Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment Prior/Future links:	Unit: Component 2: UK government Knowledge: Parliament Knowledge of the structure of the Houses of Parliament and how these interact with one another. Knowledge of the work and purpose of select committees. Knowledge of how Parliament interacts with the Executive. Skills: Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment Prior/Future links: Democracy & Parliament are running themes that are referred to across the component 1 and component 2 topic areas.	Unit: Component 2: UK government Knowledge: Prime Minister & Executive A knowledge of the structure, role and powers of the Executive, including proposing legislation, a budget. A knowledge of the powers of the Prime Minister and Cabinet and their powers to dictate events and determine policy. Skills: Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment Prior/Future links: Links to Parliament in the context of understanding how the Executive is	Unit: Component 2: UK government Knowledge: Relations between the branches A knowledge of how the UK Supreme Court interacts with, and influences, the legislative and policy-making process. A knowledge of the relationship between the Executive and Parliament, and how they interact with the EU. Skills: Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment Prior/Future links:	Unit: Component 1: UK politics Knowledge: Ideologies- Liberalism, Conservatism, Socialism Knowledge of the core principles and ideas of liberalism, Conservatism, Socialism Knowledge of differing views and tensions within liberalism Conservatism, Socialism Skills: Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment Prior/Future links:	Unit: Component 2: UK government Knowledge: Feminism A knowledge of the core ideas and principles of feminism including sex and gender, patriarchy and the personal is the political. Knowledge of the different views and tensions within feminism: liberal, socialist, radical and postmodern feminism and their associated thinkers. Skills: Students must fully understand, and critically analyse and evaluate areas of UK politics and core political ideas. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about UK politics and core political ideas. Students must use appropriate vocabulary. The content supports this skill by listing key terminology in each content area. The lists are to support teaching of the main content and help students to use appropriate vocabulary in assessment Prior/Future links:	AO1 Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues. AO2 Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences. AO3 Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions

	The issue of codification and entrenchment is a reoccurring theme throughout component 2.		formed from the legislature (Parliament)	Links to the executive and legislature topics	A link to the electoral systems and what type of elections are held in the UK. These will be used to help students analyse voting behaviour and the impact of the media on this. Students can make links between competing ideologies and make links to component 1: political parties.	Prior learning Students can make links between competing ideologies Future learning Across all global politics units, students can make links to realism and liberalism. Links to core-ideologies component are vital.	
	Assessment: Source based PEQ on the need for constitutional reform [30]	Assessment: G.I 1 Students sit 4 PEQ's over partial Paper 1 & 2	Assessment: 30 mark PEQ on house of lord reform	Assessment: End of topic past paper 2. Section A & B only (in class)	Assessment: A.G. I 2 Students sit full Paper 1 & 2	Assessment: PEQ on Feminism [24]	
Year 13	Unit: Component 3: Global Politics Knowledge: Comparative Theories and The state and globalisation Students must understand the main ideas of realism and liberalism as a way of evaluating global politics. Knowledge of the state, nation state and national sovereignty. Knowledge of the process of globalisation and its impact on the state system Debates about globalisation including advantages and disadvantages The extent to which globalisation addresses and resolves contemporary issues Skills: Students must comprehend and interpret political information in relation to areas of global politics. Students must fully understand and critically analyse, and evaluate areas of global politics. Students must identify parallels, connections, similarities and differences between the content studied, providing a basis for comparing contemporary global issues, such as conflict, poverty, human rights and the environment and how these are affected by the	Unit: Component 3: Global Politics Knowledge: Political and economic global governance Origins of the UN and its role and significance Origins of NATO and its role and significance Role and significance of the IMF and World Bank Role and significance of the WTO G7/8 and G20 The extent to which economic governance addresses and resolves contemporary issues Skills: Students must comprehend and interpret political information in relation to areas of global politics. Students must fully understand and critically analyse, and evaluate areas of global politics. Students must identify parallels, connections, similarities and differences between the content studied, providing a basis for comparing contemporary global issues, such as conflict, poverty, human rights and the environment and how these are affected by the content in each of the sections.	Unit: Component 3: Global Politics Knowledge: Environmental and Human rights global governance The role and significance of UNFCCC The creation and impact of the IPCC Competing views about how to tackle environmental issues Strengths and weaknesses of international climate change agreements. Origins and development of international law and institutions Key issues in dealing with human rights – state sovereignty, humanitarian intervention and alleged Western double standards. Skills: Students must comprehend and interpret political information in relation to areas of global politics. Students must identify parallels, connections, similarities and differences between the content studied, providing a basis for comparing contemporary global issues, such as	Unit: Component 3: Global Politics Knowledge: Power and development and Regionalism and the EU Different types of power – hard and soft Classification of power – great power, superpowers, emerging powers Different models of Polarity Different systems of government Different forms of regionalism Relationship between regionalism and globalisation Impact of regionalism on state sovereignty Development of regional organisations Factors that have fostered European integration and major developments that have occurred. Skills: Students must comprehend and interpret political information in relation to areas of global politics. Students must fully understand and critically analyse, and evaluate areas of global politics.	Unit: Exam preparation Knowledge: Revision Skills: Refinement of AO1, AO2, AO3 to support students with the construct of written arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions.	Unit: Exam preparation Public exams begin	AO1 Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues. AO2 Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences. AO3 Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions

	content in each of the sections. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about global politics. Prior/Future links: This unit underpins the entire paper. Students can make links between the different types of global governance and their relative importance globally. Across all global politics units, students can make links to realism and liberalism. Links to core-ideologies component are vital.	Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about global politics. Prior/Future links: Students can make links between the different types of global governance and their relative importance globally. Across all global politics units, students can make links to realism and liberalism. Links to core-ideologies component are vital.	conflict, poverty, human rights and the environment and how these are affected by the content in each of the sections. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about global politics. Prior/Future links: Students can make links between the different types of global governance and their relative importance globally. Across all global politics units, students can make links to realism and liberalism. Links to core-ideologies component are vital.	Students must identify parallels, connections, similarities and differences between the content studied, providing a basis for comparing contemporary global issues, such as conflict, poverty, human rights and the environment and how these are affected by the content in each of the sections. Students must construct and communicate arguments and explanations with relevance, clarity and coherence, and draw reasoned conclusions about global politics. Prior/Future links: Students can make links between the different types of global governance and their relative importance globally. Across all global politics units, students can make links to realism and liberalism. Links to core-ideologies component are vital.			
	Assessment: Paper 3 Section B PEQ [12]	Assessment: G.I. 1 Full paper 1 & 2 Partial Paper 3 (Section A & B)	Assessment: Internal PEQ Section C 30 mark essay	Assessment: G.I. 2 Full paper 1, 2, 3			