

Curriculum Map 2026 onwards

Year view Subject: Politics					
Year 12	Knowledge/Content	Skills	Suggested Assessments/Checkpoints	Comments	
<b>Autumn Term 1</b>	Teacher 1 (EGS): Intro to Politics; Nature and Sources of Constitution (5hrs per fortnight) Teacher 2 (SGHS): Structure and Role of Parliament (5hrs per fortnight)	<p>In all components of this subject students must demonstrate the following skills across the course:</p> <ul style="list-style-type: none"> <li>comprehend and interpret political information</li> <li>critically analyse and evaluate the areas of politics studied</li> <li>construct arguments and explanations leading to reasoned conclusions</li> <li>identify parallels, connections, similarities and differences between aspects of the areas of politics studied</li> <li>construct and communicate arguments and explanations with relevance, clarity and coherence</li> <li>use appropriate political vocabulary</li> <li>make connections between the different areas of politics studied</li> <li>make comparisons across two political systems.</li> </ul>	<ul style="list-style-type: none"> <li>Essay on Parliament, MPs, select committees. 9 marker, excerpt and or essay question.</li> <li>Essay on the constitution. 9 marker, excerpt and/or essay question.</li> </ul>	<p><b>In the whole course:</b> <b>Curriculum Enrichment:</b> Understanding the nation's structure (political, Governmental, local), and the right to redress. <b>Links to prior learning:</b> PSHCE/citizenship; history <b>Links to wider curriculum:</b> Literacy- the ability to read excerpts, analyse argument, construct a critical piece of writing, well structured, evidenced, supported and concluded. History, economics, English Language <b>Links to future learning:</b> Y12 provides the basis of comparison for the Y13 material.</p>	
<b>Autumn Term 2</b>	T1: Cabinet and Executive; Devolution T2: Democracy and participation; Electoral systems (inc. direct democracy, majoritarian and proportional electoral systems); referendums		<ul style="list-style-type: none"> <li>British PMs presentations and research.</li> <li>Essay on Dem and Participation. 9 marker, excerpt and/or essay question.</li> <li>Essay on Cabinet/Executive. 9 marker, excerpt and/or essay question</li> </ul>		
<b>Spring Term 1</b>	T1: Politics Parties; EU Institutions T2: Judiciary, Supreme Court; Pressure Groups		<ul style="list-style-type: none"> <li>Essay on Political Parties. 9 marker, excerpt and/or essay question.</li> <li>Essay on Judiciary. 9 marker, excerpt and/or essay question.</li> </ul>		
<b>Spring Term 2</b>	T1: EU Institutions; Start Liberalism T2: Pressure Groups; Start Conservatism		<ul style="list-style-type: none"> <li>Essay on Pressure Groups. 9 marker, excerpt and/or essay question.</li> <li>Essay on EU Institutions. 9 marker, excerpt and/or essay question.</li> </ul>		<p><b>In addition to the above:</b> <b>Curriculum Enrichment:</b> Voluntary work and opportunities. <b>Links to wider curriculum:</b> School Mock election.</p>
<b>Summer Term 1</b>	T1: Liberalism (individual and freedom) T2: Conservatism (Government, the free market, the individual)		<ul style="list-style-type: none"> <li>Y12 End of Year Exams.</li> <li>Research on conservative thinkers.</li> </ul>		
<b>Summer Term 2</b>	T1: Socialism (Marxism, class analysis, fundamental socialism goals) T2: Feminism (origins, state, society and economy)		<ul style="list-style-type: none"> <li>Essay on socialism. 9 marker, excerpt and/or essay question.</li> <li>Essay on feminism. 9 marker, excerpt and/or essay question.</li> </ul>		

Curriculum Map 2026 onwards

Year view Subject: Politics				
Year 13	Knowledge/Content	Skills	Suggested Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	Teacher 1: Constitution (5 hours per fortnight) Teacher 2: Presidency; The Executive (5 hours per fortnight)	In all components of these subject students must demonstrate the following skills: <ul style="list-style-type: none"> <li>to comprehend and interpret political information</li> </ul>	<ul style="list-style-type: none"> <li>Essay on US constitution. 9 marker, excerpt and/or essay question.</li> <li>Essay on presidency. 9 marker, excerpt and/or essay question.</li> <li>Presentation on best POTUS.</li> <li>Paper 3 Mini Mock</li> </ul>	<p><b>In the whole course:</b>  <b>Curriculum Enrichment:</b>            Understanding and appreciating the nation's structure (political, Governmental, local), and the right to redress.</p> <p><b>Links to prior learning:</b>            PSHCE/citizenship; history</p> <p><b>Links to wider curriculum:</b>            Literacy- the ability to read excerpts, analyse argument, construct a critical piece of writing, well structured, evidenced, supported and concluded.</p> <p>Links to history, economics, English Language</p> <p><b>Links to future learning:</b>            Ability to engage and discuss International Politics</p> <p><b>In addition to the above</b>  <b>Links to future learning:</b>            Debating and communication skills. Ability to formulate an argument /opinion.            To be able to apply the skills learnt to a range of university/apprenticeship courses.</p>
<b>Autumn Term 2</b>	T1: Electoral Process T2: Congress  <b>Links to future learning:</b> When pupils reach voting age able to understand political processes	<ul style="list-style-type: none"> <li>to critically analyse and evaluate the areas of politics studied</li> <li>to construct arguments and explanations leading to reasoned conclusions</li> <li>to identify parallels, connections, similarities and differences between aspects of the areas of politics studied</li> </ul>	<ul style="list-style-type: none"> <li>Essay on elections. 9 marker, excerpt and/or essay question.</li> <li>Year 13 mock exams.</li> <li>How to make a US law (presentation)</li> </ul>	
<b>Spring Term 1</b>	T1: Supreme Court T2: Civil Liberties and Civil Rights (and comparative)  <b>Links to future learning:</b> Understand the judicial processes in adult life.	<ul style="list-style-type: none"> <li>to construct and communicate arguments and explanations with relevance, clarity and coherence</li> </ul>	<ul style="list-style-type: none"> <li>Essay on the US Supreme Court. 9 marker, excerpt and/or essay question.</li> <li>Essay on Civil Rights. 9 marker, excerpt and/or essay question.</li> </ul>	
<b>Spring Term 2</b>	1: Political Parties T2: Pressure Groups	<ul style="list-style-type: none"> <li>to use appropriate political vocabulary</li> <li>to make connections between the different areas of politics studied</li> </ul>	<ul style="list-style-type: none"> <li>Essay on US political parties. 9 marker, excerpt and/or essay question.</li> <li>Essay on pressure groups. 9 marker, excerpt and/or essay question.</li> </ul>	
<b>Summer Term 1</b>	Comparative politics/Revision	<ul style="list-style-type: none"> <li>to make comparisons across two political systems.</li> </ul>	<ul style="list-style-type: none"> <li>Past papers.</li> </ul>	
<b>Summer Term 2</b>	Comparative politics/Revision		<ul style="list-style-type: none"> <li>Past papers and external exams</li> </ul>	