**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. | |
|  | **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 * construct and communicate arguments * develop knowledge and understanding of key political concepts * use appropriate vocabulary |
| **Knowledge & Understanding**  **Key Topics per half Term** |  |  |  |  |  | **Teacher 1**  T1   * Democracy and Participation   T2   * Electoral Systems   T3   * Voting Media and Behaviour   T4   * Parliament   T5  PM and executive  T6   * 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 |
| **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. |