

Year 12- 2026-2027

DLI- Black- Paper 1

AED- Red-Paper 2

Edexcel Spec-

Paper 1 and Paper 2 UK content will be covered by the end of Year 12

Term	Topic	Knowledge	Skills	Key Terms	Assessment
M1	Democracy and Participation (inc PGs)	1.1 Current systems of representative democracy and direct democracy. • The features of direct democracy and representative democracy. • The similarities and differences between direct democracy and representative democracy. Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform. 1.2 A wider franchise and debates over suffrage. • The work of the suffragists/suffragettes to extend the franchise. • The work of a current movement to extend the franchise. 1.3 Pressure groups and other influences. • Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts. • How different pressure groups exert influence and how their methods and influence vary in contemporary politics. • Case studies of two different pressure groups, highlighting examples of how their methods and influence vary. • Other collective organisations and groups including think tanks, lobbyists and corporations, and their influence on government and Parliament. 1.4 Rights in context. • Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010. • Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberties pressure groups – including the work of two contemporary civil liberties pressure groups.	Introduction to the assessment objectives: AO1- Knowledge and understanding AO2- Analysis AO3- Evaluation Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Introduction to the essay question (section B)	Legitimacy, Direct democracy, Representative democracy, Pluralist democracy, Democratic deficit, Participation crisis, Franchise/suffrage, Think tanks, Lobbyists, corporations	AO1- Knowledge Topic Test x 2 All AOs- ETVT there is a participation crisis in the UK All AOs- ETVT that representative democracy is superior to direct democracy.

Term	Topic	Knowledge	Skills	Key Terms	Assessment
M2	Electoral Systems and Referendums	3.1 Different electoral systems. - First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV), and Closed Proportional List System (CPLS). - The advantages and disadvantages of these different systems. - Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly. 3.2 Referendums and how they are used. - The case for and against referendums in a representative democracy. - How referendums have been used in the UK and their impact on UK political life since 1997. 3.3 Electoral system analysis. - Debates on why different electoral systems are used in the UK. - The impact of different systems on party representation and of electoral systems on voter choice. - The impact of the electoral system on the government or type of government appointed	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Introduction of the source question (section A)	First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV) Closed proportional List System (CPLS)), Safe seat, Marginal seat, Minority government, Coalition government	AO1- Knowledge Topic Test x 2 All AOs- Source Question- ETVT referendums enhance democracy All AOs- Essay Question-ETVT that Westminster needs to reform its voting system

Term	Topic	Knowledge	Skills	Key Terms	Assessment
L 1	Voting Behaviour	4.1 Case studies of three key general elections. - Case studies of three elections (one from the period 1945-92, the 1997 election, and one since 1997), the results and their impact on parties and government. - The factors that explain the outcomes of these elections, including: - the reasons for and impact of party policies and manifestos, techniques used in their election campaigns, and the wider political context of the elections - class-based voting and other factors influencing voting patterns, such as partisanship and voting attachment - gender, age, ethnicity and region as factors in influencing voting behaviour, turnout and trends. - Analysis of the national voting-behaviour patterns for these elections, revealed by national data sources and how and why they vary. 4.2 The influence of the media. - The Assessment of the role and impact of the media on politics – both during and between key general elections, including the importance and relevance of opinion polls, media bias and persuasion.	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Refining of source question (section A) Refining of the essay question (Section B) Peer and self assessment Presentations- every Friday in a “Friday Freeze”	Class dealignment, Partisan dealignment, Governing competency, Disillusion and apathy, Manifesto, Mandate	AO1- Knowledge Topic Test x 2 All AOs- Source Question-ETVT voting behaviour is largely determined by the media All AOs- Essay Question-ETVT elections are determined by the quality of manifestos

Term	Topic	Knowledge	Skills	Key Terms	Assessment
L2	Political Parties	2.1 Political parties. • How parties are currently funded and debates on the consequences of the current funding system. • The functions and features of political parties in the UK’s representative democracy. 2.2 Established political parties. • The origins and historical development of the Conservative Party, the Labour Party and Liberal Democrat Party, and how this has shaped their ideas and current policies on the economy, law and order, welfare and foreign affairs. 2.3 Emerging and minor UK political parties. • The importance of other parties in the UK. • The ideas and policies of two other minor parties. 2.4 UK political parties in context. • The development of a multi-party system and its implications for government. • Various factors that affect party success – explanations of why political parties have succeeded or failed, including debates on the influence of the media.	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Refining of source question (section A) Refining of the essay question (Section B) Peer and self assessment Presentations- every Friday in a “Friday Freeze”	Old Labour (social democracy), New Labour (Third Way), One Nation New Right, Classical liberals, Modern liberals Party systems, Left-wing Right-wing	AO1- Knowledge Topic Test x 2 All AOs- Source Question-ETVT there is very little difference between the policies of Labour and the Conservatives. All AOs- Essay Question-ETVT the UK no longer operates in a two party system

Term	Topic	Knowledge	Skills	Key Terms	Assessment
T 1	Paper 1 Mock Exam US Constitution	1.1 The nature of the US Constitution. • Vagueness of the document, codification and entrenchment. • The constitutional framework (powers) of the US branches of government. • The amendment process, including advantages and disadvantages of the formal process powers 1.2 The key features of the US Constitution (as listed below) and an evaluation of their effectiveness today. • Federalism. • Separation of powers and checks and balances. • Bipartisanship. Federalism Limited government 1.3 The main characteristics of US federalism. • The nature of the federal system of government and its relationship with the states. Separation of powers 1.4 Interpretations and debates around the US Constitution and federalism. • The debates around the extent to which the USA remains federal today. • The extent of democracy within the US Constitution, its strengths and weaknesses and its impact on the US government today.	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Refining of source question (section A) Refining of the essay question (Section B) Introduction to 12 marker Questions (section A and B) Peer and self assessment Presentations- every Friday in a “Friday Freeze”	Bipartisanship, Checks and balances, Codification Constitution, Entrenchment, Enumerated powers, Limited government, federalism. Separation of powers	Whole Paper 1- Section A MOCK

Term	Topic	Knowledge	Skills	Key Terms	Assessment
T 2	Us Constitution Exam Feedback and Mop Up	1.1 The nature of the US Constitution. • Vagueness of the document, codification and entrenchment. • The constitutional framework (powers) of the US branches of government. • The amendment process, including advantages and disadvantages of the formal process powers 1.2 The key features of the US Constitution (as listed below) and an evaluation of their effectiveness today. • Federalism. • Separation of powers and checks and balances. • Bipartisanship. Federalism Limited government 1.3 The main characteristics of US federalism. • The nature of the federal system of government and its relationship with the states. Separation of powers 1.4 Interpretations and debates around the US Constitution and federalism. • The debates around the extent to which the USA remains federal today. • The extent of democracy within the US Constitution, its strengths and weaknesses and its impact on the US government today.	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Refining of source question (section A) Refining of the essay question (Section B) Introduction to 12 marker Questions (section A and B) Peer and self assessment Presentations- every Friday in a “Friday Freeze”	Bipartisanship, Checks and balances, Codification Constitution, Entrenchment, Enumerated powers, Limited government, federalism. Separation of powers	Knowledge Test x 2 12 marker- Examine the differences between the US and UK constitutions 12 marker- Examine the US and UK constitutions- using comparative theory

Term	Topic	Knowledge	Skills	Key Terms	Assessment
M 1	The UK Constitution and Devolution	1.1 The nature and sources of the UK Constitution, including: • an overview of the development of the Constitution through key historical documents: o Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949) • the nature of the UK Constitution: unentrenched, uncoded and unitary, and the ‘twin pillars’ of parliamentary sovereignty and the rule of law • the five main sources of the UK Constitution: statute law; common law; conventions; authoritative works, and treaties. 1.2 How the constitution has changed since 1997. • Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; Human Rights Act 1998; and the Supreme Court. • Under the Coalition 2010–15: Fixed Term Parliaments, Act 2011; further devolution to Wales. • Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum). 1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK. • Devolution in England. • Scottish Parliament and Government. • Welsh Assembly and Government. • Northern Ireland Assembly and Executive. 1.4 Debates on further reform. • An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further. • The extent to which devolution should be extended in England. • Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights.	Introduction to the assessment objectives: AO1- Knowledge and understanding AO2- Analysis AO3- Evaluation Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Introduction to the essay question (section B)	Constitution, Unentrenched (entrenched), Uncoded (coded), Unitary (federal), Parliamentary sovereignty, The rule of law, Statute law, Common law, Conventions, Authoritative works, Treaties, Devolution	AO1- Knowledge Topic Test x 2 All AOs- ETVT there is a need for a coded constitution in the UK All AOs- ETVT that constitutional reforms have caused more problems than they’ve solved

Term	Topic	Knowledge	Skills	Key Terms	Assessment
M 2	Parliament	2.1 The structure and role of the House of Commons and House of Lords. • The selection of members of the House of Commons and House of Lords, including the different types of Peers. • The main functions of the House of Commons and Lords and extent to which these functions are fulfilled. 2.2 The comparative powers of the House of Commons and House of Lords. • The exclusive powers of the House of Commons. • The main powers of the House of Lords • Debates about the relative power of the two Houses 2.3 The legislative process. • The different stages a bill must go through to become law. • The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention. 2.4 The ways in which Parliament interacts with the Executive. • The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege. • The purpose and nature of ministerial question time, including Prime Minister’s Questions. • The work of select committees. • The role and significance of the opposition • The purpose and nature of ministerial question time, including PMQs	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Introduction of the source question (section B)	Salisbury Convention, Confidence and supply, House of Lords, House of Commons, Bicameral, Parliamentary privilege, Legislative bills, Public bill committees, Backbenchers, Select committees, Opposition	AO1- Knowledge Topic Test x 2 All AOs- Source Question-ETVT the House of Commons is more effective than the House of Lords at fulfilling its functions All AOs- Essay Question-ETVT parliament is ineffective at scrutinising the executive

Term	Topic	Knowledge	Skills	Key Terms	Assessment
L1	Prime Minister and Cabinet	3.1 The structure, role, and powers of the Executive. • Its structure, including Prime Minister, the Cabinet, junior ministers and government departments. • Its main roles, including proposing legislation, proposing a budget, and making policy decisions within laws and budget. • The main powers of the Executive, including Royal Prerogative powers, initiation of legislation and secondary legislative power. 3.2 The concept of ministerial responsibility. • The concept of individual ministerial responsibility. • The concept of collective ministerial responsibility. 3.3 The Prime Minister and the Cabinet. 3.3.1 The power of the Prime Minister and the Cabinet. • The factors governing the Prime Minister’s selection of ministers. • The factors that affect the relationship between the Cabinet and the Prime Minister, and the ways they have changed, and the balance of power between the Prime Minister and the Cabinet. 3.3.2 The powers of the Prime Minister and the Cabinet to dictate events and determine policy. • Students must study the influence of one Prime Minister from 1945 to 1997 and one post-1997 Prime Minister. • Students may choose any pre-1997 and any post-1997 Prime Minister, provided that they study them in an equivalent level of detail, covering both events and policy, with examples that illustrate both control and a lack of control.	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Refining of source question (section A) Refining of the essay question (Section B) Peer and self assessment Presentations- every Friday in a “Friday Freeze”	Executive, Cabinet Minister, Government department, Royal prerogative, Secondary legislation, Individual responsibility, Collective responsibility ,Presidential government	AO1- Knowledge Topic Test x 2 All AOs- Source Question-ETVT The PM is becoming increasingly presidential All AOs- Essay Question-ETVT the PM’s power has become increasingly restricted in recent years.

Term	Topic	Knowledge	Skills	Key Terms	Assessment
L2	UK Judiciary	4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes. • The role and composition of the Supreme Court. • The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent. • The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review. 4.2 The relationship between the Executive and Parliament. •The influence and effectiveness of Parliament in holding the Executive to account. • The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament. • The extent to which the balance of power between Parliament and the Executive has changed. 4.3 The aims, role and impact of the European Union (EU) on the UK government. • The impact of leaving the EU on UK Parliamentary sovereignty in relation to policy making. • The aims of the EU, including the ‘four freedoms’ of the single market, political and economic union, and the extent to which these have been achieved. 4.4 The location of sovereignty in the UK political system. • The distinction between legal sovereignty and political sovereignty. • The extent to which sovereignty has moved between different branches of government. • Where sovereignty can now be said to lie in the UK.	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Refining of source question (section A) Refining of the essay question (Section B) Peer and self assessment Presentations- every Friday in a “Friday Freeze”	Supreme Court, Judicial neutrality, Judicial independence, Judicial review, Elective dictatorship, European Union (EU), Four freedoms (EU), Legal sovereignty, Political sovereignty, Ultra vires	AO1- Knowledge Topic Test x 2 All AOs- Source Question-ETVT the judiciary is too powerful All AOs- Essay Question-ETVT the Judiciary’s role has become too politicised.

Term	Topic	Knowledge	Skills	Key Terms	Assessment
T1	Paper 2 Mock Exam US Congress	2.1 The structure of Congress. • powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress. 2.1.1 The distribution of powers within Congress: • powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress. 2.2 The functions of Congress. 2.2.1 Representation. • Congressional elections and the significance of incumbency. • Factors that affect voting behaviour within Congress: - o parties and caucuses, constituency, pressure groups and lobbyists. 2.2.2 Legislative. • The checks on the other branches of government and the extent of its institutional effectiveness. • The legislative process, including the strengths and weaknesses of this process. • The differences between the legislative process in each chamber. • The policy significance of Congress – impact and effectiveness of laws passed. 2.2.3 Oversight. • Factors that influence the relationship between Congress and the presidency. 2.3 Interpretations and debates around Congress. • Significance and effectiveness of the powers outlined in the Constitution. • Changing roles and powers of Congress and their relative importance, and debates about adequacy of its representative role. • Changing significance of parties in Congress.	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Refining of source question (section A) Refining of the essay question (Section B) Introduction to 12 marker Questions (section A and B) Peer and self assessment Presentations- every Friday in a “Friday Freeze”	Congressional caucuses, Divided government, Filibuster, Gridlock, Incumbency, Mid-term elections, Oversight, Partisanship, Unanimous consent	Whole Paper 2- Section A MOCK

Term	Topic	Knowledge	Skills	Key Terms	Assessment
T2	US Congress Exam Feedback/ Mop Up	2.1 The structure of Congress. • powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress. 2.1.1 The distribution of powers within Congress: • powers given to Congress in the Constitution, the exclusive powers of each House and the concurrent powers of Congress. 2.2 The functions of Congress. 2.2.1 Representation. • Congressional elections and the significance of incumbency. • Factors that affect voting behaviour within Congress: o parties and caucuses, constituency, pressure groups and lobbyists. 2.2.2 Legislative. • The checks on the other branches of government and the extent of its institutional effectiveness. • The legislative process, including the strengths and weaknesses of this process. • The differences between the legislative process in each chamber. • The policy significance of Congress – impact and effectiveness of laws passed. 2.2.3 Oversight. • Factors that influence the relationship between Congress and the presidency. 2.3 Interpretations and debates around Congress. • Significance and effectiveness of the powers outlined in the Constitution. • Changing roles and powers of Congress and their relative importance, and debates about adequacy of its representative role. • Changing significance of parties in Congress.	Debating and oracy Arguments and effective rebuttals Evaluations and what it means to be sustained in our judgements Refining of source question (section A) Refining of the essay question (Section B) Introduction to 12 marker Questions (section A and B) Peer and self assessment Presentations- every Friday in a “Friday Freeze”	Congressional caucuses, Divided government, Filibuster, Gridlock, Incumbency, Mid-term elections, Oversight, Partisanship, Unanimous consent	Knowledge Test x 2 12 marker- Examine the differences between the US and UK legislatures 12 marker- Examine the US and UK legislature's ability to scrutinise their executives- using comparative theory

Year 13-2026-2027

AED- Red

DLI- Black

AQA Spec- Paper 2 and 3

Term	Topic	Knowledge	Skills	Key Terms	Assessment
M 1	US Supreme Court + Comparison with the UK	- process of selection and appointment of Supreme Court judges - current composition - the nature of judicial power - the constitutional role of the Supreme Court: - Supreme Court as the guardian of the constitution/constitutional interpretation - Supreme Court as protector of citizens’ rights - the significance of judicial review - debates about the political significance of the Supreme Court - two examples of landmark rulings and related debates and controversies - these are Court decisions which establish a significant new legal principle or concept, or otherwise substantially change the interpretation of existing law. The following are a guide to some of the wide range of landmark cases that could be taught: - The Warren Court 1954–1969 - Brown vs Topeka Board of Education (1954) - Miranda vs Arizona (1966) - The Burger Court 1969–1986 - Roe vs Wade (1973) - United States vs Nixon (1974) - The Rehnquist Court 1986–2005 - Texas vs Johnston (1989) - Bush vs Gore (2000) - The Roberts Court 2005 – present - District of Columbia vs Heller (2008) - Obergefell vs Hodges (2015) - significance of the judiciary in shaping one area of public policy in terms of, for example, federalism, civil rights, race, gender, punishment.	Debating and oracy Arguments and effective rebuttals Comparisons- how do the UK and US compare? Evaluations and what it means to be sustained in our judgements Section A- 9 markers + comparison and political theory Section B- 25 source + provenance Section C 25 essays comparative	- Supreme Court - judicial activism - judicial restraint - judicial review - strict and loose constructionism.	Knowledge Test x 2 9 markers 25 source 25 mark essay

Term	Topic	Knowledge	Skills	Key Terms	Assessment
M 2	US Civil Rights + Comparison with the UK	- protection of civil liberties and rights under: - the constitution - Bill of Rights - subsequent amendments - landmark rulings of the Supreme Court - the role of pressure groups in promoting and supporting rights - the impact of salient political issues concerning civil rights and liberties on US politics eg in relation to one of: - abortion - race - immigration - religion - freedom of speech - gender - sexual orientation - privacy - disability - the right to bear arms	- Debating and oracy - Arguments and effective rebuttals - Comparisons- how do the UK and US compare? - Evaluations and what it means to be sustained in our judgements - Section A- 9 markers + comparison and political theory - Section B- 25 source + provenance - Section C 25 essays comparative	- Civil Liberties - Bill of Rights - landmark rulings - Supreme Court - Civil Rights movement.	Knowledge Test x 2 9 markers 25 source 25 mark essay

Term	Topic	Knowledge	Skills	Key Terms	Assessment
L 1	US Political Parties + Comparison with the UK	- the two main political parties and their: - ideologies - values - policies - traditions - party organisation - the ideological changes in both the Democratic and Republican parties making them more distinct and polarized - factionalised nature of parties and internal divisions - debates concerning party decline or renewal - weakness of US parties - the two party dominance in US politics - significance of third parties and independent candidates.	- Debating and oracy - Arguments and effective rebuttals - Comparisons- how do the UK and US compare? - Evaluations and what it means to be sustained in our judgements - Section A- 9 markers + comparison and political theory - Section B- 25 source + provenance - Section C 25 essays comparative	- ideology - factionalism - party decline - party renewal - party organisation - third parties - independent candidates.	Knowledge Test x 2 9 markers 25 source 25 mark essay

Term	Topic	Knowledge	Skills	Key Terms	Assessment
L2	Socialism Conservatism	- debates about the nature of socialism - core socialist views and values concerning Marxism, class analysis and the fundamental goals of socialism - differing views and tensions within and between revolutionary socialism and social democracy - in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to socialist thinking on human nature, the state, society and the economy: - Karl Marx and Friedrich Engels – class and class struggle, dialectical materialism - Rosa Luxemburg – inevitability of the triumph of revolution/capacity of the masses, spontaneity/party oriented class struggle - Beatrice Webb – co-operative movement, co-operative federalism and co-operative individualism - Anthony Crosland – criticism of Marxism/Revisionism, rejection of nationalisation as central goal of party, political values of personal liberty, social welfare and equality - Anthony Giddens – rejection of traditional conception of socialism, the ‘Third Way’ in politics, combination of right wing economic and left wing social policies. - debates about the nature of conservatism - core conservative ideas and values concerning government, the free market and the individual - different strands of conservative thinking from traditional Conservatism to the New Right - in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to conservative thinking on human nature, the state, society and the economy: - Thomas Hobbes – concept of human nature/laws of nature, power of the sovereign/the individual and self protection - Edmund Burke – Anti-Jacobinism/Whig principles, Burke’s reaction to the American and French Revolutions - Michael Oakeshott – importance of tradition/criticisms of rationalism, ‘Politics of Faith’ vs ‘Politics of Scepticism’ - Ayn Rand – opposition to collectivism and statism, rational and ethical egoism/individual rights - Robert Nozick – limited functions of the State, justification of inequalities of wealth resulting from	- Debating and oracy - Arguments and effective rebuttals - Evaluations and what it means to be sustained in our judgements - Section A- 9 markers - Section B- 25 mark source	- Marxism, class analysis and fundamental goals of socialism - human nature, the state, society and the economy - revolutionary socialism - social democracy. - government, the free market, the individual - authority, tradition, private property human nature, the state, society and the economy - traditional conservatism - the new right.	Knowledge Tests x 2 9 markers 25 mark source

Term	Topic	Knowledge	Skills	Key Terms	Assessment
T 1	Study Leave and Examinations				

Term	Topic	Knowledge	Skills	Key Terms	Assessment
T 2	Study Leave and Examinations				

Term	Topic	Knowledge	Skills	Key Terms	Assessment
M 1	President + Comparison with the UK	- sources of presidential power: selecting two relevant examples to demonstrate how these have been used by different presidents - difference between formal powers (enumerated and inherent powers outlined in Article 2 of the constitution) and informal powers (President as de facto party leader, agenda setter, world leader, modern developments eg stretching of implied powers and the creation of institutions such as Executive Office of the President (EXOP)) - constraints on President's ability to exercise those powers: - the effectiveness of formal checks and balances - key variables such as party support in Congress - the prevailing orientation of the Supreme Court - the attitudes of the media and public opinion - the relationship between the presidency and other institutions eg the cabinet, the Executive Office of the President (EXOP), the federal bureaucracy and federal agencies, and why this relationship varies from one president to another - one example that shows the waxing and waning of presidential power - eg Franklin D. Roosevelt (FDR) and Executive Office of the President (EXOP), John F. Kennedy (JFK) and the Cuban missile crisis, Reagan and Clinton's relationships with Congress, significance of which party controls Congress - the debate about the 'Imperial versus Imperilled Presidency'.	Debating and oracy Arguments and effective rebuttals Comparisons- how do the UK and US compare? Evaluations and what it means to be sustained in our judgements Section A- 9 markers + comparison and political theory Section B- 25 source + provenance Section C 25 essays comparative	- The Executive - The President - formal powers - informal powers - checks and balances - imperial presidency - imperilled presidency	Knowledge Test x 2 9 markers 25 source 25 mark essay

Term	Topic	Knowledge	Skills	Key Terms	Assessment
M 2	US Elections and Democracy + Comparison with the UK	- the electoral systems used in the USA - main characteristics of presidential and congressional elections and campaigns - candidate selection and nomination: - primaries - caucuses - national nominating conventions - debates concerning the workings, outcomes and impact of the electoral college system on campaigns - factors determining electoral outcomes: - money - media - issues - leadership - the significance of incumbency - debates about campaign finance - direct democracy at state level: - referendums, initiatives, propositions, recall elections and debates concerning their use - voting behaviour and the main variables affecting the way people vote in the USA - links between parties and their core voting coalitions - factors in voting behaviour: - issues, candidates - the significance of recent (post 1980) and historic (eg 1932 and 1968) re-aligning elections can be used to illustrate arguments relating to factors influencing voting - split ticket voting and high levels of abstention in US elections.	Debating and oracy Arguments and effective rebuttals Comparisons- how do the UK and US compare? Evaluations and what it means to be sustained in our judgements Section A- 9 markers + comparison and political theory Section B- 25 source + provenance Section C 25 essays comparative	- electoral college system - primaries - caucuses - national nominating conventions - direct democracy - voting behaviour - popular vote - split ticket voting - abstention - incumbency.	Knowledge Test x 2 9 markers 25 source 25 mark essay

Term	Topic	Knowledge	Skills	Key Terms	Assessment
L1	US Pressure Groups + Comparison with the UK	- the extent of political pluralism in the USA - typologies of pressure groups - methods and tactics used by pressure groups to influence decision making - pressure group funding of elections: - funding of Washington insiders - iron triangles - reinforcing incumbency - relative power of pressure groups vis-a-vis political parties - debates concerning the power of pressure groups in the USA - role and significance of Political Action Committees and Super PAC's regarding electoral finance.	- Debating and oracy - Arguments and effective rebuttals - Comparisons- how do the UK and US compare? - Evaluations and what it means to be sustained in our judgements - Section A- 9 markers + comparison and political theory - Section B- 25 source + provenance - Section C 25 essays comparative	- political pluralism - electoral finance - iron triangles - promotional groups - interest groups - Political Action Committees and Super PACs.	Knowledge Test x 2 9 markers 25 source 25 mark essay

Term	Topic	Knowledge	Skills	Key Terms	Assessment
L2	Liberalism Feminism	- debates about the nature of liberalism - core liberal ideas and values concerning the individual and freedom - classical liberalism, modern (new/progressive) liberalism - in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to liberal thinking on human nature, the state, society and the economy: - John Locke – natural rights, liberty and individualism, fiduciary power of government - John Stuart Mill – criticism of hedonism, freedom, integrity and self respect of the individual, self regarding and other regarding actions - John Rawls – concept of justice, principles of justice - Thomas Hill Green – self development/role of the State, negative and positive freedom - Mary Wollstonecraft – equality and rights, 'revolution controversy', criticisms of aristocracy and republicanism - Betty Friedan – equal rights, Civil Rights and feminist movements in the USA. - debates about the nature of feminism - core feminist views and values concerning equality of treatment, recognition of gender differences, affirmative action - liberal feminism and radical feminism, and more recent developments such as difference feminism and post-feminism - in their study of the following thinkers students should focus on the aspects indicated after each thinker's name and relate this to feminist thinking on human nature, the state, society and the economy: - Charlotte Perkins Gilman – reform Darwinism, role of females in society, androcentric culture - Simone de Beauvoir – feminist existentialism, patriarchal society, feminism and socialsim - Kate Millett – theory of sexual politics, radical feminism - Sheila Rowbotham – oppresssion of women and the working class, socialist feminism - bell hooks (Gloria Jean Watkins) – intersectionality, education gap between those lower in the economic scale and the leader of the feminist movement.	- Debating and oracy - Arguments and effective rebuttals - Evaluations and what it means to be sustained in our judgements - Section C- Essay- feminism	- the individual and freedom - human nature, the state, society and the economy - classical liberalism - modern liberalism. - equality of treatment, recognition of gender differences - human nature, the state, society and the economy - liberal feminism, radical feminism.	Knowledge Test X 2 9 marker 25 mark essay

Term	Topic	Knowledge	Skills	Key Terms	Assessment
T1	Study Leave and Examinations				

Term	Topic	Knowledge	Skills	Key Terms	Assessment
T2	Study Leave and Examinations				