

Plan Of Learning For The Year (Unit/Topic/Project Context)
Y12 – British Politics
Half Term 1

- Democracy and Participation

Half Term 2

- Elections and Referendums

Half Term 3

- Political Parties

Half Term 4

- Pressure Groups

Half Term 5

- The European Union

Half Term 6

- Political Ideologies

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher e.g. questioning • Student/teacher one-to-one discussions & live marking • Termly teacher assessed tasks • Termly formal assessments • Low stakes quizzes based on vocabulary and key concepts • Whole class feedback • Weekly homework 	<ul style="list-style-type: none"> • Debates or speaking and listening activities in each unit • Revision and intervention sessions 	<ul style="list-style-type: none"> • Studying British politics and diversity • Careers link in each unit – leadership, law, history, education, civil service. • Working independently, in pairs and in groups. • Understanding the role of individuals in a team • Spoken language and debate • Encouraging and empathising • Debating and challenging preconceptions • Potential for a trip to Parliament

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Key terms and vocabulary explained • Challenge pre-conceived ideas regarding the politics of Britain and ‘fake news’ • Understanding how all government and politics work together 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary and key concepts, building key knowledge and developing skills such as explanation, analysis, interpretation and debate. • Knowledge organisers and mid-term plans sequence skills, concepts, and vocabulary across KS5 • Each unit has prior and future learning links in terms of the course being synoptic 	<ul style="list-style-type: none"> • Core vocabulary lists for units • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of clear feedback model to show next steps to improve • Stretch activities built into each lesson • Closing the vocabulary, reading, and writing gap strategies