



## Newport Girls' High School Curriculum Summary

<b>Faculty:</b> Humanities	<b>Subject:</b> Politics
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### Our Vision

#### Faculty Vision

The humanities faculty at NGHS consists of the history, geography, religious studies, psychology, politics and economics departments. Our overriding vision for the faculty is to produce learners who have an excellent understanding of all aspects of the world we live in. Our range of subjects allows students to glean an understanding of global cultures and world views, whilst also enabling them to learn from the past and apply their learning to the relevance of today's society. We endeavour to encourage learners to make links between society, people and the physical environment, and work to make well-rounded, intellectually curious young people with excellent thinking skills, and with empathy and respect for the views of others. We strive to keep our curriculum relevant and up to date, incorporating contemporary issues such as climate change and conflict alongside historical comparisons in all of the humanities subjects. By the end of key stage 5, we expect students to be leaving us with an excellent understanding of global issues and challenges and to be literate in the use of specialist subject terminology.

#### Subject Vision

The Politics department aims to stimulate students' interest in the political world, particularly with reference to political theory, the UK and the USA. We aim to ensure that all students develop a thorough understanding of the society in which we live. Students will develop an understanding that politics is relevant to almost every aspect of the world around us, from our rights and responsibilities, to the power of the state and our ability to choose those in authority. They will appreciate the role they have to play as active citizens, analyse and evaluate concepts and be able to form and develop their own beliefs.

### Curriculum Intent

**At Key Stage 5**, we aim to instil a passion and curiosity for politics, whereby students can view the world around them and critically evaluate the political world. We will go beyond curriculum demands to offer a variety of diverse and enriching experiences and opportunities such as visiting the Houses of Parliament and Supreme Court, engaging with an MP and a long term plan to visit Washington. Through this demanding but rewarding course, we equip students with the transferable skills that will support them at higher education levels and in varied future career paths, including critical thinking, analysis and evaluation, as well as developing academic writing skills. We want our students to be impassioned, interested in the world around them, compassionate, intellectual, tolerant and engaged citizens of the 21<sup>st</sup> Century.

## Curriculum Sequencing Rationale & Implementation

**Our curriculum planning is based around skills and concepts in conjunction with content knowledge, as this is a new subject area for all. Each of the assessment objectives is taught throughout the course, and content focuses on practical politics as well as political theory, and comparative politics, as identified in the specification. Where there are choices in the curriculum we focus on Feminism in paper 2 and the USA in paper 3.**

### **KS5:**

The course provides students with a broad knowledge of British politics and government, starting with the concept of democracy. Students widen their knowledge of modern politics and political systems, with lots of opportunity for individual study. The content is planned, so that students can build upon prior knowledge, cumulating with the unit of comparison at the end of year 13.

All assessment objectives are required across the three examination papers and so students are expected to build their skills of essay writing and analysis across the course, having practised firstly with scaffolding and no time pressures. Over time, students are able to hone their skills so that they are able to write an essay in 45 minutes. Equally they develop their skills of analysis with regular practise of using extracts. The courses are planned in a thematic fashion, with the use of big key questions in each unit, and regular practise of examination skills.

Students are expected to read widely, beyond the remits of the classroom and are expected to build up a wealth of knowledge and examples from the media and podcasts

For specific information relating to the content of the curriculum in each year group, opportunities for wider personal development and enrichment and ways for parents to support their daughter in her learning within this subject, please see the Learning Overviews on our website.