



# The Royal School

*Wolverhampton*

## Curriculum 2025

# GOVERNMENT AND POLITICS

# Curriculum 2025 Government and Politics

## intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

## Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

**Sequencing & Progression:** Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

**Adaptive teaching & Assessment:** Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

**Retrieval Practice & Interleaving:** We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

**Engagement:** Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

**Challenge & Aspiration:** Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

**Context:** Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

**Personal Development:** Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

## **Politics curriculum intent**

With the departure of the Y13 cohort of 2024-25, the Government and Politics curriculum will switch entirely to the EDEXCEL syllabus. The rationale behind the change is the need to ensure curriculum accessibility for MPA and LPA students. Edexcel student material – especially the textbook – is better set out and generally more effective at putting across the more complex concepts.

Whilst following the guidelines of both exam boards, we aim to offer students the skills to analyse current events and to develop research, written communication and debating skills.

Additionally, given the ongoing volatile nature of US Politics, we are moving to the Global Politics module instead. This is likely to give a more stable and easily-accessed information base.

Specifically we aim to ensure all students:

- Have good understanding of the political systems, ideologies and processes in the UK, the USA and in a wider global context.
- Acquire a wide knowledge of current and recent political events.
- Write clearly, accurately, and coherently to utilise their knowledge and understanding.
- Have confidence in the arts of speaking and listening, making formal presentations, demonstrating their knowledge to others and participating in debates.

## **Politics curriculum implementation**

In Politics we teach five lessons per week at KS5. Our curriculum is implemented in many ways including taught lessons and out of class experiences such as the visit to the Houses of Parliament.

Our curriculum is structured in learning cycles. Each cycle lasts for seven weeks and includes at least one assessment followed by a review where re-teaching or 'stretch and challenge' opportunities, tailored to the needs of the students, can take place. There are five learning cycles per year.

Each lesson follows The Royal lesson structure below:

- Date and learning question.
- Review questions as bell work and answers to be self-assessed or peer assessed.
- Homework set at start of lesson.
- The learning journey shared including lesson objectives and success criteria.
- Challenge tasks set every lesson.
- Review learning objectives at end of lesson.

### **Politics curriculum impact**

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative data indicating how ready students are for the next stage in their learning. This is applied whether that is the transition between year 12 to 13 or students leaving for universities, apprenticeships, or work at the end of sixth form.

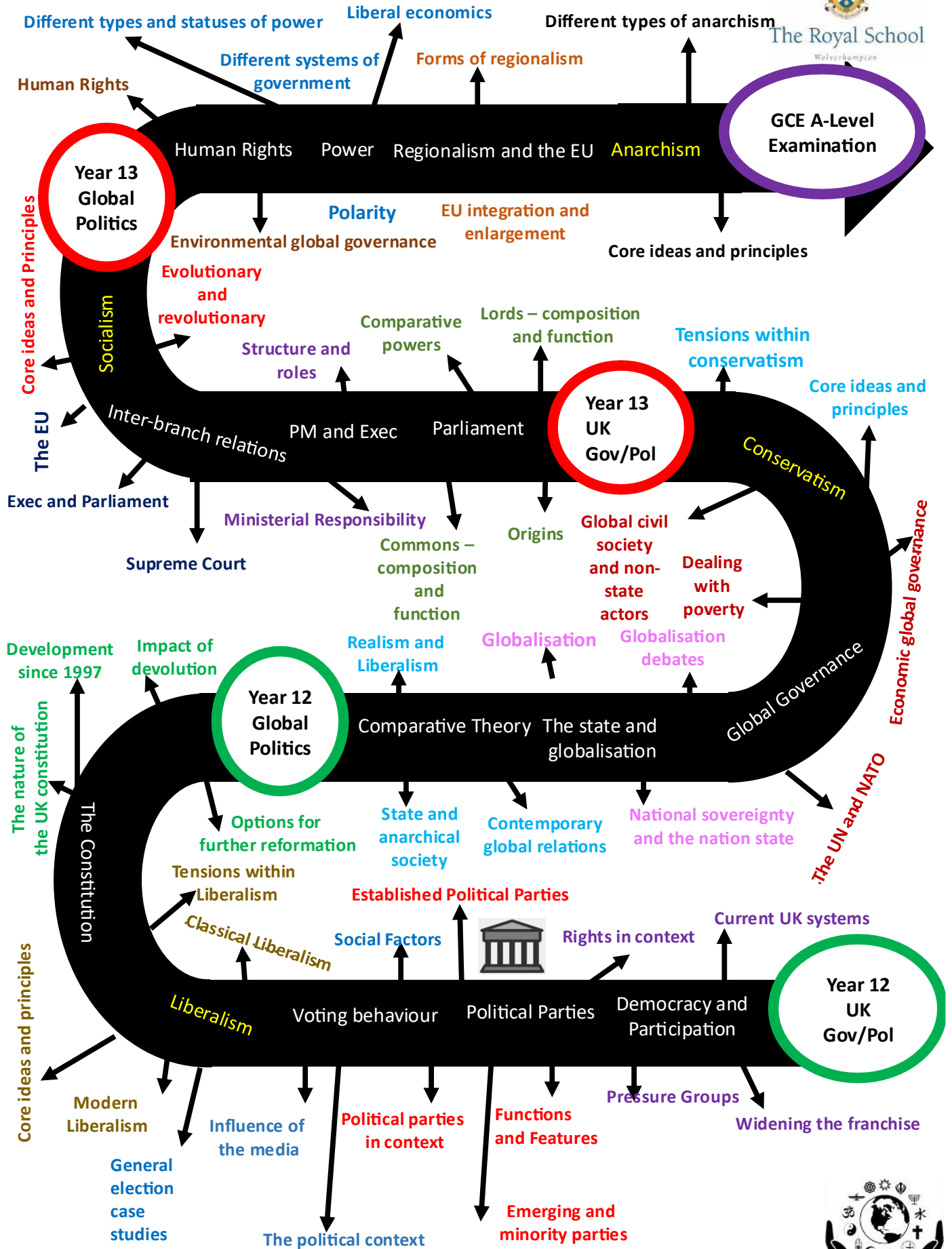
This includes an assessment of:

- The progress of students between individual learning cycle assessments.
- The number of students achieving the national average or higher at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- The number of students opting for Politics or similar subjects at university.

# Government and Politics KS5 – Learning Journey



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**Politics Curriculum Map 2025-26**

	<b>Year 12: Edexcel</b>	<b>Year 13: Edexcel</b>
<b>Learning Cycle 1</b>	<p>Paper 1 – Democracy and Participation: Current systems of democracy in the UK Widening the franchise Pressure groups and other influences Global Politics: Comparative theory – realism and liberalism</p> <p>Paper 2 – What are ideologies? Classical Liberalism, Modern Liberalism, Core ideas and principles, Different views and tensions within Liberalism</p>	<p>Paper 1 – The Prime Minister and the Executive: the structure, roles and powers of the executive, Ministerial responsibility, the Prime Minister and Cabinet</p> <p>Paper 1 – Political Parties: Origins, development, policies and funding, the relationship between politics and the media.</p> <p>Paper 2 – Revision and review – essay practice</p> <p>Paper 3 – Liberalism, Conservatism, Socialism</p>
<b>Learning Cycle 2</b>	<p>Paper 1 – Political Parties: The functions and features of political parties, Established political parties, Emerging and minority parties, Political parties in context</p> <p>Paper 2 – Conservatism – Core ideas and principles, Differing views and tensions within conservatism</p>	<p>Paper 1 – Pressure groups – Main categories and functions, Impact of pressure groups on democracy, Relationship between pressure group methods and success</p> <p>Paper 2 – Revision and review – essay practice</p> <p>Paper 3 - Anarchism</p>
<b>Learning Cycle 3</b>	<p>Paper 1 – Electoral systems: Elections in the UK, Different electoral systems, Referendums</p> <p>Paper 2 – Socialism: Revolutionary socialism, Evolutionary socialism, Core ideas and principles, Differing views and tensions in socialism</p>	<p>Paper 2 – Comparison between UK and USA.</p> <p>Paper 3 – Anarchism.</p>

<b>Learning Cycle 4</b>	<p>Paper 1 – Voting behaviour and the media: Social and political factors, Media influence, Election case studies</p> <p>The Constitution: The UK constitution and its development since 1997, The impact of devolution on the UK</p>	Revision for all papers, with focus on using examples and exam technique.
<b>Learning Cycle 5</b>	<p>Paper 1 – Parliament: The origin and development of the UK Parliament, composition of the House of Commons and its functions, Composition of the Lords and its functions, Comparative powers of both and how Parliament interacts with the executive.</p> <p>The Prime Minister and the executive: Structure, role and powers of the executive, Ministerial responsibility, Prime Minister and the Cabinet</p>	A level/BTEC exams followed by university bridging work.

**Politics Assessment Calendar 2025-26**

	<b>Year 12</b>	<b>Year 13</b>
<b>Learning Cycle 1</b>	<p>Learning Cycle Assessment: Week Beginning 7th October British Constitution and Liberalism</p> <p>Data Drop 20 October</p>	<p>LC Assessment: WK Begin 7<sup>th</sup> October: USA Constitution and Feminism</p> <p>Data Drop 19<sup>th</sup> October</p>
<b>Learning Cycle 2</b>	<p>LC Assessment: Week beginning 20<sup>th</sup> November UK Politics and Conservatism</p> <p>Data Drop 8<sup>th</sup> December</p>	<p>LC Assessment: WK begins 13<sup>th</sup> November Comparative USA and UK; Anarchism</p> <p>Data Drop 30<sup>th</sup> November</p>
<b>Learning Cycle 3</b>	<p>Mock Exams: Week beginning 5 January UK Democracy and Participation and Neo-Conservatism</p>	<p>Mock Exams: Week beginning 5 January</p> <p>Data drop 28 January</p>
<b>Learning Cycle 4</b>	<p>LC Assessment: WK Begin 15<sup>th</sup> March: UK case studies and Classical Socialism</p> <p>Data Drop 23<sup>rd</sup> March</p>	<p>Revision exam questions.</p>
<b>Learning Cycle 5</b>	<p>WK Begin 7<sup>th</sup> June: Full Mock Papers One and Two</p> <p>Full Report 28<sup>th</sup> June</p>	<p>Final A level exams</p>

## KS5 Assessment Criteria

AQA A-level exams in Politics include questions that allow students to demonstrate their ability to:

- Recall information.
- Draw together information from different areas of the specification.
- Apply their knowledge and understanding in practical and theoretical contexts.
- Our A-level exams in politics include three broad question types.

12 mark questions require students to explain and analyse different political institutions, processes, concepts, theories and issues prescribed in the specification. Students are required to develop and substantiate at least three points in a structured, analytical answer, making use of appropriate political vocabulary and examples to substantiate their answer.

25 mark extract based questions require students to comprehend and interpret the argument(s) contained in political information, using their knowledge and understanding of the issue to analyse and evaluate the argument(s) put forward. The answer should be balanced, maintain a sustained line of reasoning and lead to a reasoned conclusion, communicated with relevance, clarity and coherence. The political information used in exams may take the form of political publications, government publications, newspaper extracts, manifestos, visual material and data.

30 mark essay questions require students to analyse and evaluate a given statement using their knowledge and understanding of the issue under discussion. The question may draw from different sections of the specification, requiring students to identify and substantiate parallels, connections, similarities and differences between aspects of politics studied. The answer should take the form of a structured and balanced argument, maintaining a sustained line of reasoning, communicated with relevance, clarity and coherence and leading to a reasoned conclusion. The 25 mark essay questions for comparative politics (component 2, section C), will require students to make explicit comparisons between UK and US government and politics.

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Politics specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives:

- AO1: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.
- AO2: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.
- AO3: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	30-40	30-40	30-40	30-40
AO2	35-45	35-45	35-45	35-45
AO3	25-35	25-35	25-35	25-35
Overall weighting of components	33 $\frac{1}{3}$	33 $\frac{1}{3}$	33 $\frac{1}{3}$	100