

KS5 Curriculum Overview: Politics 2021-2022

Core aims of the subject at Key Stage 5

Politics shapes a huge part of our lives from the type of society we live in to the chances we have to succeed. Through the study of politics, students are able to understand the ever changing world around them and communicate their understanding on political events. Students who study politics are encouraged to keep abreast of current affairs and political events in both the UK and USA.

Our aim at Brine Leas is to create a partnership between staff and students that is professional, educational and supportive, at a time when the transition through education and childhood can be very challenging. Our purpose is to create the very best thinkers, debaters and communicators. We want students to be able to navigate the best course for themselves through an understanding of power and influence in the 21st century and to appreciate how decisions are made that affect their lives. This course is for people who want to understand more about how politics and government actually work.

Students of politics at Brine Leas should have an inquisitive mind and an eagerness to embrace complex ideas and differing views of the world. Our politics curriculum helps students to explain the world that they live in and decisions that are made by those with power by exploring current and historic thinking. Politics students are independent and resilient learners who engage readily in the process of exploring belief systems of different peoples in differing societies and draw parallels with the present. Through teaching both within the classroom and beyond, politics students at Brine Leas engage with information aimed to produce citizens who understand their role based on the world around them and to understand others in local, national and global communities. The curriculum aims to give students the confidence to defend their beliefs and the ability to be open-minded about the beliefs of others, approaching political ideas with a critical eye. We expect the highest academic standards, co-operation, and effort from all.

During Year 12, students develop a broad knowledge and understanding of the political system of the UK. Unit 1 focuses on the theme of political behaviour in the UK. It explores how people's different patterns of participation can be explained and the forms of participation in a democracy. Furthermore, it looks at the importance of voting behaviour, the influence of electoral systems in communicating political opinion and the controversies surrounding the use of referendums. The principal institutions through which people's participation is achieved is also considered through political parties and pressure groups. Students also study unit 2 in Year 12 which focuses on the process of governing the UK. Here, we look at the extent to which Britain's unique constitution regulates the process of government and maintains the balance between individual rights and the power of the state is explored. Students also look at the role of Westminster in providing a democratic element in government is examined as well as the degree to which power rests in the hands of unelected bureaucrats. The direction which government takes is analysed at the very apex of power in arrangements within the core executive.



In Year 13, students turn their focus to the government and politics of the USA. Here, we focus on the nature and significance of the US Constitution, the framework of government laid down in the US Constitution and the structure, role and powers of the US Congress. Moreover, students will consider the party and committee system and their significance within Congress. In regards to the executive branch, we explore sources of presidential power and the relationship between the presidency and other institutions e.g. the cabinet. Another focus of the Year 13 course is around the electoral systems, political parties and debates concerning the power of pressure groups in the USA. Finally, an additional part of the Year 13 course involves a comparative element and understanding political ideas. In this part of the course, students spend time analysing and explaining similarities and differences between the two systems using structural, rational and cultural theories. The core ideologies discussed also include liberalism, conservatism and socialism.

As teachers of politics, we encourage students to develop methods of political enquiry. This includes considering how evidence is used and how and why contrasting arguments and interpretations have been constructed over political issues. These skills are incorporated into our lessons with students regularly asked to analyse political articles, creating opportunities for them to apply these skills. Politics students at Brine Leas complete their education equipped with the skills set to research, analyse and evaluate. These skills will equip students with the skills needed for their future preparation. The transferable skills developed through studying politics will assist students in their analytical and debate skills; including the capacity for thinking creatively, intellectual rigour and independence.

Trips and visits

N/A

Assessment

Regular essays in the style of the A level exam paper, both comprehension and article analysis. Regular knowledge based quizzes to consolidate knowledge. In year 13 as part of their 'ninth hour' students are to complete a range of activities that consolidate knowledge and extend awareness of political concepts. Students will also have summative assessments once a year.

Homework

Regular reading to develop contextual knowledge, questions set from the textbook and activities set to extend knowledge from the lesson from political reviews.

Guided readings from set texts and extra reading from journals and articles. Assessment questions can also be set for homework.

Clubs and/or intervention

1:1s meetings arranged if appropriate

Parental/Carer support

Phone calls home, Bromcom behaviour tracking, Data Collection points.

Helpful sources of information

Course Booklet has many resources listed to assist students with developing knowledge.

<https://www.aqa.org.uk/subjects/politics/as-and-a-level/politics-7152>

This course is taught simultaneously by two teachers. The curriculum taught over the two years by one teacher is outlined first before the curriculum taught by the second teacher is shown

Year 12 Overview**Teacher 1**

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1			<p>Big Idea: The nature and sources of the British Constitution</p> <p>Rationale: Students will develop an understanding of the nature and sources of the British constitution and identify contemporary legislation about current issues regarding citizens' rights in the UK. Students will look at the issues and debates around recent constitutional changes and research examples of constitutional changes since 1997 in the UK.</p>	

<ul style="list-style-type: none"> ➤ The nature and sources of the British constitution ➤ Contemporary legislation and current issues regarding rights ➤ Issues and debates around recent constitutional changes ➤ Debates about the extent of rights in the UK ➤ Two examples of constitutional changes since 1997, such as the 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ 'Quote' Assess the validity of this view questions ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key process within the government 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1b, 2c, 4a, 4b, 4e 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Advertising ➤ International organisations ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Political Researcher ➤ Communications Officer ➤ Policy Officer <p>Future learning</p> <ul style="list-style-type: none"> ➤ History ➤ Law
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	<p>establishment of devolved legislative bodies in constituent countries of the UK, the introduction of a Freedom of Information Act, adoption of the Human Rights Act, changing composition of the House of Lords</p> <ul style="list-style-type: none"> ➤ Areas where individual and collective rights are in agreement and where they are in conflict. 			<ul style="list-style-type: none"> ➤ Education ➤ English Literature ➤ Politics ➤ Philosophy ➤ Psychology ➤ Sociology ➤ Theatre
Autumn 2	<p style="text-align: center;">Big Idea: Devolution</p> <p>Rationale: Students will analyse and evaluate the roles, powers and responsibilities of the different devolved bodies in the UK. Students will develop a debate around devolution in England, existing devolution in England and the impact of devolution on government of the UK.</p>			

<ul style="list-style-type: none"> ➤ The roles, powers and responsibilities of the different devolved bodies in the UK ➤ Debate around devolution in England ➤ Existing devolution in England ➤ Impact of devolution on 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ ‘Quote’ Assess the validity of this view questions ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1b, 2c, 4a, 4b, 4e 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Advertising ➤ International organisations ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Political Researcher ➤ Communications Officer
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	government of the UK	process within the government		<ul style="list-style-type: none"> ➤ Policy Officer <p>Future learning</p> <ul style="list-style-type: none"> ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Philosophy ➤ Psychology ➤ Sociology ➤ Theatre
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Spring 1	<p>Big Idea: The structure and role of parliament</p> <p>Rationale: Students will analyse and evaluate the scrutiny of the executive and how effective this is in practice. Students will also consider parliamentary debate and the legislative process alongside the role of the Commons and Lords. Students will develop an understanding of the theories of representation e.g. Burkean, delegate and mandate.</p> <p>Students develop an understanding of the roles and influence of MPs and peers, work of committees and interactions of parliament with other branches of government</p>
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<ul style="list-style-type: none"> ➤ Scrutiny of the executive and how effective scrutiny of the executive is in practice ➤ Parliamentary debate and the legislative process; Commons & Lords ➤ Theories of representation - Burkean, delegate, mandate theories ➤ The roles and influence of MPs and peers 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ ‘Quote’ Assess the validity of this view questions ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key process within the government 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1b, 2c, 4a, 4b, 4e 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Advertising ➤ International organisations ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Political Researcher ➤ Communications Officer ➤ Policy Officer <p>Future learning</p>

	<ul style="list-style-type: none"> ➤ The significance of Commons and Lords: work of committees, role of the opposition ➤ The extent of Parliament's influence on government decisions: Party discipline enables the government to routinely outvote opposition ➤ Government control of civil servants' appearances before Select Committees ➤ Membership of those committees is largely controlled by the Whips' offices. ➤ Interactions of parliament and other branches of government. 		<ul style="list-style-type: none"> ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Philosophy ➤ Psychology ➤ Sociology ➤ Theatre
Spring 2	<p style="text-align: center;">Big Idea: The Prime Minister and cabinet</p> <p>Rationale: Students should analyse and evaluate how policy is made and understand the relationship between Prime Minister and Cabinet. Students should understand the difference between individual and collective responsibility and gain examples that demonstrate the power of the Prime Minister/Cabinet to dictate events and determine policy making.</p>		

<ul style="list-style-type: none"> ➤ How policy is made ➤ The relationship between Prime Minister and cabinet 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1b, 2c, 4a, 4b, 4e 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Advertising ➤ International organisations ➤ Education ➤ Academia
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<ul style="list-style-type: none"> ➤ The difference between individual and collective responsibility. ➤ Two examples that demonstrate the power of the Prime Minister and cabinet to dictate events and determine policy making. ➤ Government/parliament relations – accountability/interest. 	<ul style="list-style-type: none"> ➤ ‘Quote’ Assess the validity of this view questions ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key process within the government 		<ul style="list-style-type: none"> ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Political Researcher ➤ Communications Officer ➤ Policy Officer <p>Future learning</p> <ul style="list-style-type: none"> ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Philosophy ➤ Psychology ➤ Sociology ➤ Theatre
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Summer 1 & 2	<p>Big Idea: The constitutional framework of US government</p> <p>Rationale: Students will develop an understanding of the nature and significance of the US Constitution and the importance of constitutional principles. Students will analyse the framework of government that was identified in the US Constitution including the federal system of government and federal state relations. Students will understand the amendment process and debates concerning the importance of the US Constitution to the working of contemporary US government. Students will also analyse the protection of civil liberties and rights under the US Constitution, Bill of Rights, and Supreme Court rulings.</p>				
	<table border="1"> <tr> <td data-bbox="265 431 601 732"> <ul style="list-style-type: none"> ➤ The nature and significance of the US Constitution ➤ The significance of constitutional principles ➤ Framework of government laid </td><td data-bbox="601 431 938 732"> <ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ 'Quote' Assess the validity of this view questions </td><td data-bbox="938 431 1500 732"> SMSC <ul style="list-style-type: none"> ➤ 1b, 2c, 4a, 4b, 4e </td><td data-bbox="1500 431 2113 732"> Careers <ul style="list-style-type: none"> ➤ Advertising ➤ International organisations ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment </td></tr> </table>	<ul style="list-style-type: none"> ➤ The nature and significance of the US Constitution ➤ The significance of constitutional principles ➤ Framework of government laid 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ 'Quote' Assess the validity of this view questions 	SMSC <ul style="list-style-type: none"> ➤ 1b, 2c, 4a, 4b, 4e 	Careers <ul style="list-style-type: none"> ➤ Advertising ➤ International organisations ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment
<ul style="list-style-type: none"> ➤ The nature and significance of the US Constitution ➤ The significance of constitutional principles ➤ Framework of government laid 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ 'Quote' Assess the validity of this view questions 	SMSC <ul style="list-style-type: none"> ➤ 1b, 2c, 4a, 4b, 4e 	Careers <ul style="list-style-type: none"> ➤ Advertising ➤ International organisations ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment 		

	<p>down in the US Constitution</p> <ul style="list-style-type: none"> ➤ Federal system of government ➤ Federal state relations ➤ Amendment process ➤ Debates concerning the importance of the US Constitution to the working of contemporary US government ➤ Protection of civil liberties and rights under the US Constitution, Bill of Rights, and Supreme Court rulings. ➤ Key similarities and differences between the UK and US constitutions and their impact on government and politics in their respective countries ➤ Key similarities and differences between the UK and US constitutions and their nature (codified/uncodified 	<ul style="list-style-type: none"> ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key process within the government 	<ul style="list-style-type: none"> ➤ Civil Service ➤ Law ➤ Political Researcher ➤ Communications Officer ➤ Policy Officer <p>Future learning</p> <ul style="list-style-type: none"> ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Politics ➤ Philosophy ➤ Psychology ➤ Sociology ➤ Theatre
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	<p>), sources and provisions, separation of powers, checks and balances</p> <ul style="list-style-type: none"> ➤ Key similarities and differences between the UK and US constitutions and similarities and differences between the devolution model in the UK and the federal model in the USA. 		
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Year 13 Overview

Teacher 1

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
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Autumn 1	<p>Big Idea: The legislative branch of government: Congress</p> <p>Rationale: Lively, relevant and controversial. Covering news and current affairs from the UK and US, it helps the students to understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence. Students identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. The political ideas to be studied have relevance to both of the systems of government and politics.</p>
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<ul style="list-style-type: none"> ➤ The structure, role and powers of the US Congress ➤ Composition of Congress, the different terms of office and party allegiance ➤ Debates concerning the functions, powers and effectiveness of Congress in legislation, oversight and the power of the purse ➤ Party system and committee system and their significance within Congress ➤ Representative role of senators and representatives ➤ Relative strengths of the House of Representatives and the Senate 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ ‘Quote’ Assess the validity of this view questions ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key process within the government 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1 <p>Politics</p> <ul style="list-style-type: none"> ➤ Liberalism ➤ Conservatism ➤ Nationalism ➤ US Executive ➤ US Judiciary ➤ UK political system <p>History KS5</p> <ul style="list-style-type: none"> ➤ America 1945-1980 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future learning</p> <ul style="list-style-type: none"> ➤ Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
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	<ul style="list-style-type: none"> ➤ Relationship of Congress to the executive branch of government and the Supreme Court. ➤ Comparison between the UK and USA legislatures; their relative strengths and weaknesses and the extent to which their roles are similar and their powers equal ➤ Comparison between the UK and USA legislatures; powers, composition, structure, strengths and weaknesses 		
Autumn 2	<p>Big Idea: The executive branch of government: President</p> <p>Rationale: Rationale: Lively, relevant and controversial. Covering news and current affairs from the UK and US, it helps the students to understand how the UK and USA are run and develops research, written communication and debate skills. Students identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. The political ideas to be studied have relevance to both of the systems of government and politics.</p>		

	<ul style="list-style-type: none">➤ Sources of presidential power➤ Difference between formal	<ul style="list-style-type: none">➤ Knowledge Quizzes with closed questions.	<p>Politics KS5</p> <ul style="list-style-type: none">➤ Liberalism➤ Conservatism➤ Nationalism	<p>Careers</p> <ul style="list-style-type: none">➤ Education➤ Academia➤ Journalism
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	<p>powers and informal powers</p> <ul style="list-style-type: none"> ➤ 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 e.g. 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 ➤ The debate about the 'Imperial versus Imperilled Presidency' 	<ul style="list-style-type: none"> ➤ 'Quote' Assess the validity of this view questions ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key process within the government <p>History KS5</p>	<ul style="list-style-type: none"> ➤ US Legislature ➤ US Judiciary ➤ UK political system ➤ America 1945-1980 	<ul style="list-style-type: none"> ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future learning</p> <ul style="list-style-type: none"> ➤ Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
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	<ul style="list-style-type: none"> ➤ The role and powers of the UK prime minister and of the US president, how they differ from each other and the extent of their accountability to the legislatures ➤ A comparison of the relationship of the UK prime minister and of the US president to other institutions of government. 			
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Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Spring 1			<p>Big Idea: Political parties</p> <p>Rationale: Political parties represent the essential foundations of how politics operates in the US. Their development mirrors the ever changing political landscape of the US, as do the myriad of policies which they each propose. By understanding the different perspectives of political parties, students will gain an appreciation for the many shades of ideology that exists, particularly within the Democrat and Republican parties, and the factors which allow them to achieve electoral success or otherwise. Students will also consider the challenges to the traditional party system that exists in the US, whether that be the threat posed by minor parties, the way in which they are organised, their internal divisions or the extent of political polarization that exists in the US. By studying US political parties, greater insight can be provided with respect to the relative state of UK political parties.</p>	

	<ul style="list-style-type: none"> ➤ Identifying the dominant US parties. ➤ Essential components of party success and the fundamental differences and similarities between the Republicans and the Democrats. ➤ History of the Democrats & Republicans. ➤ Ideological similarities & differences between the Democrats & Republicans. ➤ Evidence of and reasons for the polarisation of US politics. ➤ Identification and significance of party factions. ➤ Significance of the Tea Party. ➤ Significance of the Religious Right. ➤ Organisational structure of the Republican and Democrat parties. ➤ Validity of the parties being 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on minor political parties e.g. Explain and analyse three ways in which third parties can play an important role in US elections. ➤ 25 mark application questions, extract and essay based, focusing in particular on party organisation and issues of decline and renewal e.g. Analyse, evaluate and compare the arguments in the above passage in terms of the two main parties being organisationally 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4a, 4c, 4e 	<p>Future learning:</p> <ul style="list-style-type: none"> ➤ A Level Politics ➤ A Level History ➤ A Level Sociology ➤ A Level Business <p>Careers:</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Civil Service ➤ Law ➤ Parliamentarian ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer ➤ Activist
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	<p>organisationally weak/strong and in a state of decline/resurgence.</p> <ul style="list-style-type: none"> ➤ Evidence of the parties having more differences between them than within them. ➤ Reasons the US has a two-party system and reasons why it does not. ➤ Significance of minor parties and independent candidates. ➤ Difficulties facing minor parties. ➤ Theoretical approaches to Political Parties. ➤ Comparisons of elections and electoral systems used in the UK and USA. ➤ Comparisons of the two party systems and how they operate in the UK and the USA. ➤ Debates in the UK and USA surrounding 	<p>weak and in ideological decline in the past.</p>		
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	<p>campaign and party finance.</p> <ul style="list-style-type: none"> ➤ Degrees of internal unity within the parties in the UK and the USA. ➤ Explanations of why the USA has a two party system whilst the UK is moving towards a multiparty system. ➤ Third party and independent candidates in the UK and the USA. ➤ Comparisons of party policies in the UK and the USA. ➤ Democratic nature of UK and US political parties. 		
Spring 2	<p>Big Idea: Pressure groups</p> <p>Rationale: Pressure groups offer a means of political participation as an alternative to political parties. Whilst it is worth recognising the similarities that exist between UK and US pressure group activity, it is worth emphasising to students the very different political culture that pressure groups in the US seek to exploit, not least in terms of the influence of money and the access points that are available to them. Through this students will realise the some of the most significant political influences in the US stem from pressure group activity even though much of their operation goes relatively unnoticed for much of the time.</p>		

	<ul style="list-style-type: none"> ➤ The extent of political pluralism in the USA. ➤ Typologies of pressure groups. ➤ Methods and tactics used by pressure groups to influence decision making. ➤ How US political culture encourages pressure group activity. ➤ Reasons for and significance of direct action. ➤ Role of lobbying. ➤ Reasons why US pressure groups may use different access points in trying to achieve their objectives. ➤ Role and significance of single-issue pressure groups in the USA. ➤ Pressure group funding of elections. ➤ Significance of Political Action Committees and Super PACs. 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on pressure group methods e.g. Explain and analyse three methods used by US pressure groups. ➤ 25 mark application questions, extract and essay based, focusing in particular on pressure group impact on representative democracy e.g. Analyse, evaluate and compare the arguments in the above passage for and against pressure groups being both essential and 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4a, 4c, 4e 	<p>Future learning:</p> <p>A Level Politics A Level History A Level Business A Level Psychology A Level Sociology</p> <p>Careers:</p> <p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer Policy Officer Activist</p>
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		beneficial to the operation of		
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	<ul style="list-style-type: none"> ➤ Funding of Washington insiders. ➤ Significance of Iron Triangles. ➤ Reasons why pressure groups reinforce incumbency. ➤ Significance of clientelism. ➤ Relative power of pressure groups vis-a-vis political parties. ➤ The factors which determine the success of pressure groups. ➤ Reasons why pressure groups are key to the functioning of a pluralist democracy. ➤ Methods used by pressure groups. ➤ Reasons why some pressure groups are more successful than others. ➤ Reasons why pressure groups are key to the operation of 	representative democracy in the USA.'		
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	<p>representative democracy.</p> <ul style="list-style-type: none"> ➤ Factors which suggest pressure groups dominate decision-making. ➤ Arguments for and against pressure groups. ➤ Theoretical approaches to Pressure Groups. ➤ Comparison of similarities and differences of the influences of pressure groups on government in the UK and the USA. ➤ The relative power, influence and methods of pressure groups in the UK and the USA. 			
Summary 1	<p>Big Idea: The judicial branch of government</p> <p>Rationale: The judiciary, far from being removed from the political fray, can be regarded as much a political institution as the other branches of government that exist. This is particularly the case in the US context, especially when it comes to the appointment of judicial figures. Students will duly become aware of the seismic impact that judicial decisions have had on US society, affecting all areas of life. They will always become familiar with the judicial philosophies that underpin decision-making and the subsequent interpretation of the US Constitution.</p>			



<ul style="list-style-type: none"> ➤ The role of the Supreme Court. ➤ Importance of Supreme Court nominations. ➤ Process of selection and appointment of Supreme Court judges. ➤ Current composition of the Supreme Court. ➤ Concept of judicial independence. ➤ Concept of entrenched rights. ➤ The concept of original intent. ➤ Strict constructionism v Loose constructionism. ➤ The power of judicial review. ➤ Judicial activism v Judicial restraint. ➤ Evidence of the judiciary protecting the rights and liberties of US citizens. ➤ Significance of the judiciary in shaping one area of public policy in terms of, for example, 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on the political nature of the Supreme Court e.g. Explain and analyse three ways in which the Supreme Court could be regarded as a political institution. ➤ 25 mark application questions, extract and essay based, focusing in particular on the extent of power the Supreme Court has e.g. Analyse, evaluate and compare the arguments in the above passage as to whether the Supreme Court is the least 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4a, 4c, 4e 	<p>Future learning:</p> <ul style="list-style-type: none"> ➤ A Level Politics ➤ A Level History ➤ A Level Law <p>Careers:</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Civil Service ➤ Law ➤ Parliamentarian ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer ➤ Activist
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	<p>federalism, civil rights, race, gender, punishment.</p> <ul style="list-style-type: none"> ➤ Evidence that the Supreme Court as the guardian of the US Constitution. ➤ Power and effectiveness of the Supreme Court. ➤ Similarities and differences of UK and US supreme courts. ➤ Impact of the Supreme Court on government and politics. ➤ The relative extent of the powers of the UK Supreme Court and the US Supreme Court and the bases of those powers within their systems of government. ➤ Comparison of the relative independence of the judiciary in the UK and the USA. 	<p>powerful branch of US government.</p>		
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Year 12 Overview Teacher

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Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1			<p>Big Idea: Democracy and participation</p> <p>Rationale: The operation of democracy is of fundamental importance to the operation of government and politics in the UK. It is therefore useful to appreciate how democracy has developed in this country and the various forms that it takes. For democracy to function successfully, participation by citizens is required. The consequences of a lack of participation need to be considered alongside the positive effects that can result from it. Participation can, of course, come in many forms, although it worthwhile to explore which forms of participation have proved to be impactful in different contexts.</p>	

<ul style="list-style-type: none"> ➤ The development of suffrage since the Great Reform Act 1832. ➤ The significance of the Chartists. ➤ The significance of the Suffragettes. ➤ The nature of democracy. ➤ The different forms that democracy takes. ➤ Strengths of democracy. ➤ Weaknesses of democracy. ➤ The effectiveness of democracy in the UK. ➤ The different methods of participation. 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on participation e.g. Explain and analyse three for there being a participation 'crisis' in the UK. ➤ 25 mark application questions, extract and essay based, focusing in particular on participation e.g. Analyse, evaluate and 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1b, 2c, 4a, 4b, 4e 	<p>Future learning:</p> <p>A Level Politics A Level History A Level Law A Level Psychology</p> <p>Careers:</p> <p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer Policy Officer Activist</p>
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	<ul style="list-style-type: none"> ➤ Arguments for and against there being a participation 'crisis'. ➤ Reasons for differing levels of participation. 	<p>compare the arguments in the article over the significance of turnout as an indication of the decline in levels of political participation.</p>		
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			Big Idea: Elections and referendums
Autumn 2	<p>Rationale: Elections are the most fundamental component of a democracy, not least because they are the means by which representatives of the people are elected, from which the government is drawn. It is therefore necessary to appreciate the importance of elections and the way in which their methodology can impact the form a government can take and the policies that derive from it. Referendums can also act as a key component of a democracy, shaping the political course of a country when it comes to deciding issues of crucial importance. It is important to recognise, however, that they are not the simplistic devices that they may first appear. As such, the use of referendums should be critically assessed.</p>	<p>SMSC</p> <ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark questions, focusing in particular on electoral systems in the UK e.g. Explain and analyse three features of the FPTP voting system. ➤ 25 mark application questions, extract and 	<p>Future learning:</p> <p>A Level Politics A Level Psychology A Level Mathematics A Level Law A Level Sociology</p> <p>Careers:</p> <p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer</p>

	<ul style="list-style-type: none"> ➤ the supplementary vote. ➤ Characteristics of the single transferable vote system? ➤ Advantages and disadvantages of the single transferable vote. ➤ Characteristics of the additional member system. ➤ Advantages and disadvantages of the additional member system. ➤ Characteristics of the regional party list system. ➤ Advantages and disadvantages of the regional party list system. ➤ Characteristics of the alternative vote system. ➤ Advantages and disadvantages of the alternative vote system. ➤ Single party government v Coalition government. 	<p>essay based, focusing in particular on referendums e.g. 'The UK is a thriving representative democracy.' Analyse and evaluate this statement.</p>		<p>Policy Officer Activist</p>
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| <ul style="list-style-type: none"> ➤ Performance of electoral systems used in the UK. ➤ 2017 General Election study. ➤ 1997 General Election study. ➤ 1983 General Election study. ➤ What a referendum is and when they are held. ➤ Reasons why referendums enhance and undermine democracy. ➤ Arguments for and against referendums. ➤ Reasons why the UK is still a representative democracy and reasons why it is not. ➤ Alternatives to referendums. ➤ Determinants of voting behaviour more – short term and long term factors. ➤ Impact of specific factors of voting behaviour. | | | |
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Spring 1**Big Idea:** Political parties

Rationale: Political parties represent the coming together of ideas. They are the building blocs fundamental to the operation of the key institutions of state, not least the executive and the legislature. They also allow for a means of political participation and have the capacity for people to identify with like-minded individuals within a collective body. It is this necessary to understand the role that UK political parties play and the ideas that they represent. Similarly, it is important to recognise their internal structures and the factors that determine their relative success.

<ul style="list-style-type: none"> ➤ The origins, ideas and development of the Conservative, Labour, and Liberal Democrat parties. ➤ Party structures of Conservative, Labour and Liberal Democrat parties. ➤ Leadership contests of Conservative, Labour and Liberal Democrat parties. ➤ Party policies of Conservative, Labour and Liberal Democrat parties. ➤ Parliamentary candidate selection of Conservative, Labour and Liberal Democrat parties. ➤ Issues and debates around party funding. ➤ Party relations with, and influence of, the media. 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on party ideologies e.g. Explain and analyse three Thatcherite policies. ➤ 25 mark application questions, extract and essay based, focusing in particular on party systems e.g. Analyse, evaluate and compare the arguments in the above extract over the extent to which 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4a, 4c 	<p>Future learning:</p> <p>A Level Politics A Level History A Level Media A Level Photography A Level Sociology A Level Psychology A Level Law</p> <p>Careers:</p> <p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer Policy Officer Activist</p>
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	<ul style="list-style-type: none"> ➤ Factors affecting electoral outcomes. ➤ Policies of minor parties and their impact on political debates and political agenda. ➤ Development towards a multiparty system in the UK and its impact on government and policy. ➤ Significance of party factions. ➤ Influence of ordinary party members. 	<p>the UK could be said to have a multi-party system.</p>		
Spring 2	<p>Big Idea: Pressure groups</p> <p>Rationale: Pressure groups appear to be gaining in popularity and significance. It is important to analyse the reasons as to why they have gained in notoriety as a form of political participation and expression. The most ideal way to do this is through analysis of case studies in order to determine the factors which determine pressure group success and to reveal the wide variety of pressure groups that exist. Alongside this, there is a need to question the impact of pressure groups on political landscape, not least because there are advantages and disadvantages when it comes to their existence.</p>			

<ul style="list-style-type: none"> ➤ What a pressure group is and what they do. ➤ Different types of pressure group. ➤ Pressure group methodologies. ➤ Factors which affect pressure group success? 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on pressure group influence e.g. 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4a, 4c 	<p>Future learning:</p> <p>A Level Politics A Level History A Level Media A Level Photography A Level Law A Level Sociology A Level Psychology</p> <p>Careers:</p>
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	<ul style="list-style-type: none"> ➤ Pressure group case studies ➤ Key pressure group debates: ➤ The relationship between pressure groups and government. ➤ Reasons for the increased influence of insider groups in comparison to outsider groups. ➤ Reasons why direct action may undermine UK democracy. ➤ Criticisms of Why Grant typology. ➤ Reasons why some pressure groups achieve insider status. ➤ Reasons for the rise in social movements. ➤ Ways in which pressure groups make use of the media. ➤ Reasons why pressure groups be internally democratic. ➤ Reasons why pressure groups seek to establish a 	<p>Explain and analyse three ways that pressure groups can influence government.</p> <p>➤ 25 mark application questions, extract and essay based, focusing in particular on pressure group impact on representative democracy e.g. 'Pressure groups play a crucial role in the UK's democratic system.'</p> <p>Analyse and evaluate this statement.</p>	<p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer Policy Officer Activist</p>
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	<p>relationship with a political party.</p> <ul style="list-style-type: none"> ➤ Ways in which pressure groups activity has changed. ➤ Other influences on government and parliament, including think tanks, lobbyists, corporations, the media and protest movements. ➤ Extent of pressure group effectiveness. ➤ Reasons why pressure groups enhance and undermine democracy. 		
<p>Big Idea: The European Union</p> <p>Rationale: Despite the impact of Brexit and the result of the 2016 EU referendum, it remains a purposeful exercise to explore the UK's changing relationship with the European Union. Part of this study requires one to understand the origins of the 'European project' and the structures and workings of the European Union itself. Through this, the pros and cons of the EU can be appreciated, as can the consequences of Britain's eventual withdrawal.</p>			

<ul style="list-style-type: none"> ➤ Role and composition of main EU institutions ➤ Aims of the EU and the extent to which they have been achieved. 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, 	SMSC <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4c 	<p>Future learning:</p> <p>A Level Politics A Level History A Level Law</p> <p>Careers:</p>
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	<ul style="list-style-type: none"> ➤ Relative power and authority of the different EU institutions and of the EU itself. ➤ Extent of the 'democratic deficit' within EU institutions and within the EU itself. ➤ The impact of the EU on UK politics and policy making. ➤ Conflicting Loyalties within the EU. ➤ Britain's relationship with the EU. 	<p>focusing in particular on role and composition of EU institutions e.g. Explain and analyse three treaties that have altered the work of the European Union since 1985.</p> <p>➤ 25 mark application questions, extract and essay based, focusing in particular on pressure group impact on democratic deficit e.g. 'Despite claims of a democratic deficit, the EU is a profoundly democratic organisation.' Analyse and evaluate this statement.</p>		<p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer Policy Officer Activist</p>
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Summer
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Big Idea: The electoral process and direct democracy

Rationale: The American electoral system shares some common features with the UK electoral system, particularly when it comes to the fundamental reasons why elections are held. It has to be considered, however, that US elections have quite a number of features which are unique, and in themselves reveal quite a lot about US government and politics and American society as a whole. Likewise, elements of direct democracy in the US mirror those of the UK. Yet, once again, direct democracy in the US is by no means that same as it is in the UK and it is important to recognise how both elections and direct democracy operate, understanding the consequences of such practice.

<ul style="list-style-type: none"> ➤ What a caucus is. ➤ The differences between a Democratic and Republican caucus. ➤ Assessing the importance of caucuses. ➤ What a primary is. ➤ The significance of Super Tuesday. ➤ The significance of the invisible primary. ➤ Differences between a caucus and primary. ➤ Advantages and disadvantages of primaries. ➤ The Republican national nomination convention. ➤ The Democratic national nomination convention. ➤ The significance of the national nomination conventions. 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on presidential election process e.g. Explain and analyse three ways in which the process for selecting presidential candidates is open to criticism. ➤ 25 mark application questions, extract and essay based, focusing in particular on direct democracy e.g. Analyse, 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4c, 4e 	<p>Future learning:</p> <p>A Level Politics A Level History A Level Media A Level Business</p> <p>Careers:</p> <p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer Policy Officer Activist</p>
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	<ul style="list-style-type: none"> ➤ How the vice presidential candidate is selected, ➤ The significance of the selection of the vice-presidential candidate. ➤ Significance of television debates. ➤ Advantages of the Electoral College. ➤ Disadvantages of the Electoral College. ➤ Impact of campaign finance and campaign finance reform. ➤ Difference between hard and soft money. ➤ Influence of Super PACs. ➤ Forms of direct democracy. ➤ Evaluating direct democracy. ➤ Factors affecting voting behaviour. ➤ Impact of split ticket voting. ➤ Impact of abstention. ➤ Significance of midterm 	<p>evaluate and compare the arguments in the above passage for and against the use of recalls, referendums and initiatives as forms of direct democracy in the USA.</p>		
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	<p>congressional elections.</p> <p>➤ Theoretical approaches to The Electoral Process and Direct Democracy.</p>			
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Year 13 Overview Teacher 2

Autumn 1	<p>Big Idea: Political Ideas: Liberalism</p> <p>Rationale: Rationale: Lively, relevant and controversial. Covering news and current affairs from the UK and US, it helps the students to understand how the UK and USA are run and develops research, written communication and debate skills. Students identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. The political ideas to be studied have relevance to both of the systems of government and politics.</p>
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	<ul style="list-style-type: none"> ➤ John Locke and the origins of liberalism ➤ Core Ideas ➤ The liberal state ➤ Early classical liberalism ➤ Mary Wollstonecraft ➤ Late classical liberalism ➤ John Stuart Mill ➤ Modern liberalism ➤ John Rawls 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key process within the government 	<p>Politics KS5</p> <ul style="list-style-type: none"> ➤ US Constitution ➤ UK Political Parties ➤ UK constitution <p>History</p> <ul style="list-style-type: none"> ➤ America 1945-1980 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer
	<ul style="list-style-type: none"> ➤ Modern liberalism and the state ➤ Betty Friedan ➤ Social liberalism ➤ Neo-liberalism 			<p>Future learning</p> <ul style="list-style-type: none"> ➤ Politics ➤ History ➤ Law ➤ Education ➤ English Literature ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management

Autumn 2	<p style="text-align: center;">Big Idea: Political Ideas: Socialism</p> <p>Rationale: Rationale: Lively, relevant and controversial. Covering news and current affairs from the UK and US, it helps the students to understand how the UK and USA are run and develops research, written communication and debate skills. Students identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. The political ideas to be studied have relevance to both of the systems of government and politics.</p>
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<ul style="list-style-type: none"> ➤ Origins of socialism ➤ Core ideas ➤ Karl Marx ➤ Frederick Engels ➤ Criticisms of Marxism ➤ Rosa Luxemburg ➤ Democratic Socialism ➤ Beatrice Webb ➤ Anthony Crossland ➤ Anthony Giddens and the third way 	<ul style="list-style-type: none"> ➤ Knowledge Quizzes with closed questions. ➤ ‘Quote’ Assess the validity of this view questions ➤ Extract question in which students analyse an article ➤ 9 mark questions in which students assess a key 	<p>Politics KS5</p> <ul style="list-style-type: none"> ➤ UK Political Parties ➤ UK constitution ➤ EU <p>History</p> <ul style="list-style-type: none"> ➤ Year 9 Communism and Democracy <p>History GCSE</p> <ul style="list-style-type: none"> ➤ Germany 1890-1945 ➤ Conflict and Tension 1918-1939 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Education ➤ Academia ➤ Journalism ➤ Marketing ➤ Recruitment ➤ Civil Service ➤ Law ➤ Scientific Research ➤ Political Researcher ➤ Anthropologist ➤ Communications Officer ➤ Policy Officer <p>Future learning</p> <ul style="list-style-type: none"> ➤ Politics ➤ History ➤ Law
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		process within the government		<ul style="list-style-type: none"> ➤ Education ➤ English Literature ➤ Theatre ➤ Conservation ➤ Architecture ➤ Heritage Management
Spring 1			<p>Big Idea: Conservatism</p> <p>Rationale: The study of political ideologies allows students to understand and appreciate their study of government and politics in the context of the much broader and sweeping ideas that underpin policy and decision-making. In recent times, it can be argued that conservatism has been the most successful of these ideologies, not least in terms of the electoral success of the UK’s Conservative Party. Students will recognise the fundamental strands of conservative thinking, from its emphasis on a respect for the past to its ability to adapt and change. Conservatism is thus a somewhat contradictory way of thinking, yet students will study key conservative thinkers and learn about the reasons why they are advocates of it.</p>	

<ul style="list-style-type: none"> ➤ The Nature of Conservatism: Tradition Human Imperfection Organic society Authority Property ➤ Different strands of conservative thinking, relating 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 selfprotection. 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on the nature of conservatism e.g. Explain and analyse three ways in which conservatism can be considered as the politics of imperfection. ➤ 25 mark application questions, 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4a, 4b, 4c, 4e <p>Future learning:</p> <p>A Level Politics A Level History A Level Sociology</p> <p>Careers:</p> <p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer Policy Officer Activist</p>	

	<p>Edmund Burke – Anti-Jacobinism/Whig principles, Burke's reaction to the American and French Revolutions.</p> <ul style="list-style-type: none"> ➤ 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 freely exchanged contracts. 	<p>extract and essay based, focusing in particular on the nature of conservatism e.g. 'Conservatives universally support the idea of a small state.' Analyse and evaluate this statement with reference to the conservative thinkers that you have studied.</p>		
Spring 2	<p>Big Idea: Nationalism</p> <p>Rationale: Nationalism and its rise has been responsible for many of the seismic events of the 20th and 21st Centuries. It can manifest itself in the shape an increased sense of reverence for the nation state and in the fighting of global conflicts. In this regard, nationalism</p>			

<ul style="list-style-type: none"> ➤ Origins of nationalism. ➤ The nature of nationalism. ➤ Types of nationalism, relating to nationalist thinking on human nature, the state, society and the economy. Jean Jacques Rousseau – the 'general will' of the people, sovereignty of the people, opposition to representative assembly. Johann Gottfried von Herder – importance of language and cultural traditions to create a nation, concept of nationality and patriotism. Giuseppe Mazzini – promotion of ideas of republicanism and nationalism, concept of 'thought and action'. Marcus Garvey – Garveyism, philosophy to inspire a global mass movement and 	<ul style="list-style-type: none"> ➤ Closed and open questioning in class. ➤ 9 mark application questions, focusing in particular on the nature nationalism e.g. Analyse and evaluate three ways in which nationalist thinking has shaped events in the 20th century. ➤ 25 mark application questions, extract and essay based, focusing in particular on the nature of conservatism e.g. 'Nationalism is aggressive and expansionist.' Analyse and evaluate this statement with reference to the nationalist 	<p>SMSC</p> <ul style="list-style-type: none"> ➤ 1a, 2c, 3c, 4a, 4b, 4c, 4e 	<p>Future learning:</p> <p>A Level Politics A Level History A Level Sociology</p> <p>Careers:</p> <p>Education Academia Journalism Civil Service Law Parliamentarian Political Researcher Anthropologist Communications Officer Policy Officer Activist</p>
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economic empowerment focussed on Africa, pan-Africanism movement. Charles Maurras – integral nationalism, anti-France (antiProtestants, Jews, Freemasons and foreigners), rejection of democratic principles.	thinkers that you have studied.		
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