Curriculum map: History and Politics

Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**The Roman Empire** *Enquiry: How different was Roman civilization to our civilization?* Students study why Rome expanded, the effectiveness of the army, and life in Roman towns through Pompeii, before examining Roman society and citizenship. They judge Julius Caesar as hero or villain, study the conquest of Britain and Boudicca's resistance, and assess the significance of Roman inventions for modern life. The unit introduces similarity and difference and significance through an Identify–Explain–Evaluate structure. **Key vocabulary:** Empire, Denarius, Trade, Patricians, Gladiator, Legions, Latin, Emperor, Senate, Plebeians	**The Normans** *Enquiry: How much did England change during the Norman Conquest?* Students weigh the merits of the 1066 claimants, then study Stamford Bridge, Hastings, motte and bailey castles, the feudal system, rebellion and the Harrying of the North, and the life of a medieval knight. Formal source analysis (how did Harold die?) and interpretation work (why did William win?) are introduced against the progression map. The Year 7 assessment is completed before the end of term. **Key vocabulary:** Claimant, Sovereign, Monarchy, Feigned, Earl, Duke, Heir, Feudalism, Rebellion, Motte and Bailey	**Medieval England** *Enquiry: How much changed during the Middle Ages?* Students examine medieval towns and villages, why people went to church, the murder of Thomas Becket, King John, Magna Carta, and the causes and consequences of the Black Death. Change and continuity drives the term — what altered and what stayed the same for different groups — alongside contrasting traditional and modern interpretations of King John. **Key vocabulary:** The Church, Catholicism, Protestantism, The Pope, Magna Carta, The Black Death, Council, Nobles, Rights, Peasants	**Medieval England** *Enquiry: How similar was the Medieval World to Medieval England?* Beginning with the Peasants' Revolt, students compare medieval England with the Islamic world and the Ottomans, the Crusades, medieval Japan, the Songhai Empire and Ming China. Dedicated source and interpretation lessons build inference, cross-referencing and evaluation, developing similarity and difference at a global scale. **Key vocabulary:** Revolt, Tax, Empire, Caliph, Conquest, Heretic, Pilgrim, Christendom, Crusade, Songhai Empire	**The Tudors** *Enquiry: Who was the most significant Tudor Monarch?* From the Wars of the Roses to Henry VII's problems and Henry VIII's reputation, students study the causes and significance of the Reformation, the fairness of 'Bloody Mary', Elizabeth's Golden Age and the lives of Black Tudors. Significance is the driving concept, supported by PEEL paragraph work and inference from sources. **Key vocabulary:** Monarchy, Dynasty, Successor, Catholic, Protestant, Reformation, Dispensation, Monastery, Dissolution, Armada	**The English Civil War** *Enquiry: Why did the English execute their king — and were they right?* Students study the problems Charles I inherited, the long-term causes and the trigger of war, the relative strengths of Royalists and Roundheads, Marston Moor, and why Parliament won, before judging the execution itself. The term closes with an extended piece of writing and the Year 7 big question. The Year 7 assessment is completed before the end of term. **Key vocabulary:** Divine Right of Kings, Ship Money, Royalist, MP, Roundhead, Cavalier, New Model Army, Puritan, Civil War, Lord Protector

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	**The Age of Exploration** *Enquiry: What was 'The Age of Exploration'?* Students examine why Europeans explored and who the greatest explorers were, then study the Aztecs — Tenochtitlan, warfare and religion — and why the Spanish defeated them. Roanoke, Jamestown, Plymouth and the peoples of the New World follow. Source reliability using NOP and interpretation work using the author's background are introduced formally. **Key vocabulary:** Tenochtitlan, State, Smallpox, Natives, Settlement, Colonialism, New World, Savages, Explorer	**The Transatlantic Slave Trade** *Enquiry: What is the significance of the Transatlantic Slave Trade on Britain and the world?* Slavery is first placed in comparative global context, before students study triangular trade, the Middle Passage, slave auctions and plantation life in Barbados. Passive and active resistance, the Maroons of Jamaica, Harriet Tubman and abolition lead to judgements on significance and on what changed and continued after abolition. The Year 8 assessment is completed before the end of term. **Key vocabulary:** Slavery, Transatlantic Slave Trade, Triangular Trade, The Middle Passage, Slave Auction, Plantation, Resistance, Underground Railroad, Cash Crop, Overseer	**The British Empire** *Enquiry: What is the significance of The British Empire on Britain and the World?* Students consider why Britain wanted an empire and how it was controlled — carrot or stick — studying the East India Company and Robert Clive, the Scramble for Africa, South Africa and the Boers. A dedicated source lesson on inference and reliability supports an outcome essay evaluating the empire's impact at home and abroad, in the short and long term. **Key vocabulary:** Empire, Raj, Joint Stock Company, Colonies, Trade, Viceroy, Principality, Scramble for Africa, Nationalism, Concentration Camp	**Industrial Revolution** *Enquiry: Did the Industrial Revolution have a positive impact on Britain?* Covering Britain 1750–1900, students study new machinery, urban living conditions, child labour, transportation to Australia, roads, railways and canals, and cholera and John Snow. Protest and reform — Peterloo and Chartism — develop interpretation work using provenance, before an evaluative essay on the revolution's impact. **Key vocabulary:** Industrial, Imperial, Revolution, Famine, Merchant, Technological, Act (of Parliament), Employee, Legislation, Industrialised	**WW1** *Enquiry: What were the causes of WW1?* Students distinguish long- and short-term causes, study the failure of the Schlieffen Plan and the development of trench warfare, and examine the experiences of non-white and colonial soldiers, recruitment and propaganda, and the Somme. Dedicated source and interpretation lessons develop inference, NOP and judgements on convincingness. **Key vocabulary:** Alliance, Armistice, Conscription, Front Line, The Great War, No Man's Land, Treaty, Trench, Propaganda, Recruitment	**WW1** *Enquiry: What was the significance of WW1?* The focus moves to DORA and the home front, Britain's agreements with Turkey and the Middle East, why Germany lost, the Treaty of Versailles, the weapons of war and the changing role of women. Students evaluate the significance of the war and answer the Year 8 big question. The Year 8 assessment is completed before the end of term. **Key vocabulary:** Diktat, The Home Front, Blockade, Feminism, Blitz, Tank, RAF, Machine Gun, Zeppelin, Gas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**WW2** *Enquiry: What was the main turning point during the second world war?* From the causes of war to the fall of France, Dunkirk and the Battle of Britain, then the home front, evacuation and the Blitz. Students study Operation Barbarossa and the Eastern Front, the experiences of Black soldiers, Pearl Harbor, D-Day, the fall of Berlin and the atomic bomb. Source utility — using provenance and contextual knowledge — is developed throughout. **Key vocabulary:** Luftwaffe, Blitzkrieg, Blitz, Appeasement, Treaty, Alliance, Morale, Radar, Pact, Fascism	**Holocaust** *Enquiry: How and why did the Holocaust happen?* Students begin with the diversity of Jewish life in Europe before the war, then study Nazi ideology and its enemies, changing laws, ghettoisation and the Warsaw Ghetto, the Holocaust by bullets and the Final Solution. Jewish resistance, the perpetrator–bystander–victim framework, Britain's response and what was lost lead to sustained work on significance and on the limits of such labels. **Key vocabulary:** Antisemitism, Collaborators, Prejudice, Deportation, Discrimination, Euthanasia, Genocide, Ghettos, Persecution, Pogrom	**Black British Civil Rights** *Enquiry: Who can tell us most about Black British History?* Students trace Black British history back to the Romans, then study Black abolitionists, Harold Moody, Winifred Atwell's Windrush experience, Claudia Jones and Notting Hill, the Bristol Bus Boycott, the Mangrove Nine and Railton Road. The term tests significance — and asks why this history is not more widely known. **Key vocabulary:** Windrush, Abolition, Colour Bar, Boycott, British Nationality Act 1948, Teddy Boys, Riots, Vacant, Commonwealth, Black Power	**The Cold War in Asia** Students define the Cold War and contrast capitalism with communism, then study Korea: the situation after 1945, the outbreak of war, MacArthur and the UN, China's entry, stalemate and the war's importance for both sides. The term refers to French Indochina, Geneva 1954 and the origins of the civil war in South Vietnam. GCSE-style inference, source utility and 'write an account' questions begin here. Taught without a termly enquiry question given the scale of the content. **Key vocabulary:** Communism, Capitalism, Truman Doctrine, Containment, UN, Veto, Resolution, Amphibious, Stalemate, Napalm	**The Cold War in Asia** Students study the Vietcong and why they were supported, the Domino Theory, Eisenhower's and Kennedy's aims and strategies, the Gulf of Tonkin, and the contrast between Vietcong guerrilla tactics and American methods. The Tet Offensive and My Lai close the term. Source utility and account-writing continue to be practised. **Key vocabulary:** Domino Theory, Mercenary, Poll, Booby Trap, Porter, Cluster Bomb, Veteran, Massacre, Vietcong, Vietminh	**The Cold War in Asia** The impact of My Lai, the growth of the anti-war movement, Vietnamisation, Nixon's widening of the war, Kent State, media coverage, the American withdrawal and the cost of the war. Students evaluate why America lost and the war's main consequence. The Year 9 assessment is completed before the end of term. **Key vocabulary:** Anti-War Movement, Great Society, Draft, Democrat, Republican, Khmer Rouge, Pathet Lao, Vietnamisation, Watergate, Tet

Key Stage 4

Exam Board: AQA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**The Cold War in Asia** The Korea and Vietnam material is recapped in causes–events–consequences blocks and then completed: Kent State, media coverage, the American withdrawal and the cost of the war. The Migration thematic study opens in the second half of the term with the Viking invasions, Alfred the Great, and Cnut and the North Sea Empire, introducing KWTIGERS categorisation and significance. The term ends with revision.	**Migration, empires and the people: c790 to the present day** After the autumn exam window, students study Cnut and Emma of Normandy, the Normans, Henry II and the Angevin Empire, King John and its collapse, and the causes and impact of the Hundred Years War. The term turns to Tudor and Stuart explorers, piracy to plantation, the impact of the slave trade, the British colonies in America, American independence and the Huguenots. Significance is judged using KWTIGERS throughout.	**Migration, empires and the people: c790 to the present day** The Ulster Plantations and Highland Clearances; how and why Britain gained control of India, including Robert Clive, Warren Hastings and the East India Company; the causes and significance of the Indian Rebellion of 1857; the Scramble for Africa, Cecil Rhodes, Egypt and the Boer War. Students weigh the empire's impact on India and Britain, analyse imperial propaganda, and evaluate the utility of sources.	**Migration, empires and the people: c790 to the present day** Jewish migration and people on the move in nineteenth-century Britain (assessed by essay); the decline of empire in India and Africa; post-war immigration, Windrush and Claudia Jones; the Falklands War; and Britain's relationship with Europe and A8 migration. The Elizabethan depth study begins late in the term with Elizabeth's background, court and government, her early problems and the marriage question.	**Elizabethan England, c1568–1603** The religious settlement and the Catholic threat at home and abroad; the Norfolk, Ridolfi and Essex plots and why revolts failed; the threat, trial and execution of Mary, Queen of Scots; the Puritan threat and later changes to the settlement. Students then study wealth, status and fashion, the Elizabethan theatre, the growth of poverty and the Poor Law, and the Golden Age. Interpretations are evaluated against the progression map throughout.	**Elizabethan England, c1568–1603** Revision and end-of-year assessment, followed by Drake and the voyages of exploration, Hawkins and trade with the East, and whether the voyages made England rich and powerful. Students study naval warfare and technology and the causes, events and significance of the Spanish Armada, closing with a recap of the key people of Elizabeth's reign.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	**Elizabethan England, c1568–1603** The Elizabethan historic environment is taught across the first six lessons. The Germany depth study then begins: Germany before 1914 — industrialisation, armament and the rise of socialism; the economic, political and social impact of the First World War; the Weimar constitution and its strengths and weaknesses; German reaction to the Treaty of Versailles; reparations and the 1923 hyperinflation; and the uprisings and assassinations of the early Weimar years. Exam technique focuses on 4-mark describe, 8-mark explain and 12-mark judgement questions.	**Germany, 1890–1945: Democracy and dictatorship** Following the November mocks: Hitler's early life and the Munich Putsch and its consequences; Stresemann and the extent of Weimar's recovery after 1923; the cultural Golden Age and conservative reaction; the Wall Street Crash and the Depression; the rise of the Nazis and who voted for them. The term closes with Nazi economic policy — work and bread, self-sufficiency and the Four Year Plan — and whether ordinary Germans were better off. Interpretation work focuses on provenance and why interpretations differ.	**Germany, 1890–1945: Democracy and dictatorship** Revision and the March mock window, then the impact of the Second World War on Germany; Nazi policy towards youth, women and the churches; the groups the Nazis persecuted and the journey to the Final Solution, including Jewish resistance; the police state, propaganda and censorship, and Nazi arts and culture. Interpretation work focuses on how and why two interpretations differ in content.	**Germany, 1890–1945: Democracy and dictatorship** The March mock window is completed, followed by resistance and opposition to Hitler: the different ways Germans resisted, why resistance ultimately failed, and an evaluation of the main reason for that failure.	**Revision** Final revision and examination preparation across all four GCSE units: the Cold War in Asia; Migration, empires and the people; Elizabethan England; and Germany, 1890–1945.	

Key Stage 5 - History

Exam Board: Edexcel

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	**Introduction to South Africa; USA, 1917–33** Baseline test and an introduction to South Africa, taught alongside the USA c1917–33. The American unit is structured around four themes revisited in every block: the changing political environment, the quest for civil rights, society and culture in change, and the changing quality of life. Students begin working with the second order concepts that drive the course — evidence, explanation, interpretation, similarity and difference, cause and consequence, and change and continuity.	**Response to Apartheid; USA, 1933–45** The response to apartheid, taught alongside the USA 1933–45 across the same four themes. Students develop the factor-based analysis the course demands: which was the biggest reason for something happening, and how far did lives change across the period. The apartheid material raises questions of social transformation, social responsibility and conflict resolution.	**Radicalisation of Resistance and Consolidation of Power; USA, 1945–61** The radicalisation of resistance and the consolidation of National Party power, taught alongside the USA 1945–61 across the four themes. Students continue to weigh competing factors and to judge the extent of change, comparing developments in each country over the same decades.	**Redefining Resistance and Challenges in Apartheid; The Sixties** Redefining resistance and the challenges to apartheid, taught alongside the USA in the sixties across the four themes. Students assess how far and why the political environment, civil rights, society and culture, and quality of life changed, and how the two states responded to pressure for reform.	**The End of Apartheid and the birth of the Rainbow State; USA, 1968–80** The end of apartheid and the creation of the 'rainbow nation', taught alongside the USA 1968–80 across the four themes. Students draw the South African narrative together and reach judgements on the causes of the settlement and on the extent of change across the period as a whole.	**USA: Ronald Reagan** The Reagan presidency and its impact on the USA. Students use the year's work on the changing political environment, civil rights, society and culture, and quality of life to judge how far America had evolved in its liberalism and social attitudes, and why the country is as it is today.
Year 13	**Introduction to the Tudors; Changes in the governance at the centre; Coursework** An overview of the Tudor period, then the first theme in breadth: changes in the governance at the centre, 1485–1603. Students study the control of Tudor central government and the relationship between institutions — monarchy and government, central government, Crown and household, Church and state, and Crown and parliament — and how these changed over time. Coursework begins and runs to the end of Spring 2.	**Henry VII and the challenges to the succession, 1485–99; Henry VIII and the challenges to religious change, 1533–37; Coursework** Students study the measures Henry VII took after Bosworth to heal the divisions between Yorkists and Lancastrians, how he overcame the pretenders Simnel and Warbeck, the threats he faced from foreign powers and his success in defending the dynasty. They then study the impact of the King's Great Matter, the role of the Reformation in motivating opposition to religious change, the Pilgrimage of Grace and how it was suppressed.	**Gaining the cooperation of the localities; Edward VI and Kett's Rebellion, 1549; Elizabeth I, Mary, Queen of Scots and the Revolt of the Northern Earls, 1569; Coursework** The second theme in breadth: the relationship between crown and country, and how the Crown promoted its authority beyond court and extended its power into the regions — regional and local government, governing the localities, patronage and reward, and royal progress. In depth, students study the mid-Tudor crisis, the causes of Kett's Rebellion and its challenge to royal	**Trouble in Elizabethan Ireland: Tyrone and the Nine Years War, 1594–1603; Coursework** Students study how the tense relationship between Ireland and England became more hostile, the causes of the outbreak of the Nine Years War, and the crisis it created for Elizabeth — threatening her authority in Ireland and inviting Spanish involvement. They cover the events of the revolt, how it ended, and its impact on the Irish and on its leader, the Earl of Tyrone. Coursework is completed.	**Revision** Revision and examination preparation. Section A requires source analysis — assessing the value of a source for revealing an aspect of one of the key rebellions, deploying contextual knowledge to evaluate its usefulness and weight. Section B is an essay on one of the rebellions, focused on cause, consequence, continuity and change, similarity and difference, and significance, demanding focused analysis, accurate detail and supported judgement. Section C is an essay on the two themes in breadth, 1485–1603, addressing the causes or	

	Coursework continues.	authority, and the rise of Warwick; then Elizabeth's attempt to settle religious divisions, how Mary's arrival in 1568 destabilised her, the growth of court factions, the Revolt of the Northern Earls, its failure and its impact on the religious settlement. Coursework continues.		nature of change, comparison, patterns of change, or turning points.	

Key Stage 5 - Politics

Exam Board: Edexcel

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	**Paper 1: Introduction to Democracy: Types of democracy, participation, democratic reforms, pressure groups, suffrage and rights** **Paper 2: UK Constitution** Students compare direct and representative democracy and weigh the case for reform, then trace the widening of the franchise from the 1832 Great Reform Act through the Representation of the People Acts of 1918, 1928 and 1969, the suffragists and suffragettes, and a current franchise movement. Two pressure group case studies, plus think tanks, lobbyists and corporations, test how influence is exerted; rights run from Magna Carta to the Human Rights Act 1998 and Equality Act 2010, with two contemporary civil liberties pressure groups. Paper 2 opens with the nature and sources of the UK constitution — unentrenched, uncodified and unitary — the twin pillars of parliamentary sovereignty and the rule of law, the five sources, change since 1997, devolution and debates on further reform.	**Paper 1: UK Political Parties** **Paper 2:** **Paper 2: UK Constitution and UK Parliament** Students study the functions and features of parties, how they are funded and the debates that follow, and the origins and development of the Conservative, Labour and Liberal Democrat parties and how this has shaped their policies on the economy, law and order, welfare and foreign affairs. Two minor parties are studied, alongside the development of a multi-party system and the factors behind party success, including leadership and the media. Paper 2 completes the constitution and moves to Parliament: the structure and role of the Commons and Lords, their comparative powers, and the legislative process including the Salisbury Convention. **Key terminology:** Old Labour; New Labour (Third Way); one nation; new right; classical liberals; modern liberals; party systems; left-wing; right-wing; Parliament; House of	**Paper 1: Electoral Systems** **Paper 2: UK Parliament and The Executive** Students study first-past-the-post, the Additional Member System, the Single Transferable Vote and the Closed Proportional List System, their advantages and disadvantages, and compare FPTP with a system used in a devolved parliament or assembly. They debate why different systems are used and their impact on voter choice, party representation and the type of government formed. Paper 2 completes Parliament — backbenchers, select and public bill committees, the Official Opposition and ministerial question time — then turns to the structure, role and powers of the Executive, including Royal Prerogative powers and secondary legislation. **Key terminology:** 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	**Paper 1: Referendums and voting behaviour** **Paper 2: The Executive** Students study how referendums have been used in the UK since 1997, their impact, and the case for and against them in a representative democracy. Three general election case studies — one from 1945–92, the 1997 election and one since 1997 — are used to explain outcomes through manifestos, campaign techniques, leadership and political context, and through class-based voting, partisanship, gender, age, ethnicity and region. Paper 2 continues with the Executive: individual and collective ministerial responsibility, the changing balance of power between Prime Minister and Cabinet, and a study of one Prime Minister from 1945–97 and one from 1997 to the present. **Key terminology:** Class dealignment; partisan dealignment; governing competency; disillusion and	**Paper 1: The Media,** **Opinion Polls and** **Case Studies** **Paper 2: The Executive and Relationship between the branches** Students study the role and impact of the media on politics during and between general elections, the importance and relevance of media bias, and the relevance of opinion polls, drawing the three election case studies together and analysing national voting-behaviour patterns and why they vary. Paper 2 completes the Executive and opens relations between the branches: the role and composition of the Supreme Court, judicial neutrality and judicial independence and their extent, and the degree to which the Court influences the Executive and Parliament through the doctrine of ultra vires and judicial review. **Key terminology:** Media bias; opinion polls; Supreme Court; judicial neutrality; judicial independence; judicial review;	**Paper 3: Introduction to US Politics** **Paper 2: Relationship between the branches** The comparative unit opens with the nature of the US Constitution — the vagueness of the document, codification and entrenchment, the constitutional framework of the three branches, and the amendment process — and its key features: federalism, separation of powers and checks and balances, bipartisanship and limited government. Paper 2 concludes with the influence and effectiveness of Parliament in holding the Executive to account and vice versa, the aims and impact of the EU including the four freedoms of the single market, and the distinction between legal and political sovereignty and where sovereignty now lies in the UK. **Key terminology:** Bipartisanship; checks and balances; codification; constitution; entrenchment; enumerated powers; federalism; limited government; principle;

	Key terminology: Legitimacy; direct democracy; representative democracy; pluralist democracy; democratic deficit; participation crisis; franchise/suffrage; think tanks; lobbyists; corporations; constitution; unentrenched (entrenched); uncodified (codified); unitary (federal); parliamentary sovereignty; the rule of law; statute law; common law; conventions; authoritative works; treaties; devolution.	Commons; House of Lords; confidence and supply; Salisbury Convention; parliamentary privilege; legislative bills.	government; public bill committees; backbenchers; select committees; the Official Opposition; executive; cabinet; minister; government department; royal prerogative; secondary legislation.	apathy; manifesto; mandate; individual responsibility; collective responsibility; cabinet government; presidential government.	ultra vires (beyond the powers); elective dictatorship.	separation of powers; European Union (EU); four freedoms (EU); legal sovereignty; political sovereignty.
Year 13	**Paper 3: US Constitution and Introduction to US Parties** **Ideologies: Liberalism** Students complete the Constitution and federalism — the nature of the federal system and its relationship with the states, the Constitution's strengths and weaknesses, and the extent to which the USA remains federal today — then open US parties with the key ideas of the Democrats and Republicans on social and moral issues including crime, government intervention in the economy, social welfare and immigration. Liberalism (Paper 1, core idea) covers individualism, freedom, the state, rationalism, equality and social justice, and liberal democracy; the tension between classical and modern liberalism; and Locke, Wollstonecraft, Mill, Rawls and Friedan. **Key terminology:** Federalism; limited government; enumerated powers; foundational equality; formal equality; equality of opportunity; social contract; meritocracy; mechanistic theory; tolerance; egoistical individualism; developmental individualism; negative freedom; positive freedom; laissez-faire capitalism;	**Paper 3: US Parties, Elections and Interest Groups** **Ideologies: Conservatism** Students study the conflicts and tendencies within each party — liberals, moderates and conservatives among Democrats; moderates, social conservatives and fiscal conservatives among Republicans — and each party's coalition of supporters, analysing race, religion, gender and education in one presidential campaign since 2000. Elections cover the invisible primary, primaries and caucuses, National Party Conventions, the electoral college, incumbency and campaign finance, plus at least one interest group. Conservatism (Paper 1, core idea) covers pragmatism, tradition, human imperfection, organic society, paternalism and libertarianism; the traditional, one-nation and new right strands; and Hobbes, Burke, Oakeshott, Rand and Nozick. **Key terminology:** Campaign finance; factions; invisible primary; Political Action Committees (PACs); party system; policy group; professional group; single interest group; soft/hard money; Super PACs; religious	**Paper 3: Congress and The Presidency** **Ideologies: Socialism** Students study the bicameral structure of Congress, its exclusive and concurrent powers, and its representative, legislative and oversight functions, including the factors shaping how members vote and Congress's role as a check on the other branches. The presidency covers formal and informal sources of power — executive orders, the electoral mandate, powers of persuasion and EXOP, including the NSC, OMB and WHO — relationships with Congress and the Supreme Court, and the limits on presidential power, with reference to presidents since 2000. Socialism (Paper 1, core idea) covers collectivism, common humanity, equality, social class and workers' control; revolutionary socialism, social democracy and the Third Way; and Marx and Engels, Webb, Luxemburg, Crosland and Giddens. **Key terminology:** Bicameral; congressional caucuses; divided government; filibuster; gridlock; incumbency; mid-term elections; oversight; partisanship; unanimous consent; executive branch;	**Paper 3: The US Supreme Court** **Ideologies: Feminism** Students study the nature and role of the Supreme Court, judicial review through Marbury v Madison (1803) and Fletcher v Peck (1810), the appointment process and the Court's current composition and ideological balance. They examine its impact on public policy including examples post-2005, the Living Constitution against originalism, judicial activism and judicial restraint, the protection of civil liberties and rights, and race and rights — voting rights, affirmative action and representation. Feminism (Paper 2, non-core idea) covers sex and gender, patriarchy, the personal is political, equality and difference feminism and intersectionality; the liberal, socialist, radical and post-modern types; and Perkins Gilman, de Beauvoir, Millett, Rowbotham and hooks. **Key terminology:** Conservative Justice; imperial judiciary; judicial activism; judicial restraint; judicial review; Liberal Justice; Living Constitution; originalism;		

Keynesianism; harm principle; minimal state; enabling state.	right; hierarchy; authority; change to conserve; atomism; noblesse oblige; anti-permissiveness; radical; human imperfection; laissez-faire; empiricism.	executive orders; imperial presidency; imperilled presidency; informal powers; powers of persuasion; unified government; electoral mandate; fraternity; cooperation; capitalism; common ownership; communism; evolutionary socialism; Marxism; revisionism; social justice; class consciousness; historical materialism; dialectic; Keynesian economics.	public policy; stare decisis; strict/loose constructionist; swing Justice; constitutional rights; racial equality; affirmative action; public sphere; private sphere; essentialism; gender stereotypes; discrimination; equality of opportunity; political equality; legal equality; reserve army of labour; gender equality; cultural feminism; reformist; otherness; equality and difference feminism; intersectionality.		