

Government & Politics

Year 13 – 2025-26

Mr Jarman-Howe

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught	Topic 1: Introduction to comparative theories of international relations Topic 2: The state, sovereignty and globalisation	Topic 3: Global governance: Political Topic 4: Global governance: Economic	Topic 5: Global Governance: Human Rights Topic 6: Global Governance: Environment Topic 7: Power and development	Regionalism and the Topic 8: EU Topic 9: Comparative theories: evaluations and case studies	Revision	Public examinations
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites
	Topic 1:	Topic 3 & 4:	Topic 5 & 6:	Topic 8:	By Term 5 all students will have	

	<p>Students need a solid grasp of core political ideologies garnered in Term 5 and 6 of Year 12. The ideas of conservatism and modern and classical liberalism will inform their approach to realism and liberalism on the international stage. A working knowledge of current global events to evaluate the application of these theories. Familiarity with key concepts such as sovereignty, state power, and international relations will help in understanding the theoretical divisions between realism and liberalism. Analytical skills to compare and contrast ideas, as well as the ability to evaluate real-world case studies, are crucial.</p> <p>Topic 2: Students need to be familiar with the basic structure of nation-states, national sovereignty, and the</p>	<p>Students should be familiar with the fundamental concepts of global governance and the role of international institutions such as the United Nations (UN), NATO, the International Monetary Fund (IMF), and the World Bank. Understanding the historical context of these institutions, particularly their origins post-World War II, is crucial. Additionally, knowledge of key global economic frameworks, the North-South divide, and different development theories will support students in evaluating global governance's political and economic dimensions. Analytical skills for assessing the strengths and weaknesses of international organisations and comparing political and economic governance are necessary.</p>	<p>Students need an understanding of the fundamental principles of international law, state sovereignty, and the historical context of human rights. Familiarity with environmental governance frameworks and key institutions like the UN, International Court of Justice (ICJ), and Intergovernmental Panel on Climate Change (IPCC) will be essential. Students should be able to critically evaluate the tension between state sovereignty and global governance, especially in cases of human rights interventions and environmental agreements.</p> <p>Topic 7: Students need to have a clear understanding of different types of power—hard and soft—and a basic knowledge of global geopolitics. Familiarity with key global</p>	<p>Students need a basic understanding of globalisation and state sovereignty, as well as how regional organisations play a role in the global political system. Familiarity with key international institutions and global governance, along with knowledge of economic, security, and political cooperation among nations, will aid in comprehending regionalism's significance. Students should also be aware of the EU's development, its major treaties, and the debates surrounding supranational versus intergovernmental governance.</p>	<p>completed the content and taught skills for the A-Level. The focus of lesson time will be on examination preparation with practice essays/essay plans.</p>	
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	concept of globalisation. A general understanding of international law, global political institutions, and debates surrounding global governance will help students critically engage with the impacts of globalisation. Key skills include evaluating the role of states in an increasingly interconnected world and comparing the perspectives of hyperglobalisers, sceptics, and transformationalists.		powers (e.g., USA, BRICS) and historical shifts in world order will support their ability to analyze changing state relationships and international power structures. Students should also be comfortable discussing political systems, from democratic to autocratic states, and how these systems affect global governance and development.			
	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
	This unit deepens students' understanding of the theoretical underpinnings of global politics by contrasting realism and liberalism. It builds on previous knowledge of political ideologies, allowing students to explore how these theories explain current global issues, such as conflict	This unit is strategically placed to build on students' foundational understanding of the state and globalisation. It introduces them to the institutional structures that govern global political and economic affairs, allowing them to explore how these bodies address	This unit introduces students to the challenges of enforcing international human rights and environmental agreements, following their foundational learning on globalisation and political governance. By exploring how global institutions tackle these urgent	This unit follows on from previous discussions on globalisation and power dynamics by focusing on how regionalism offers both an alternative and complement to global governance. It allows students to examine how regional organisations—particularly the European Union		

	<p>and cooperation. This unit is strategically placed after introductory concepts of the state and global governance to offer a theoretical framework that helps students critically evaluate global political developments through different lenses, preparing them for more advanced discussions on global governance and power structures.</p> <p>This sub-unit introduces the foundational concepts of the state and globalisation, setting the stage for more complex discussions of global governance. Placed early in the course, it helps students understand the evolving nature of state sovereignty in a globalised world and frames the tensions between national and international interests. By exploring globalisation's impact on politics, law, and society, this unit</p>	<p>contemporary issues such as conflict, poverty, and human rights. By analysing the roles and limitations of major global institutions like the UN, NATO, IMF, and World Bank, students will develop a nuanced understanding of the challenges and successes of global governance. This sets the stage for later discussions on power dynamics and the role of regionalism in global politics.</p>	<p>global issues, students are encouraged to assess the effectiveness and limitations of international law and governance. This unit builds on earlier discussions of state sovereignty and globalisation, providing a detailed analysis of how global governance can (and often cannot) address human rights and environmental concerns. The study of these institutions will also prepare students for case-based evaluations in later units.</p> <p>This unit is essential for students to comprehend the dynamics of power in global politics, following their learning about the state, globalisation, and governance. It helps them critically assess how power is distributed across the global system,</p>	<p>(EU)—navigate issues like state sovereignty, economic cooperation, and political integration. Understanding the role of regionalism and the EU's influence as a global actor provides students with critical insights into the shifting nature of international politics. This unit also introduces key debates on sovereignty and cooperation, setting the stage for more focused discussions on power, development, and conflict resolution.</p>		
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	<p>encourages students to think critically about contemporary issues such as international law, economic integration, and global conflict, which will be crucial for later topics on global governance and regionalism.</p>		<p>whether unipolar, bipolar, or multipolar, and the implications for global order and stability. Placing this sub-unit after foundational discussions of political and economic governance allows students to deepen their understanding of how power shapes international relations and influences global challenges, preparing them for more specialized discussions on regionalism and global cooperation.</p>			
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Topic 1	Unit	Lesson	Learning objective	Learning aims/outcomes	Assessment	Homework	British Values/SMSC
Introduction to comparative theories of international relations	6.1 What is realism?	What role do states play in realism?	To understand the role played by states as key actors in global politics and the balance of power	To understand the nature of the liberal- realist debate in international relations To focus specifically on the realist view of the state To understand the implications this has for international relations and global politics	Formative Assessment: <ul style="list-style-type: none"> Additional essays utilising past-paper content based on current topics Revision essays utilising past-paper content, interleaving past topics and building synoptic links The essays will comprise a range of different structures. From Y12: source analysis (30 mark), evaluative essays (30 marks), ideology essays (24 marks); Year 13 – Examine the 	Topic Quizzes on individual sub-units (Microsoft Forms) Additional reading: Additional research tasks: Additional essay: (TBC by unit teacher)	Spirituality: SP1: This unit encourages students to reflect on their own beliefs and values as they explore the main ideas of realism, liberalism, and theories of global politics. They will consider how personal beliefs inform their perspectives on human nature, power, and the dynamics of global politics. SP4: By analysing recent developments in global politics and evaluating the extent to which realism and liberalism explain these developments, students will develop a willingness to reflect on their experiences and personal beliefs in light of the complexities of international relations. Morality: M1: Students will explore the moral dimensions of realism and liberalism, as well as theories of global politics. They will analyse the ethical implications of different theories on human nature, power, and the inevitability of conflict in the international arena. M3: Engaging with debates about the likelihood of conflict, the impact of international organizations, and the significance of states will encourage students to investigate and offer reasoned views about moral and ethical issues related to global theories and their influence.
		What is international anarchy?	To understand the central realist principle of international anarchy, and its implications for realist thought	To understand what anarchy means with regards to international relations To analyse the implications of realist thought To assess the role played by the idea of ‘international anarchy’ within realist interpretations of international relations			
		How do realists view the role of conflict in the global political context?	To understand the realist principle of the inevitability of war and its implications for realist thought	To assess how realist thought views conflict as inevitable To understand the consequences of international anarchy To analyse the concept of the security dilemma and the implications for international relations and global politics			
	6.2 What is liberalism?	How do morality and optimism influence liberalism?	To understand the significance of morality and optimism on human nature, and the consequences for liberal political thought	To compare and contrast outlooks on human nature between liberals and realists To understand how the desire for harmony influences liberalism To analyse how liberal views are inspired by a pursuit for global democracy			

	How does a liberal political view aim for harmony and balance?	To analyse the liberal view of the possibility of harmony and balance in global political thought	To analyse the ways in which liberals pursue harmony in global political spheres	<p>criticisms of X (12 marks), Analyse the differences between X and Y (12 marks), Evaluate the extent to which... (30 marks)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • One midterm assessment utilising past-paper exam content that addresses current topic of study • The assessment will comprise two different question types (a 12 marker or 30 marker) targeting the different AOs needed in the end of year exam • Assessment will be 	<p>Social: S1: This unit encourages students to use a range of social skills in discussions and debates about comparative theories of global politics. They will consider different viewpoints on realism, liberalism, and theories of global governance, engaging respectfully with peers to analyse the social implications of these theories.</p> <p>Cultural: C2: As students explore the divisions between realism and liberalism and the impact of international organizations, they will appreciate the range of different cultural, historical, and political contexts that contribute to understanding global theories.</p> <p>British Values:</p> <p>Democracy: This unit explores how different theories of global politics align with democratic principles of international cooperation, governance, and the promotion of collective security.</p> <p>Tolerance and Respect: By analysing the divisions between realism and liberalism, students will gain an understanding of the challenges of balancing tolerance and respect for diverse perspectives with the imperative to address global conflicts and issues.</p> <p>Individual Liberty: Through the examination of different theories' perspectives on human nature, power, and conflict, students will understand how these actions</p>
	What is complex interdependence?	To understand the central liberal principle of complex interdependence	<p>To understand how liberals perceive the interrelation of nations in the global political system</p> <p>To analyse the central liberal concept of complex interdependence</p> <p>To evaluate the implications of complex interdependence for global politics</p>		
	How do liberals view global governance?	To assess the liberal view of global governance	<p>To understand how liberals view the decline of state power</p> <p>To analyse the complexities and limitations of global governance</p> <p>To assess the impact of international organisations on global governance</p> <p>To evaluate the role played by the UN in global governance</p>		
6.3 How far does the liberal-realist dichotomy explain current political affairs?	To what extent do realism and liberalism explain recent developments in global politics	To understand the main divisions between realism and liberalism	<p>To understand the impact of the 'Anarchical society' and the 'society of states' theories of international relations</p> <p>To compare and contrast the key features of liberalism and realism</p> <p>To assess the extent to which liberalism and realism are useful theories for global politics in the current political climate</p>		

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followed by a PIT lesson including detailed analysis of a model answer and requirement that students address mistakes through rewritten section(s).

contribute to safeguarding individual liberties and promoting cooperation on an international scale.

Rule of Law: This unit examines the impact of international organizations and the significance of states in different theories of global politics, highlighting the importance of the rule of law and collective governance in international relations.

Topic 2	Unit	Lesson	Learning objective	Learning aims/outcomes	Assessment	Homework	British Values/SMSC
The state, sovereignty and globalisation	1.1 What is the state?	What is the nation state? (double)	To understand the characteristics of a nation state	To understand the concept of a nation To analyse examples of a nation To evaluate how a nation may differ from a state, and the implications and limitations of a nation-based view of the world	Formative Assessment: <ul style="list-style-type: none"> Additional essays utilising past-paper content based on current topics Revision essays utilising past-paper content, interleaving past topics and building synoptic links The essays will comprise a range of different structures. From Y12: source analysis (30 mark), evaluative essays (30 marks), ideology essays (24 	Topic Quizzes on individual sub-units (Microsoft Forms) Additional reading: Read the LSE Blog from resource booklet and answer the review questions. Additional research tasks: Read the Guardian long read titled 'Globalisation: the rise and fall of an idea that swept the world' Write an 800-word opinion piece that responds to the article with new and updated information.	Spirituality: SP1: This unit encourages students to reflect on their own beliefs regarding political ideologies, globalization, and their impact on societies. They will explore how different perspectives on global issues are informed by personal values and beliefs. This fosters an understanding of how spirituality can influence one's viewpoint on complex topics. SP2: Through learning about the intricate interconnections of globalization and its implications on state sovereignty, students will develop a sense of enjoyment and fascination with understanding the intricate relationships that shape our world. SP3: This unit prompts students to employ imagination and creativity in understanding the multifaceted dimensions of globalization and its consequences. They will critically assess different viewpoints and consider imaginative solutions to address contemporary global issues. SP4: Students will reflect on their experiences of examining the impact of globalization on political structures, human rights, and international cooperation. This reflection
		What is the nation state? (double)	To understand the characteristics of a nation state	To understand the core principles and characteristics of a state To analyse examples of non-states and why they are characterised as such			
		What is national sovereignty?	To understand the characteristics of national sovereignty	To understand the historical context and origins of statehood at the Peace of Westphalia To develop an understanding of the importance of national sovereignty to nation statehood To evaluate the importance of the nation state and national sovereignty in the current global political context			

1.2 What is globalisation?	What is globalisation?	To develop an understanding of the history of globalisation	To understand the meaning of the political concept of globalisation To chart the complex history of globalisation To assess the future implications of globalisation	<p>marks); Year 13 – Examine the criticisms of X (12 marks), Analyse the differences between X and Y (12 marks), Evaluate the extent to which... (30 marks)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • One midterm assessment utilising past-paper exam content that addresses current topic of study • The assessment will comprise two different question types (a 12 marker or 30 marker) targeting the different AOs needed 	<p>The title of your piece is 'Is Globalisation still falling?'</p> <p>Additional essay: (TBC by unit teacher)</p>	<p>will encourage a deeper understanding of the complexities of global interconnectedness.</p> <p>Morality: M1: Students will explore the moral dimensions of globalization, addressing questions of ethical responsibility, equity, and justice. They will recognize the differences between right and wrong in relation to the consequences of global actions and policies.</p> <p>M2: By investigating the impact of globalization on contemporary issues such as poverty, conflict, and human rights, students will gain an understanding of the ethical consequences of behaviour and actions on a global scale.</p> <p>M3: Engaging in debates about the advantages and disadvantages of globalization encourages students to develop reasoned views on complex moral and ethical issues. They will appreciate diverse viewpoints and consider the broader implications of global interconnectedness.</p> <p>Social: S1: Students will develop social skills by participating in discussions and debates on the complex topics of political ideologies and globalization. They will learn to engage respectfully with peers from diverse backgrounds while discussing global issues.</p> <p>S2: Through understanding the ways globalization impacts</p>
	What are the processes of globalisation? 1: Interconnect- edness, Countries & Culture	To understand the complex web of interconnectedness that characterises globalisation	To understand how interconnectedness is the driving force behind globalisation To analyse the core processes of globalisation in features such as people, countries, institutions and cultures			
	What are the processes of globalisation? 2: Economics, Technology and Politics	To understand the complex web of interconnectedness that characterises globalisation	To understand how the processes of globalisation are structured in a global political context To evaluate the impact this has on the global political system			
	How does globalisation affect the state system?	To analyse how the processes of globalisation affect the state system	To understand how the processes of globalisation are structured in a global political context To evaluate the impact this has on the global political system			

<p>1.3 What are the contemporary responses to globalisation</p>	<p>How does globalisation address contemporary issues?</p>	<p>To evaluate the ways and extent to which globalisation addresses and resolves contemporary issues, such as poverty, conflict, human rights and the environment</p>	<p>To analyse and evaluate the interaction between contemporary political issues and globalisation</p>	<p>in the end of year exam</p> <ul style="list-style-type: none"> Assessment will be followed by a PIT lesson including detailed analysis of a model answer and requirement that students address mistakes through rewritten section(s). 	<p>various communities and societies, students will recognize the importance of cooperation, collaboration, and conflict resolution in the face of global challenges.</p> <p>S3: This unit aligns with the fundamental British values of democracy, tolerance and respect, individual liberty, and the rule of law by discussing how globalization affects the exercise of these values on a global scale. Students will explore how international institutions and agreements uphold these values in a global context.</p> <p>Cultural C3: This unit's exploration of globalization includes an understanding of how international institutions and agreements impact the democratic parliamentary systems of nation-states, demonstrating the centrality of the British value of the rule of law in shaping history and values.</p> <p>C5: The study of globalization prompts students to explore and appreciate different faiths, cultural diversity, and socioeconomic perspectives. This fosters respect and understanding for the variety of viewpoints that shape global responses to contemporary challenges.</p> <p>British Values: Democracy: This unit addresses the role of international institutions and agreements in global governance, demonstrating how decisions are made collectively on a global scale, aligning with the</p>
<p>1.4 What are the advantages of globalisation in global political systems?</p>	<p>What impact does globalisation have on the nation state and sovereignty?</p>	<p>To understand the debates about the impact of globalisation, and its implications for the nation state and national sovereignty</p>	<p>To understand the prevailing schools of thought regarding globalisation</p> <p>To assess how the process of globalisation impacts the nation-state</p> <p>To evaluate the extent to which the impact of globalisation on the nation-state can be regarded as positive or negative</p>		
	<p>How far does globalisation benefit global governance?</p>	<p>To assess the advantages and disadvantages of globalisation</p>	<p>To understand the implications globalisation has for global politics and global political systems</p> <p>To evaluate the extent to which globalisation can be considered a force for good in global political systems</p>		

						<p>principles of democratic decision-making.</p> <p>Individual Liberty: By examining the impact of globalization on issues such as human rights and conflict resolution, students will understand how the exercise of individual liberty is interconnected with global forces and decisions.</p> <p>Rule of Law: This unit explores how globalization challenges and shapes the rule of law, both within nation-states and on an international level. Students will analyse the legal boundaries and implications of global actions.</p>
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Topic 3	Unit	Lesson	Learning objective	Learning aims/outcomes	Assessment	Homework	British Values/SMSC
Global Governance: Political	2.1 What is global governance?	What do we mean by governance?	To understand the concept of governance in the global political context	To understand the meaning of global governance To analyse the key academic definitions of global governance To evaluate contemporary issues with global governance	Formative Assessment: <ul style="list-style-type: none"> Additional essays utilising past-paper content based on current topics Revision essays utilising past-paper content, interleaving past topics and building synoptic links The essays will comprise a range of different structures. From Y12: source analysis (30 mark), evaluative essays (30 marks), ideology essays (24 marks); Year 13 – Examine the criticisms of X (12 marks), 	Topic Quizzes on individual sub-units (Microsoft Forms) Additional reading: Complete reading of the history of NATO – from 'Be Careful what you wish for' up to and including 'A new approach for a new century' Additional essay: (TBC by unit teacher)	Spirituality: SP4: By analysing the strengths and weaknesses of international institutions and their responses to global problems, students will develop the willingness to reflect on their own experiences and perspectives in light of the complexities of global governance. Morality: M1: Through discussions about the role of international institutions in conflict resolution, poverty reduction, and human rights promotion, students will consider the moral dimensions of global decision-making and governance. M2: Students will understand the consequences of political and economic decisions made by international organizations, both in terms of positive outcomes and potential negative implications. M3: Engaging with debates about the strengths, weaknesses, and reform efforts of international institutions will encourage students to investigate and offer reasoned views about moral and ethical issues in the realm of global governance. Social: S2: By exploring the role and significance of global civil society and non-state actors in addressing global issues, students will recognize the importance of participating in international communities and settings to promote positive change.
	2.2 What is political governance?	What role does the UN play in global governance? 1: History	To understand the origins and development of the UN	To chart the historical origins and development of the UN			
		What role does the UN play in global governance? 2: Role, Strengths and Weaknesses	To assess the role and significance of the UN	To understand the roles of the central organs of the UN To analyse and evaluate the significance of the main organs of the UN To evaluate the strengths and weaknesses of the UN			
		What role does NATO play in global governance? 1: History	To understand the origins and development of the NATO	To chart the historical origins and development of NATO			
		What role does NATO play in global governance? 2: Role, Strengths and Weaknesses	To assess the role and significance of NATO	To understand the changing role of NATO To analyse the contemporary controversies surrounding NATO's existence To evaluate the extent to which NATO is relevant in the contemporary political system			

				<p>Analyse the differences between X and Y (12 marks), Evaluate the extent to which... (30 marks)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • One midterm assessment utilising past-paper exam content that addresses current topic of study • The assessment will comprise two different question types (a 12 marker or 30 marker) targeting the different AOs needed in the end of year exam • Assessment will be followed by a PIT lesson including 	<p>S3: This unit aligns with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance by examining how international institutions promote these values through diplomatic interactions, cooperation, and conflict resolution on a global scale.</p> <p>Cultural:</p> <p>C3: This unit addresses the knowledge of Britain's democratic parliamentary system by examining its participation in international organizations like the United Nations and NATO, showcasing how British values and democratic principles are upheld on a global stage.</p> <p>C5: Through the study of how international institutions address global challenges such as poverty, conflict, and human rights, students will improve their understanding of and respect for different cultures, faiths, and socio-economic perspectives as they intersect on a global scale.</p> <p>British Values:</p> <p>Democracy: This unit explores the role and significance of international organizations such as the United Nations, NATO, and others, showcasing how diplomatic decisions are made collectively and aligning with democratic principles.</p> <p>Tolerance and Respect: By examining how international institutions address global challenges and promote mutual respect among nations, students will gain an</p>
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					<p>detailed analysis of a model answer and requirement that students address mistakes through rewritten section(s).</p>	<p>understanding of how tolerance and respect are essential for effective international cooperation.</p> <p>Rule of Law: This unit's examination of international institutions' strengths and weaknesses, as well as the challenges they face in addressing global issues, highlights the importance of the rule of law in international interactions and governance.</p>
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Topic 4	Unit	Lesson	Learning objective	Learning aims/outcomes	Assessment	Homework	British Values/SMSC
Global Governance: Economic (20hrs)	2.3 What is economic governance?	What is the significance of the IMF?	To understand the role and significance of the IMF	To understand the origins of global economic governance To analyse the role played by the International Monetary Fund in global economic global governance	Formative Assessment: <ul style="list-style-type: none"> Additional essays utilising past-paper content based on current topics Revision essays utilising past-paper content, interleaving past topics and building synoptic links The essays will comprise a range of different structures. From Y12: source analysis (30 mark), evaluative essays (30 	Topic Quizzes on individual sub-units (Microsoft Forms) Additional essay: (TBC by unit teacher)	Spirituality: SP4: By analysing the strengths and weaknesses of international institutions and their responses to global problems, students will develop the willingness to reflect on their own experiences and perspectives in light of the complexities of global governance. Morality: M1: Through discussions about the role of international institutions in conflict resolution, poverty reduction, and human rights promotion, students will consider the moral dimensions of global decision-making and governance. M2: Students will understand the consequences of economic decisions made by international organizations, both in terms of positive outcomes and potential negative implications. M3: Engaging with debates about the strengths, weaknesses, and reform efforts of international institutions will encourage students to investigate and offer reasoned views about moral and ethical issues in the realm of global governance. Social: S2: By exploring the role and significance of global civil society and non-state actors in addressing global issues,
		What is the significance of the World Bank?	To understand the role and significance of the World Bank	To understand the origins of the World Bank To analyse the role of the World Bank, and its strengths and weaknesses in performing this role To evaluate the extent to which the World Bank can be considered redundant in the contemporary age			
		What is the significance of the WTO?	To understand the role and significance of the WTO	To understand the origins of the WTO To analyse the role of the WTO, and its strengths and weaknesses in performing this role To evaluate the extent to which the WTO is fit for purpose in the contemporary age			
		What role is played by the G7,G8 and G20 Global Summits?	To understand the role and significance of global summits	To understand the origins of the G7/G8 & G20 To analyse the role of the G7/G8 & G20, and its strengths and weaknesses in performing this role			

	How do global economic institutions deal with issues of poverty? 1: The North-South Divide, and other theories of global inequality	To understand the important of the 'North-South divide' as a measurement of poverty	To understand the origins of the North South divide To analyse contemporary theories of global poverty	<p>marks), ideology essays (24 marks); Year 13 – Examine the criticisms of X (12 marks), Analyse the differences between X and Y (12 marks), Evaluate the extent to which... (30 marks)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • One midterm assessment utilising past-paper exam content that addresses current topic of study • The assessment will comprise two different question types (a 12 marker or 30 marker) 	<p>students will recognize the importance of participating in international communities and settings to promote positive change.</p> <p>Culture C3: This unit addresses the knowledge of Britain's democratic parliamentary system by examining its participation in international organizations like the United Nations and NATO, showcasing how British values and democratic principles are upheld on a global stage.</p> <p>C5: Through the study of how international institutions address global challenges such as poverty, conflict, and human rights, students will improve their understanding of and respect for different cultures, faiths, and socio-economic perspectives as they intersect on a global scale.</p> <p>British Values:</p> <p>Democracy: This unit explores the role and significance of international organizations such as the United Nations, NATO, and others, showcasing how diplomatic decisions are made collectively and aligning with democratic principles.</p> <p>Tolerance and Respect: By examining how international institutions address global challenges and promote mutual respect among nations, students will gain an understanding of how tolerance and respect are essential for effective international cooperation.</p> <p>Individual Liberty: Through the analysis of international organizations' roles in conflict resolution and human rights promotion, students will understand how these</p>
	How do global economic institutions deal with issues of poverty? 2: Development Theories and their impact on global poverty	To understand theories of global economic governance	To understand the history of development as a theory of governance To analyse the core three theories of development for the central economic institutions		
2.4 How far does global governance benefit the global political system?	How does the membership and structure of the UN Security Council impact global political decision making?	To understand how membership and structure prevents the UN Security Council from effectively addressing and resolving issues of conflict, poverty, human rights and the environment	To understand how the makeup of the UNSC influences decision making To evaluate the extent to which the membership of the UNSC is an inherent weakness of the UN		

		<p>How has the use of veto impacted global political decision making?</p>	<p>To understand how the use of veto prevents the UN Security Council from effectively addressing and resolving issues of conflict, poverty, human rights and the environment</p>	<p>To understand the difference between intergovernmental and supranational decision making To analyse the impact of veto usage on decision making within the UN To evaluate the extent to which the veto renders the UN's decision making capabilities redundant</p>	<p>targeting the different AOs needed in the end of year exam</p> <ul style="list-style-type: none"> • Assessment will be followed by a PIT lesson including detailed analysis of a model answer and requirement that students address mistakes through rewritten section(s). 		<p>institutions contribute to safeguarding individual liberties on a global level.</p> <p>Rule of Law: This unit's examination of international institutions' strengths and weaknesses, as well as the challenges they face in addressing global issues, highlights the importance of the rule of law in international interactions and governance.</p>
		<p>What pressures have been made to reform the IMF and World Bank?</p>	<p>To understand the pressure for reform, and criticisms of the IMF and World Bank</p>	<p>To understand the key criticisms of main economic institutions and understand their attempts for reforms To analyse the strengths and weaknesses of the WTO, IMF and World Bank To evaluate the extent to which these economic institutions benefit global governance</p>			
		<p>What role does global civil society play in contemporary global issues?</p>	<p>To understand the role and significance of the global civil society and non-state actors, including non-governmental organisations (NGOs) in addressing and resolving the issues of conflict, poverty, human rights, and the environment</p>	<p>To assess the role played in global civil society by non-state actors in matters of economic and political governance</p>			

Topic 5	Unit	Lesson	Learning objective	Learning aims/outcomes	Assessment	Homework	British Values/SMSC
Global Governance: Human Rights	3.1 How do global political institutions interact with human rights?	What are human rights?	To understand the theoretical and conceptual meaning of human rights	To understand the key features of human rights To analyse the implications of human rights for global political governance	Formative Assessment: <ul style="list-style-type: none"> Additional essays utilising past-paper content based on current topics Revision essays utilising past-paper content, interleaving past topics and building synoptic links The essays will comprise a range of different structures. From Y12: source analysis (30 mark), evaluative essays (30 marks), ideology essays (24 marks); Year 13 – Examine the criticisms of X (12 marks), 	Topic Quizzes on individual sub-units (Microsoft Forms) Additional reading: Yugoslav conflict and ICTY Case-Study Additional research tasks: Assess the view that humanitarian intervention does not work, and is in fact merely a way for Western powers to pursue their own aims as evidenced by Western double-standards. Additional essay: (TBC by unit teacher)	Spirituality: SP1: This unit encourages students to reflect on their own beliefs and values as they explore the origins and development of international law and institutions related to human rights. They will consider how their personal beliefs inform their perspectives on the importance of global human rights governance. SP4: By analysing examples of successful and unsuccessful interventions and discussing the reasons for selective interventionism, students will develop a willingness to reflect on their experiences and personal beliefs in light of the ethical challenges of global human rights governance. Morality: M1: Students will explore the moral dimensions of international efforts to establish human rights standards and institutions. They will analyse how different international actors navigate ethical dilemmas related to interventionism, sovereignty, and the protection of human rights. M3: Engaging with debates about the conflicts between state sovereignty and global human rights standards will encourage students to investigate and offer reasoned views about moral and ethical issues related to interventionism and human rights protection. Social:
		How have human rights developed and grown historically?	To understand the origins and development of international law and institutions in creating the concept of global politics	To understand the role and function of the variety of international institutions in upholding human rights To evaluate the extent to which these institutions successfully support human rights			
		How have global political institutions dealt with human rights issues?	To assess the issues faced when global institutions deal with human rights	To understand the main obstacles to addressing human rights within global governmental institutions To analyse and evaluate the impact these obstacles have on successful global governance			
		Is the West hypocritical in their human rights interventions?	To assess the examples of alleged Western double standards/hypocrisy in human rights intervention	To understand the criticisms of Western humanitarian intervention To analyse criticisms of humanitarian intervention To evaluate the extent to which humanitarian intervention is a successful method of global governance			
		Case Study: Yugoslav Wars and International Criminal Tribunal	To apply understanding of global intervention in human rights to assess the case-study of International Criminal Tribunals in the Yugoslav Wars	To understand the main events of the Yugoslav Wars To analyse the role played by international law in resolving this conflict To evaluate the successes in the application of international law to achieve justice			

				<p>Analyse the differences between X and Y (12 marks), Evaluate the extent to which... (30 marks)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • One midterm assessment utilising past-paper exam content that addresses current topic of study • The assessment will comprise two different question types (a 12 marker or 30 marker) targeting the different AOs needed in the end of year exam • Assessment will be followed by a PIT lesson including 	<p>S3: This unit aligns with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance by exploring how international institutions and interventions promote these values through human rights protection and interventionist actions.</p> <p>Cultural: C3: This unit addresses the knowledge of Britain's commitment to human rights by examining its engagement with international institutions like the European Court of Human Rights (ECHR), showcasing the country's dedication to upholding human rights values.</p> <p>British Values:</p> <p>Democracy: This unit explores how international institutions such as the European Court of Human Rights and the International Criminal Court contribute to upholding global human rights standards, aligning with democratic principles of justice and equality.</p> <p>Rule of Law: This unit examines the role and significance of international courts and institutions in enforcing human rights standards, highlighting the importance of the rule of law in holding states accountable for violations and upholding justice.</p>
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					detailed analysis of a model answer and requirement that students address mistakes through rewritten section(s).		
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Topic 6	Unit	Lesson	Learning objective	Learning aims/outcomes	Assessment	Homework	British Values/SMSC
Global governance: Environmental Rights	3.2 How does global governance interact with environmental issues?	What are environmental rights?	To understand the theoretical and conceptual meaning of environmental rights	To understand the origins of environmental rights To compare and contrast the idea of environmental rights and environmental issues To analyse the prevalent environmental rights issues in the current global political climate	Formative Assessment: <ul style="list-style-type: none"> Additional essays utilising past-paper content based on current topics Revision essays utilising past-paper content, interleaving past topics and building synoptic links The essays will comprise a range of different structures. From Y12: source analysis (30 mark), evaluative essays (30 marks), ideology essays (24 marks); Year 	Topic Quizzes on individual sub-units (Microsoft Forms) Additional research: Research task on WWF, Friends of the Earth and Greenpeace Additional essay: (TBC by unit teacher)	Spirituality: SP1: This unit encourages students to reflect on their own beliefs and values as they explore the role and significance of international environmental governance. They will consider how their personal beliefs inform their perspectives on environmental issues and global cooperation. Morality: M1: Students will explore the moral dimensions of international efforts to address global environmental challenges. They will analyse the ethical implications of competing views on environmental protection and the responsibilities of developed and developing nations. M2: By studying the strengths and weaknesses of international agreements like the Paris Agreement and understanding obstacles to cooperation, students will understand the moral consequences of decisions made at international levels. Social: S2: Through the analysis of competing views on environmental protection and the strengths and weaknesses of international agreements, students will recognize the importance of cooperation, collaboration, and conflict
		How has the UN engaged with environmental rights? (UNFCCC & IPCC)	To understand the role and significance of the UNFCCC & IPCC	To understand what the role of the UNFCCC and IPCC are in global environmental governance To assess the significance of these institutions in addressing environmental issues To evaluate the extent to which these institutions can successfully address environmental rights issues			
	3.3 How have environmental and human rights organisations dealt with contemporary global issues?	What challenges are there to effective global environmental governance? 1: Competing views & Sustainable Development	To understand how competing views about how to tackle environmental issues affect global environmental governance from effectively addressing issues such as conflict, poverty, human rights and the environment	To understand the most prevalent issues faced in global environmental governance To understand the key differences between deep and shallow ecology To understand the divergent views on sustainable development To analyse and evaluate the impact these divergences have on achieving successful environmental governance			

	What challenges are there to effective global environmental governance? 2: Key Environmental Conferences	To develop an understanding of significant developments at key environmental conferences	To analyse the key details of climate change environmental conferences To evaluate the significance and impact of these conferences	<p>13 – Examine the criticisms of X (12 marks), Analyse the differences between X and Y (12 marks), Evaluate the extent to which... (30 marks)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • One midterm assessment utilising past-paper exam content that addresses current topic of study • The assessment will comprise two different question types (a 12 marker or 30 marker) targeting the different AOs needed in the end of year exam 	<p>resolution in addressing global environmental challenges.</p> <p>Cultural: C1: Students will gain an understanding and appreciation of the cultural influences that have shaped the development of international environmental agreements. They will consider how different cultural perspectives impact the interpretation of global environmental issues.</p> <p>British Values: Democracy: This unit explores how international agreements and institutions like the UNFCCC and the IPCC contribute to upholding global environmental standards, aligning with democratic principles of collective decision-making.</p> <p>Rule of Law: This unit examines the role and significance of international agreements and courts in enforcing environmental standards, highlighting the importance of the rule of law in holding states accountable for environmental protection and sustainable development.</p>
	What issues have prevented global institutions from effectively co-operating to solve contemporary problems?	To understand the obstacles to international co-operation and agreement, including sovereignty, developed versus developing world division and disagreement over responsibility and measurement.	To investigate the most notable obstacle to international co-operation in environmental governance To assess the significance of these obstacles on achieving successful and meaningful environmental legislative change To evaluate which obstacle has the most deleterious impact on environmental governance		
	What role has civil society played in tackling environmental and human rights issues?	To understand the role and significance of the global civil society and non-state actors, including non-governmental organisations (NGOs) in addressing and resolving the issues of conflict, poverty, human rights and the environment .	To understand what role is played by non-state actors in civil society To analyse how significant these contributions are To evaluate the extent to which non-state actors and civil society are more effective in environmental governance than state institutions		

					<ul style="list-style-type: none">• Assessment will be followed by a PIT lesson including detailed analysis of a model answer and requirement that students address mistakes through rewritten section(s).		
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Topic 7	Unit	Lesson	Learning objective	Learning aims/outcomes	Assessment	Homework	British Values/SMSC
Power and developments	4.1 What is power?	What is hard power?	To understand the use and effectiveness of hard power (military and economic)	To analyse the theoretical concept of power in global politics To understand the central features of hard power To assess the implications of hard power for global governance	Formative Assessment: <ul style="list-style-type: none"> Additional essays utilising past-paper content based on current topics Revision essays utilising past-paper content, interleaving past topics and building synoptic links The essays will comprise a range of different structures. From Y12: source analysis (30 mark), evaluative essays (30 marks), ideology essays (24 marks); Year 13 – Examine the criticisms of X (12 marks), 	Topic Quizzes on individual sub-units (Microsoft Forms) Additional reading: Additional research tasks: Additional essay: (TBC by unit teacher)	Spirituality: SP1: This unit encourages students to reflect on their own beliefs and values as they explore different types of power and their effectiveness in global affairs. They will consider how personal beliefs inform their perspectives on the use of power in diplomatic, economic, and military contexts. SP2: Learning about the different types of power, the changing nature of world order, and the spread of liberal economies and democracy will spark students' fascination with understanding the complexities of global power dynamics and their impact on contemporary issues. SP3: This unit prompts students to use their imagination and creativity in considering the implications of different types of power on global affairs. They will critically assess the consequences of different power structures on international cooperation and conflict resolution. SP4: By analysing the changing relationships and actions of states in relation to power and developments, students will develop a willingness to reflect on their experiences and personal beliefs in light of the complexities of global power dynamics. Morality: M1: Students will explore the moral dimensions of different types of power, including hard power (military and economic)
		What is soft power?	To understand the use and effectiveness of soft power (diplomatic and cultural)	To analyse the theoretical concept of power in global politics To understand the central features of soft power To assess the implications of soft power for global governance			
	4.2 How is power classified?	What are great powers?	To understand the significance of great powers, and how and why they are classified as such	To analyse the divergent power structures in global politics To understand the central features of a great power To assess the role and significance of great powers within global governance			
		What are superpowers?	To understand the significance of superpowers and how and why they are classified as such	To analyse the divergent power structures in global politics To understand the central features of a superpower To assess the role and significance of a superpower within global governance			
		What are emerging powers?	To understand the significance of emerging powers, and how and why they are classified as such	To analyse the divergent power structures in global politics To understand what constitutes an emerging To assess the role and significance of emerging powers within global governance			

4.3 How has polarity affected global political power structures?	What implication do varying types of polarity have on political structures?	To understand the implications of different polar structures	To analyse the theoretical concept of polarity within global politics To understand the differences between multipolarity, unipolarity and bipolarity To assess and evaluate the impact these polar structures have on the state of global politics	Analyse the differences between X and Y (12 marks), Evaluate the extent to which... (30 marks) Summative Assessment: <ul style="list-style-type: none"> One midterm assessment utilising past-paper exam content that addresses current topic of study The assessment will comprise two different question types (a 12 marker or 30 marker) targeting the different AOs needed in the end of year exam Assessment will be followed by a PIT lesson including 	and soft power (diplomatic and cultural). They will analyse the ethical implications of state power classifications and their impact on global issues. M2: By studying the implications of different polar structures (unipolarity, bipolarity, multipolarity) and the changing relationships between states, students will understand the moral consequences of power dynamics in shaping contemporary global affairs. M3: Engaging with debates about different systems of government (democratic, autocratic, failed states) and their consequences will encourage students to investigate and offer reasoned views about moral and ethical issues related to power and global developments. Social: S3: This unit aligns with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance by examining how changing relationships and actions of states contribute to the promotion of these values through global cooperation and governance. Cultural: C1: Students will gain an understanding and appreciation of the cultural influences that have shaped different systems of government and the spread of liberal economies and democracy. They will consider how cultural perspectives
	How has the world order changed since 2000? 1	To consider the changing nature of the world order since 2000	To understand what is meant by the term 'world order' To assess what the implications are of a changing world order		
	How has the world order changed since 2000? 2	To consider the changing nature of the world order since 2000	To analyse the trends and key contextual events of global politics since 2000 To evaluate the extent to which the world order has changed since 2000		
4.4 What are the different systems of government in the global political system?	What are the different categories of 'state'? 1: Democratic vs. Semi-Democratic	To understand the characteristics, examples and consequences of different systems of government	To understand the theoretical differences behind different state structures To compare and contrast the key features of a democratic vs. a semi-democratic state To analyse contemporary examples and their role in global politics	• The assessment will comprise two different question types (a 12 marker or 30 marker) targeting the different AOs needed in the end of year exam • Assessment will be followed by a PIT lesson including	
	What are the different categories of 'state'? 2: Non-Democratic, Autocratic and Failed States	To understand the characteristics, examples and consequences of different systems of government	To understand the theoretical differences behind different state structures To compare and contrast the key features of a non-democratic vs. autocratic vs. failed states To understand the problematization of the term		

			<p>'failed states' and its implication for global political systems</p> <p>To analyse contemporary examples and their role in global politics</p>
	<p>What are the different categories of 'state'? 3: Rogue States and Consequences for Global Order</p>	<p>To understand the characteristics, examples and consequences of different systems of government</p>	<p>To understand the theoretical differences behind different state structures</p> <p>To analyse contemporary examples of rogue states</p> <p>To evaluate the role and significance of different state structures and the consequences these clashing systems have for global politics</p>
<p>4.5 How has the global political system reacted to the development of Liberal Democracy?</p>	<p>How has liberal democracy spread in the global age?</p>	<p>To analyse the development and spread of liberal democracy</p>	<p>To deploy realist and liberal theories of global politics on the current global political climate</p> <p>To understand how liberal democracy has spread historically</p> <p>To assess the extent to which liberal democracy has established itself as the dominant form of global governance</p>

detailed analysis of a model answer and requirement that students address mistakes through rewritten section(s).

impact the interpretation of global power dynamics.

C5: Through the study of changing relationships and actions of states in relation to power and developments, students will improve their understanding of and respect for different cultures, faiths, and socio-economic perspectives as they intersect in the context of global governance.

British Values:

Democracy: This unit explores the implications of different systems of government, including democratic and autocratic states, showcasing how democratic principles align with promoting individual freedoms and participation in global affairs.

Tolerance and Respect: By analysing different types of power and power classifications, students will gain an understanding of the challenges of balancing tolerance and respect for diverse perspectives with the imperative to address global conflicts and issues.

		<p>How has the world order impacted on conflict, poverty, human rights and the environment?</p>	<p>To assess the ways and extent to which the changing relationships and actions of states in relation to power and developments address and resolve contemporary global issues, such as those involving conflict, poverty, human rights and the environment</p>	<p>To understand the prevalent issues faced with regards to conflict, poverty, human rights and the environment To analyse the interaction between the established world order and these contemporary issues To evaluate the extent to which the world order is able to impact upon these issues</p>		<p>Individual Liberty: Through the examination of global developments and the spread of liberal economies and democracy, students will understand how these actions contribute to safeguarding individual liberties and promoting democratic values on a global scale.</p> <p>Rule of Law: This unit examines the role and significance of the rule of law in shaping global developments and power dynamics, highlighting the importance of legal frameworks in international relations.</p>
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Topic 8	Unit	Lesson	Learning objective	Learning aims/outcomes	Assessment	Homework	British Values/SMSC
Regionalism and the European Union	5.1 What is regionalism?	What are the different forms of regionalism?	To understand the different forms of regionalism, including economic, security and political	To analyse the theoretical concept of regionalism in global politics To understand the central features of economic, security, and political regionalism To assess the implications of these varieties of regionalism for global governance	Formative Assessment: <ul style="list-style-type: none"> • Additional essays utilising past-paper content based on current topics • Revision essays utilising past-paper content, interleaving past topics and building synoptic links • The essays will comprise a range of different structures. From Y12: source analysis (30 mark), evaluative essays (30 marks), ideology essays (24 marks); Year 13 – Examine the 	Topic Quizzes on individual sub-units (Microsoft Forms) Additional reading: Additional research tasks: Additional essay: (TBC by unit teacher)	Spirituality: SP1: This unit encourages students to reflect on their own beliefs and values as they explore different forms of regionalism and their significance. They will consider how personal beliefs inform their perspectives on regional cooperation and its impact on global issues. SP4: By analysing the development of regional organizations and the significance of the European Union (EU) as a global actor, students will develop a willingness to reflect on their experiences and personal beliefs in light of the complexities of regional and global politics. Morality: M1: Students will explore the moral dimensions of regionalism and its impact on global politics. They will analyse the ethical implications of regional integration, the reasons for fostering it, and the potential benefits for addressing global issues. M2: By studying the development of regional organizations and the debates about supranational versus intergovernmental approaches, students will understand the moral consequences of decisions made in regional cooperation and their impact on state sovereignty. M3: Engaging with debates about the significance of the
		What is the significance of regionalism and the global world order?	To analyse debates about regionalism	To analyse the conflict between regional bodies and the world order To evaluate the significance of the role played by regionalism within the global world order			
		How does regionalism affect governance and state sovereignty?	To evaluate the impact of regionalism on state sovereignty	To analyse the conflict between regionalism and sovereignty To understand contemporary issues faced between regional bodies and state sovereignty To evaluate the extent to which regionalism is at odds with state sovereignty			
	5.2 How have regional organisations developed over time?	NAFTA	To assess the development of NAFTA	To understand the historical origins and context of NAFTA To understand the contemporary role played by NAFTA To evaluate the role played by NAFTA as a regional body within the global world order			
		African Union	To assess the development of the African Union	To understand the historical origins and context of the African Union			

			<p>To understand the contemporary role played by the African Union</p> <p>To evaluate the role played by the African Union as a regional body within the global world order</p>	<p>criticisms of X (12 marks), Analyse the differences between X and Y (12 marks), Evaluate the extent to which... (30 marks)</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • One midterm assessment utilising past-paper exam content that addresses current topic of study • The assessment will comprise two different question types (a 12 marker or 30 marker) targeting the different AOs needed in the end of year exam • Assessment will be 	<p>EU as an international body/global actor and its constraints and obstacles will encourage students to investigate and offer reasoned views about moral and ethical issues related to regionalism and its implications for global affairs.</p> <p>Social: S3: This unit aligns with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance by examining how regionalism and the EU promote these values through regional cooperation and governance on a global scale.</p> <p>Cultural: C2: As students explore the development of regional organizations and the significance of the EU, they will appreciate the range of different cultural, economic, and political contexts that contribute to regional and global politics.</p> <p>C3: This unit addresses the knowledge of Britain's relationship with the EU by examining the UK's engagement with key treaties, agreements, and debates about European integration.</p> <p>C5: Through the study of regionalism and its potential to address global challenges, students will improve their understanding of and respect for different cultures, faiths, and socio-economic perspectives as they intersect in the context of regional and global governance.</p>
Arab League	To assess the development of the Arab League		<p>To understand the historical origins and context of the Arab League</p> <p>To understand the contemporary role played by the Arab League</p> <p>To evaluate the role played by the Arab League as a regional body within the global world order</p>		
ASEAN	To assess the development of the ASEAN		<p>To understand the historical origins and context of the ASEAN</p> <p>To understand the contemporary role played by the ASEAN</p> <p>To evaluate the role played by the ASEAN as a regional body within the global world order</p>		
5.3 How has European integration impacted global political governance?	How was the European Union formed?	To understand the historical context and origins of the European Union	<p>To understand the historical origins and context of the EU</p> <p>To chart the main agreements and significant developments within the history of the EU</p>		
	What is the role of the European Union?	To understand the role and objectives of the European Union	To understand the contemporary role played by the EU		

		To evaluate the role played by the EU as a regional body within the global world order
How has the European Union enlarged itself historically?	To analyse the growth and development of the European Union	To understand how the EU has grown historically To evaluate the most significant developments of the EU
What have been the key treaties and agreements of the European Union?	To assess the significance of key treaties and agreements of the European Union	To analyse the key treaties and agreements of the EU To evaluate the most important contributions of the EU to European governance
How does the EU work as an economic and monetary union?	To analyse the role played by the EU as an economic and monetary union	To understand the aims, objectives and role of the EU as an economic union To evaluate the significance of the role played by the EU as an economic union
Should the EU have supranational or international governmental power?	To evaluate debates around supranational versus intergovernmental approaches to the European Union	To understand the positioning of the EU within the debate between supranational and intergovernmental approaches To analyse and evaluate the criticisms of the EU's approaches towards governance as a regional body

followed by a PIT lesson including detailed analysis of a model answer and requirement that students address mistakes through rewritten section(s).

British Values:

Democracy: This unit explores the significance of the EU as an international body/global actor, showcasing how regional and global cooperation can align with democratic principles of collective decision-making.

Tolerance and Respect: By analysing the reasons for and significance of regionalism and understanding debates about its impact on state sovereignty, students will gain an understanding of the challenges of balancing tolerance and respect for diverse perspectives with the imperative to address global conflicts and issues.

Individual Liberty: Through the examination of regional integration, the development of regional organizations, and the significance of the EU, students will understand how these actions contribute to safeguarding individual liberties and promoting cooperation on a regional and global scale.

Rule of Law: This unit examines the establishment and powers of key institutions within the

<p>5.4 What is the significance of the EU as an international body?</p>	<p>How effective is the EU as an international body?</p>	<p>To assess the significance of the EU as an international body/global actor, including the constraints and obstacles affecting its political, economic, structural and military influence in global politics.</p>	<p>To understand contemporary debates regarding the efficacy of the EU as an international body To analyse the criticisms of the EU within a global context, considering political, economic, structural and military influence To evaluate the extent to which the EU can be regarded as an effective international body</p>		<p>EU, highlighting the importance of the rule of law in shaping regional and global governance.</p>
<p>5.5 How has regionalism addressed contemporary global issues?</p>	<p>How has regionalism addressed contemporary global issues?</p>	<p>To evaluate the ways and extent to which regionalism addresses and resolves contemporary global issues involving conflict, poverty, human rights and the environment.</p>	<p>To deploy knowledge of regional bodies within global politics To assess how far these regional bodies have successfully tackled contemporary issues such as conflict, poverty, human rights, and the environment To evaluate whether regional bodies have successfully addressed contemporary global issues</p>		