



Through this unit students will learn about the constitution and political system.

- Know and understand: At KS3 the development of the political system in uk, roles of citizens, parliament, house of lords and monarch. How Parliament operates including voting & elections. The role of political parties in the development of the political system. A sense of the political system as a whole, how institutions' and processes connect together, the necessity of politics, in a plural society, democratic participation in improve a flawed system,
- Develop skills in: speaking and listening, reading (comparing and making inferences), writing, not taking.
- Build on work that has gone before by: History of parliament, magna carta, and overview of the role of MPs and monarch
- Learn the following new vocabulary: Parliament, Monarch, system, democracy, communism, politician,

Week	Learning Question (s) and Success Criteria B, S, G	Outcomes (Activities for Teacher & Students)	Ideas for Resources	Homework Opportunity to practise prior learning	SMSC & Lit & Num links
1	<p>How does each feature of the political system function democratically? Success criteria</p> <p>Students can describe/ explain / comment on pros and cons of the role of MPs, Lords, Monarch. Describe/explain/ comment on how they become part of the system e.g. elections, peerages, voting,</p>	<p>Produce a booklet on how the political system works for next year's Y7. As a source of information for them. Challenge to be accurate, creative, informative, interesting.</p> <p>Use of picture as a stimulus to identify what they already know either listing or mind mapping to capture in books.</p> <p>Powerpoint outlining the roles. A worksheet with questions on to capture notes for final piece of work.</p> <p>Think – pair –share / question each other. Pose questions for others to answer (they must know the answer) and then have a quiz using whiteboards. Competition.</p>	Picture of parliament, local MP, Lord/Lady, Monarch	Find out more, plan the booklet for next lesson.	Notetaking Spelling of new vocab Cultural, British values, democracy, voting.

2	<p>How does each feature of the political system function democratically? Success criteria</p> <p>Students can describe/ explain / comment on pros and cons of the role of MPs, Lords, Monarch. Describe/explain/ comment on how they become part of the system e.g. elections, peerages, voting.</p>	<p>Produce a booklet on how the political system works for next year's Y7. As a source of information for them. Challenge to be accurate, creative, informative, interesting.</p>	<p>Model booklets Task sheet with success criteria</p>	<p>Complete booklet, colour in, word process.</p>	<p>Extended writing.</p>
3	<p>How could the political system be more democratic?</p> <p>Students can describe/ explain / comment on differences between the American gov. vs the UK gov. Describe/explain/ comment on how the political system can be more democratic.</p>	<p>Create a proposal (write a letter) for the prime minister on how to make the UK political system more democratic.</p> <p>Begin by asking what does democracy mean? Picture of democratic leader vs communist leader</p> <p>Compare the American government and the UK government to see which is more democratic. Read the article as a whole class and have a discussion about it, which is more democratic? Why? Which other countries are democratic? Are any questions raised?</p> <p>Prepare draft as pairs on how the UK political system can become more democratic.</p>	<p>Model letter to prime minister.</p> <p>Picture of democratic leader vs communist leader.</p> <p>http://www.historylearningsite.co.uk/democratic_america_britain.htm</p>	<p>Find more information on the UK political system and how it has improved.</p>	<p>Notetaking.</p>
4	<p>How could the political system be more</p>	<p>Create a proposal (write a letter) for the prime minister on how to make the UK political system</p>	<p>Model letter to prime minister.</p>	<p>Complete letter.</p>	<p>Extended writing.</p>

	<p>democratic?</p> <p>Students can describe/ explain / comment on differences between the American gov. vs the Uk gov.</p> <p>Describe/explain/ comment on how the political system can be more democratic.</p>	<p>more democratic.</p>	<p>Success criteria given out</p>		
5	<p>What do we expect of politics and politicians?</p> <p>Students can describe/ explain / comment on what politicians do in their jobs.</p> <p>Describe/explain/ comment on what we should expect from politicians.</p>	<p>Create an interview as if they were applying to work in Parliament.</p> <p>At the start of class, show a video on how an interview is conducted and what type of questions are asked.</p> <p>Students to think-pair-share what politicians do day to day at work.</p> <p>Show a video on what politicians do.</p> <p>On their own, they think of what it takes to be a politician and what their job entails. The questions will be shared to the rest of the class as they conduct an entire list of questions for the interviews.</p>	<p>Show a video of how an interview works. It can be any job.</p> <p>Video on politicians work.</p>	<p>Find more information on what politicians do.</p>	<p>Notetaking.</p> <p>Spelling of new word (politician).</p> <p>British values.</p>
6	<p>What do we expect of politics and politicians?</p> <p>Students can describe/ explain / comment on what politicians do in</p>	<p>Create an interview as if they were applying to work in Parliament.</p> <p>They are going to write out their interview answers to the questions as preparation. Towards the end of class, they will conduct the interviews</p>	<p>Interview questions handed out with the success criteria.</p>		<p>Extended writing.</p>

	their jobs. Describe/explain/ comment on what we should expect from politicians.	in pairs. At the end, they will write out why the person would get hired or why they wouldn't.			
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Year 8

Through this unit students will learn about the constitution and political system.

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- Develop skills in: speaking and listening, reading (comparing and making inferences), writing, notetaking.
- Build on work that has gone before by: History of parliament, magna carta, and overview of the role of MPs and monarch, roles of parliament.
- Learn the following new vocabulary: Parliament, Monarch, system, democracy, communism, politician, government, expenditures.

Week	Learning Question (s) and Success Criteria B, S, G	Outcomes (Activities for Teacher & Students)	Ideas for Resources	Homework Opportunity to practise prior learning	SMSC & Lit & Num links
1	How are we governed, how are others governed, and how should we be governed? Bronze: Identify/Describe the different tiers of government and what	How is UK Governed – recap. Mindmap, Q&A, How is India, USA, North Korea governed? Powerpoint, videos, working walls, (stick post-its of answers onto walls (flags of countries?))	Videos, 'flags' for working walls	Prepare for question style debate on best systems for government.	Vocabulary of new words. Notetaking.

	they do. Silver: Explain Gold: Analyse/evaluate				
2	How are we governed, how are others governed, and how should we be governed? Bronze: Identify/Describe the different tiers of government and what they do. Silver: Explain Gold: Analyse/evaluate	Have a "live show" , question time style, justifying why there system of government is best. Students will create a live show where they represent different countries (prime ministers and presidents from other countries, host, audience). The audience must also participate by having questions ready for the leaders and taking notes.	Summary sheet to capture the main points for each country e.g. legislative bodies, different tiers of Government, how people are elected or not. Scaffold with starter sentences for students working at lower level.	Finish summary sheet if not done in class.	Notetaking. British values.
3	What is the appropriate role of government? Bronze: Identify/Describe the appropriate role of government. Silver: Explain Gold: Analyse/evaluate	Review what was learnt the previous week. Taxation, spending priorities, employment, stable prices, standard of living, laws. What is parliament and what is government? Have a discussion on what the role of government is? What government is doing? Spider diagram of what the government is supposed to do... Taxation, spending priorities, employment, stable prices, standard of living, laws.	Video what is the difference between parliament and government PowerPoint on government and parliament.	Look up what the government spending budget is.	Notetaking.
4	How should it go about that role?	Students will decide what they feel should be the national government spending priorities. They will review actual federal expenditures and compare	Spending budget and expenditures.	Write up summary for homework. What system of	British values. Notetaking. Teamwork.

	<p>Bronze: Identify/Describe how the government should go about their role. Silver: Explain Gold: Analyse/evaluate</p>	<p>them to their list of where government should spend money. Then students will create a budget to better reflect their ideas. They will finish by considering the opportunity cost of their decisions.</p> <p>Discuss with other groups their budget.</p>		<p>government do you think is best and why? Explain reasons, give examples.</p>	<p>Cooperation. New vocabulary.</p>
5	<p>How well does politics work?</p> <p>Bronze: Identify/Describe the pros and cons of how well politics work. Silver: Explain Gold: Analyse/evaluate</p>	<p>Group presentation on if politics works well and what should be improved. Each targets a certain area that works well or that needs improvement.</p> <p>Prepare and research.</p> <p>Have an exit ticket at the end of class to present a piece of information they did not know before.</p>	<p>Laptops will be needed.</p>	<p>Finish presentation at home if not finished in class.</p>	<p>British values. PowerPoint. Teamwork. Cooperation. Notetaking.</p>
6	<p>How well does politics work?</p> <p>Bronze: Identify/Describe the pros and cons of how well politics work. Silver: Explain Gold: Analyse/evaluate</p>	<p>Group presentation on if politics works well and what should be improved. Each targets a certain area that works well or that needs improvement.</p> <p>Present their PowerPoints. Audience will ask questions after each presentation.</p> <p>At the end students will write what they have learnt from each presentation.</p>	<p>PowerPoint presentations.</p> <p>Workbooks to take notes and write entry.</p>	<p>Finish writing about each presentation. This ensures they listened.</p>	<p>British values. New vocabulary. Notetaking. Extended writing.</p>