

High Tunstall College of Science Curriculum Intent

Subject: British Politics Year: 9 Half term: 6

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| **Unit: British Politics** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| To explain the difference between a democracy and dictatorship.  To explain how people can be involved in the democratic process. |  |  |  |
| To explain the words: Manifesto, Policy and Political Party.  To explain what the different political parties stand for. |  |  |  |
| Explain the electoral system in the U.K.  Compare two electoral systems and evaluate which is more effective |  |  |  |
| To explain the role that the different parts of the British Parliament have in the democratic process |  |  |  |
| To explain how laws are made in the U.K.  To evaluate what is democratic about the law making process. |  |  |  |
| To explain the role of an M.P. in their constituency and in the House of Commons |  |  |  |
| To explain what the word ‘devolution’ means  To evaluate the arguments about devolution in the U.K. |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | **Democracies and Dictatorships**  To explain the difference between a democracy and dictatorship.  To explain how people can be involved in the democratic process. | Definitions of key words completed and explanation of which type of government the UK has.  Spider diagram completed to explain what a democracy is.  Table showing difference between a democracy and dictatorship  Written task about democracy in the U.K. completed  Freyer Model - Democracy | Monarchy  Republic  Constitutional Monarchy  Anarchy  Democracy |
| **2** | **Political Parties in the UK**  To explain the words: Manifesto, Policy and Political Party.  To explain what the different political parties stand for. | Recall activity to consolidate learning from previous lesson  Key word activity completed  Information gathering task and worksheet compelted about the main political parties in the UK.  Two PEE paragraphs about one of the main political parties (student choice)  Freyer Model – Political Party | Policy  Political Party  Manifesto  Political Party  Labour  Conservative  Liberal Democrats |
| **3** | **Voting in the U.K.**  Explain the electoral system in the U.K.  Compare two electoral systems and evaluate which is more effective | Regular Recall activity to consolidate learning from previous lessons  Explanation and discussion of First Past the Post benefits and problems  Mind map created about Proportional Representation  Sorting activity between PR and FPTP  Two PEE paragraphs to explain the difference between PR and FPTP with an evaluation for which system of voting is most effective  Freyer Model - Voting | First Past the Post  Proportional Representation  Vote  Government  Representation  Parties  Voting |
| **4** | **The British Parliament**  To explain the role that the different parts of the British Parliament have in the democratic process | Recall activity to consolidate learning from previous lesson.  Image of the House of Commons annotated showing the make up of the Commons  Mind Map completed about Parliament and class questioning activity to consolidate learning  Explanation of the difference between Government and Parliament  Extension activities including why it is important that Parliament scrutinizes the work of the Government.  Freyer Model – Parliament | Parliament  House of Lords  House of Commons  Monarch  Scrutiny  Government |
| **5** | **How Laws are Made**  To explain how laws are made in the U.K.  To evaluate what is democratic about the law making process. | Regular Recall activity to consolidate learning from previous lessons.  Spider diagram created to explain why we need laws, with class discussion.  Mind map created about how laws are made and how a bill becomes a law  Written tasks based on ability of student  Freyer Model - Law | Bill  Law  Private Bills  Public Bills  Government  Consultation  Green Paper  Debate |
| **6** | **The Role of an M.P.**  To explain the role of an M.P. in their constituency and in the House of Commons. | Recall activity to consolidate learning from previous lesson.  Mind map completed to show the different roles of an M.P. together with class questioning to secure knowledge.  Pyramid of knowledge completed with students selecting their questions.  Sorting activity completed showing the difference between advocacy and representation.  Freyer Model – Member of Parliament | Commons  Constituency  Advocacy  Representation  Member of Parliament |
| **7** | **Devolution**  To explain what the word ‘devolution’ means  To evaluate the arguments about devolution in the U.K. | Regular Recall activity to consolidate learning from previous lessons.  Definition of devolution and green pen improvements for assessment.  Notes made from film clip about what devolution is.  Sorting activity completed to show the benefits of central and devolved government.  Two PEE paragraphs written for why some people believe that devolution is a good thing and why others disagree.  Plenary activity for students to give five key facts about devolution. | Devolution  Devolved Government  Central Government  Westminster  Scotland  Wales  Northern Ireland  Assembly |