

Citizenship GCSE Unit – Politics and Participation

AUTUMN 2

<u>Literacy focus words and meanings</u>	<u>Numeracy focus</u>	<u>Intention</u>	<u>Assessment Needs for Unit</u>	<u>Differentiation</u>
Public sector Austerity The budget Voter apathy Constituency EVEL Devolution First Past the Post Proportional Representation Democracy Dictatorship European Parliament Campaign Human Rights Citizens Political Change Social Media Voter Engagement Petitions Surveys Video Documentary/Blog Podcast Posters Badges/Stickers Social Media Web Pages (Eg Twitter)	Tables Spider diagrams Information sorting Fining statistics in text Looking at Voting Statistics	Students will learn how politics and participation works in the UK They will learn how the British democratic system allows voting and choice of leadership and how this differs from other countries and different voting systems. <i>Brilliant basic, magic moments</i> – Working with pupils to build their spiritual, moral, social and cultural understanding for Politics and Participation in the UK. <i>Let robots be robots and humans be human</i> - Harness curiosity and love of learning by engaging with interesting and varied aspects of life.	Exam Style Questions Sample Exam Questions Assessed work in books Mock Exams	Over lays TA support Levelled work (ROG)- Red-LAPS Orange-MAPS Green-HAPS GCSE Levels also used: 3/4 5/6 7/8+ By task- Incorporating a variety of learning styles. Writing frames/ sentence starters available. Open and closed questioning based on ability.

Letters/Emails to people of power (EG Local MP) Trade Union Unfair Dismissal Maternity Pay Trade Union Act (1871) Picketing Striking BMA Industry Standards Labour Representation Committee		<i>Unleashing Greatness</i> - Looking at various aspects of life, exposing our students to issues or ideas they otherwise would not have experienced. <i>Things about you, build with you, are for you</i> – Engage pupils with a broad and rich curriculum. <i>Things about you, built with you, are for you</i> - Differentiated work. The intent of this scheme of work is to ensure that learners acquire the skills and knowledge, confidence, independence to excel in lessons, work co-operatively alongside their peers, achieve, and apply these skills to their everyday lives The scheme of work is implemented throughout differentiated tasks which aim to include all learners and encourage them to meet their full potential. This is whilst ensuring that all tasks are targeted at everyone's specific level of ability to ensure that they achieve success, however this looks for		
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		them according to their needs. Through the implementation of this scheme of work, data collection such as end of topic assessments and short-term target setting and monitoring will be achieved.		
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Week WC	Learning outcomes (explain, describe, analysis)	Possible activities	Notes/Resources
1.	How is public money raised and spent, how are decisions made and why do opinions differ on spending? Learning Objectives (3-4) Correctly identify public and private sector institutions and how they are funded. Describe different opinions on how public money should be allocated. (5-6) Describe how public money is divided into funding for essential	Starter (3-4) How are each of the above places funded? (5-6) Who pays the people who work in these places? How? (7+) What is the difference between the public and private sector? Explain, referring to government funding in your answer. Starter Review All to watch clip https://www.youtube.com/watch?v=9EqnyTDx3DA Students can edit their starter activity if needed.	Key Words Public sector – Institutions funded through taxes and run through local government. Austerity – A policy of minimum spending and cuts on public services and welfare. The budget – The government's plans for spending and managing taxes and public funds for the year.

	services and how decisions are made about the allocation of funding both locally and nationally. (7+) Explain how budgets are managed to make provision for welfare, health, the elderly and education as well as risk considered for future plans. Explain different opinions on government spending in detail.	Task One (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level. Task Two (Use information pack available) Students to read through source material. Can use the questions to highlight any key points. Task Two Review Students to answer the questions at their challenge level when answering the question: So how does the government spend public money, how is this money raised and what are the different political positions people take on this? <u>Plenary: Exam Practice:</u> <i>'The policy of austerity has been successful in allowing the government to manage financial risk.'</i> (8 marks) Students to answer: To what extent do you agree with this statement? Using all of Their work from today (including the source charts, which can be used as evidence) they need to spend 5 minutes now planning their answer.	Politics&Participation lessons folder (TEAMS): https://catch22uk.sharepoint.com/:u:/s/NorfolkCurriculumTeams202122/EW_Y9hq8y9xBtFBwhVUnDXIBogFIbtdOPz6r8PTZV7K-A?e=yglR3N
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		EXT: To start answering the question.	
2.	Politics and Participation: Elections, voting, voter apathy and English Laws Learning Objectives: (3-4) Define all new key terminology correctly and demonstrate use of these in the correct context through a practice exam question. (5-6) Explain why voter apathy is such an issue in the UK, why some feel the system needs to be reformed and use all key terminology accurately and articulately in a practice exam question. (7-9) Evaluate the validity of the idea that voting reforms are necessary, considering current voter apathy and electoral systems, using key terminology confidently with well-reasoned justifications and conclusions.	Starter Challenge (3-4): Could Ryan stand for election? Why? Why not? More challenging (5-6): If Ryan is a suitable candidate, what will he need to do in order to be successfully elected? Mega challenge (7+): Define the following terms: voter apathy, constituency, EVEL, devolution, First Past the Post and Proportional Representation. Task One Using the table provided students to complete the task at their challenge level . Task Two Students to use the source sheets, highlight and write a paragraph about the reasons for and against whether Ryan is eligible to stand for election Students will then highlight in a different colour who can and cannot vote in elections. Students will then highlight in a different colour what is meant by voter apathy in the UK. Task Three (Clip link on PP slide 5) Students watch video clip and answer the questions at their challenge level .	Key Words Voter apathy Constituency EVEL Devolution First Past the Post Proportional Representation Politics&Participation lessons folder (TEAMS): https://catch22uk.sharepoint.com/:u:/s/NorfolkCurriculumTeams202122/EcTvyZ6wLYtIjEJS9J0_nhYBFcS9o6DN83AJN-mbMIDO2q?e=qNSWsF

		Task Four (Extended Writing) Students to debate the voting age of 16. Students to: Use info sheets and clip notes. They have fifteen minutes to prepare a statement on whether the voting age in England should be lowered to 16. Make sure that they understand they need to put forward counter arguments. Students to complete the tasks at their challenge level. Plenary: Exam Practice: <i>'The voting system needs reform. Reforms to the FPTP system and voting age could engage more people in our political system.'</i> (8 marks) Students to answer: To what extent do you agree with this statement? Using all of your work from today, spend 5 minutes now planning your answer. Once the 5 minutes is up you will answer the question.	
3.	How do others govern themselves? A study of one alternative to democracy + the European Parliament. Learning Outcomes: (3-4) Describe differences between democracy and one other form of government. Explain what type of	Starter (Using Starter Check Sheet provided) Students to consolidate their prior learning at their challenge level. Task One (Using Source Material Provided) Students will find out about the processes and systems of the European Parliament and the impact of these systems	Key Words Democracy Dictatorship European Parliament

	Government we live under and how we are able to exercise more political freedoms. (5-6) Analyse the to what extent the people of one non-democratic country can get actively involved in their political system. Describe the systems and processes of the European Parliament. (7+) Explain the systems and processes of the European Parliament and the impact of these systems on the composition of political parties representing citizens. Gain top band marks on today's practice exam question.	on the composition of political parties representing citizens. Task Two Students to: Twitter nightmare! You have agreed to run the Twitter account for the European Parliament for one day. However, you have a limited amount of time to answer each tweet - and only 30 words! Twitter has changed it's rules again. Students to complete the task at their challenge level. Task Three Students task is to: Imagine you are a UN diplomat. You have been fortunate enough to be chosen as an intermediary between Theresa May and Kim Jong Un, who are planning a meeting together to talk about North Korea's growing tourism industry. Students to read their UN briefing sheet and create a postcard for each political leader. Plenary - practice exam question 'Justify the statement 'UK citizens can participate in politics more fully than citizens in a non-democratic country.' (8 marks)	Politics&Participation lessons folder (TEAMS): https://catch22uk.sharepoint.com/:u:/s/NorfolkCurriculumTeams202122/ESkYAMCu-9ZGqsd62bsYW14BwlA-IWOu6SHo24gZ3jYqLA?e=dXw5if
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Task Two (Clip task on slide 5)

Students watch video clip and answer the questions at their **challenge level**.

Task Three (15 minutes)

Students are proposed the questions:

So do we need to see the online and social media world playing more of a part in our democracy? Or would this prove to be problematic? What do you think?

Students to then complete 'both sides of the argument' sheet and be prepared to feed back in fifteen minutes.

Task Three review

As a group to feedback on the board with students sharing answers and filling any they have missed.

Plenary-Exam Practice Question

'Explain the opportunities, and barriers to citizen participation in democracy and politics in the UK.'
(4 marks)

Students to answer:

Using all of your work from today and also from our past lessons on participation, spend 5 minutes on this question.

Students to peer assess using criteria.

5.	What is campaigning? How can we create positive change in our communities? Learning Outcomes: (3/4) Describe different methods of direct and indirect action by pressure groups. (5/6) Explain why certain methods suit campaigns and why campaigning can be difficult. (7/8) Evaluate the success of different methods.	Starter (3/4) Describe a campaign or protest you have seen in the news lately. What was it about? (5/6) Explain in less than 20 words what do you think 'Active Citizenship' might mean. (7/8) Analyse using a current example whether active citizenship is an effective way of creating political change. Task One (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level. Task Two Students to decide what different types of action can be taken. Students to work at their challenge level. Task Three Students to discover how easy is it being a campaigner from a pressure group? In pairs the students have two different roles to play: 1) The campaigner from a pressure group. 2) A shopper in a busy high street. Students to complete the role-play challenge on your card then answer the questions at their challenge level. Plenary	Key Words Pressure Group - A group of people who take action to try and influence the government about a particular issue. Lobbying - Putting pressure on people to make something happen. Direct Action - A form of protest used to bring an issue to the attention of the target group (eg government) and the general public. Indirect Action - Actions taken to campaign and raise awareness about issues to the general public. Politics&Participation lessons folder (TEAMS): https://catch22uk.sharepoint.com/:u:/s/NorfolkCurriculumTeams20212/ESbZcn5oxlVOnl-Do1Aot2YBjiEZleKOrMowGAsOQHylYq?e=V3wpdU
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		Students to study the images and complete the questions at their challenge level .	
6.	How has campaigning forced change? Learning Outcomes (3/4) Identify and describe some historical campaigns. (5/6) Explain two campaigns in detail, referring specifically to the factors that made them successful. (7/8) Evaluate the success of campaigns by comparing and contrasting at least 2 campaigns.	Starter 3/4) Can you think of any examples of rights still being campaigned for today? Detail these and be ready to share. One current campaign I can think of is..... 5/6) Explain how two campaigns you know about are linked to Human Rights. 7/8) Hypothesise the main factors which make a campaign successful. Justify why you think this is the case for each idea. All to watch: https://www.youtube.com/watch?v=K8ZaqRRPdSE Student instructions: ALL) What conditions lead to a successful campaign? E.g does there have to be a crisis, do a large part of the population have to be affected? Explain your ideas in detail, using the establishment of the National Health Service as an example. I think the conditions which help lead to a successful campaign are... The reason I think this is because...	Key Words Campaign Human Rights Politics&Participation lessons folder (TEAMS): https://catch22uk.sharepoint.com/:u:/s/NorfolkCurriculumTeams202122/Ef8B_YJod-dKkoGgSH95hS4BpWVfPaTujvLSKpQYa4MIqA?e=MyqcEv

Task One

Students to read through the information given to them and complete the chart they are given about the three historical campaigns.

Task Two

Students to choose one of the historical campaigns to write a short answer to the following question.

"Using an example, explain how a group has campaigned to obtain a right. You must refer to the methods used and evaluate how successful it was."

Students at Levels 4-6 to use scaffolding and sentence starters to support their writing.

Students at Levels 7-9 to compare two campaigns and reach a justified conclusion about which was more successful and why (compare and contrast).

Plenary (10 Minutes)

Students to Peer assess each other's work against the learning outcomes from today's lesson.

Criteria used:

1. What grade you would give them
2. The reason why and

		3. Suggest something they could do to move up a grade boundary	
7.	What are the roles and the history of trade unions? Learning Objectives (3/4): Identify the role and history of trade unions. (5/6): Describe the roles played by trade unions and their history in detail. (7+): Explain the role trade unions play as part of our democratic society.	Starter (3/4) Challenge: What would you do if you felt you were being treated unfairly at work by your employer? (5/6) More challenging: Define the term 'trade union'. How could a trade union help an employee? (7+) Mega challenge: Trade unions aren't needed if employers if employers are abiding by the law. To what extent do you agree? Task One Students to complete the key terms sheet. Task review Teacher to go through the key terms sheet with the students. Task Two (Use source material provided) Reading source material: The students will now find out a little more about the origins and the role of trade unions in our democratic society today, as well as a couple of examples of trade unionism they may have seen in the news. Task Three (Creative Task)	Key Words Trade Union Unfair Dismissal Maternity Pay Trade Union Act (1871) Picketing Striking BMA Industry Standards Labour Representation Committee Politics&Participation lessons folder (TEAMS): https://catch22uk.sharepoint.com/:u:/s/NorfolkCurriculumTeams202122/EaXfuP4B0o1LjZ8n1R_jQdwB6Pli_bsz8u7Oig3D1tRLol1Q?e=rFFjc4

		Using the source material provided students are to complete the task at their challenge level. Task Four (clip link on PP slide 8) Students watch video clip and answer the questions at their challenge level. Plenary - Practice Exam Questions 1. 'Explain the role of trade unions.' (4 marks) 2. 'State two reasons why trade unionism developed in the UK.' (2 marks) Students to use all the information gathered in today's lesson to answer the questions. Students can peer assess using the criteria on Slide 9.	
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