



How can we become future political leaders?

Key Stage 4 Scheme of work

KS4 Key Enquiry - How can we become the future political leaders?

NC: Parliamentary democracy - the different electoral systems used in and beyond the United Kingdom - other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom - the different ways in which a citizen can contribute to the improvement of their community.

Lessons

Overview

Learning Questions

Concepts and skills

Activities

Resources

Differentiation

Assessment Opportunities

Take away task

1 - Should first-past-the-post be scrapped?

This lesson is about the UK voting system for general elections (FPTP). Students will explore three other voting systems and decide whether or not they think FPTP is the best voting system, culminating in a referendum style vote.

- What voting systems can be used in elections?
- Should first past the post be scrapped?

Creating and sustaining reasoned arguments, and reaching sustained conclusions
Understanding others' points of view, Critical thinking, Oracy, Discussion and debate, Democracy, Governance

Mind map
Worksheet
Discussion
Videos
Writing task
Debate
Referendum vote

PowerPoint
Voting systems worksheet
Teacher resource
Referendum ballot papers

Q&A
Differentiated worksheet
Modelling
Sentence starters

Mind map , Worksheet , Q&A
Written task
Debate
Discussion
Take away task

Research arguments for and against the voting age, in the UK, being reduced to 16. students' arguments should be balanced, with a minimum of five arguments for each side.

2 - How can I get involved in politics?

Students investigate different ways they can get involved in politics. The lesson introduces them to devolution and the topical debate of voting at 16 and 17. Students will debate and vote on this issue in the classroom.

- What are the different ways I can become involved in politics?
- Should the voting age be reduced to 16 in the UK?

Creating and sustaining reasoned arguments, and reaching sustained conclusions
Understanding others' points of view
Critical thinking, Oracy, Discussion and debate, Democracy, Participation, Action

MCQ
Mind map
Videos
Web links (exploring information)
Writing task
Discussion
Debate
Referendum vote

PowerPoint
MCQ
Referendum ballot papers

Q&A
Modelling
Sentence starters

MCQ
Mind map
Q&A
Written task, Debate
Discussion
Take away task

Watch a short video on [Forms of Government](#), look up unfamiliar words and make notes.

3 - How do different countries govern themselves?

Students will explore how different countries govern themselves. This will allow students to critique forms of government using the knowledge they have developed. Students will look at the governments of the USA, Saudi Arabia and Norway in detail, and explore the differences between them

- What different forms of government are there in the world?
- Which type of government is the most effective or successful?

Creating and sustaining reasoned arguments, and reaching sustained conclusions, Understanding others' points of view
Critical thinking, Oracy, Discussion and debate, Democracy, Government

Match the correct answers
Advantages/disadvantages worksheet
Discussion
Complete the table
Debate

PowerPoint
Match the correct answers worksheet
Forms of government worksheet
Teacher resource

Q&A
Modelling

Knowledge check (match the correct answers)
Worksheet , Q&A
Debate, Discussion
Take away task
Knowledge check (forms of government activity)

Research one political party. Pupils make notes on: who the party's leader is, how many seats the party has, a brief summary of what the party stands for and what the party's logo is.

4 - What is a political party and what do they stand for?

Students will have the opportunity to explore the political spectrum and begin to question where they may be on it. Students will learn what a manifesto is, and look at the key focuses of the three main political parties. The lesson will culminate in students making their own political party manifesto.

- What is the political spectrum and where are the key parties in the UK?
- What is a manifesto?
- What are the key parties' focuses?

Creating and sustaining reasoned arguments, and reaching sustained conclusions, Understanding others' points of view, Critical thinking

Oracy, Discussion, Democracy, Rights, Governance

MCQ
Annotate political spectrum worksheet
Written answers
Make your own political party
Discussion
Web links

PowerPoint
MCQ
Political spectrum worksheet
Make your own political party worksheet

Q&A
Modelling
Sentence starters

MCQ
Q&A
Discussion
Written task

Students choose a political party, and look at what methods they used to campaign during the last general election (2019).

5 - Media Literacy - what happens to the media during elections?

Students will explore what happens to the media during elections. Students will learn about the regulations and laws that govern political parties and the involvement of the media. To develop students' media literacy, students will examine how newspapers can influence the electorate by looking at how the run up to the EU Referendum was reported.

- How does the media operate during election time?
- How important is the media's role in informing the electorate?
- Should newspapers be fair and balanced?

Creating and sustaining reasoned arguments, and reaching sustained conclusions, Understanding others' points of view, Critical thinking, Oracy, Discussion and debate

Power, Democracy

Complete the table
Mind map
Discussion
Written task
True or false task
Debate

PowerPoint

Q&A
Modelling
Sentence starters

Knowledge check: complete the table
Q&A
Discussion
True or false
Debate
Written task
Take away task

Students research a career in politics: job role/duties, qualifications and experience needed, working hours and salary.

6 - Working in politics: What can you do?

The purpose of this lesson is to give students a taster of the many careers in politics/sectors related to politics. Students will find out about different careers/sectors such as becoming a politician on a local, national or international level, to working for a NGO (non-government organisation). This is the last lesson in the unit 'How can we become the future political leaders?,' there is a real opportunity to motivate and inspire your class as this unit comes to an end.

- What careers are available in politics and related workplaces?
- How are we responsible for making change happen?

Creating and sustaining reasoned arguments, and reaching sustained conclusions
Understanding others' points of view, Critical thinking, Oracy, Discussion, Participation, Community

MCQ
Bullet point list
Discussion
Web links
Complete the table

PowerPoint
MCQ

Q&A
Modelling

MCQ
Bullet point list
Q&A
Discussion
Complete the table

Students are shown homepages of UK Youth Parliament, Youth Politics UK and Young Voices Heard and encouraged to look at these websites.

act	a law
austerity	a set of political-economic policies that aim to reduce government budget deficits through spending cuts, tax increases, or a combination of both
broadcast	a programme/information transmitted by radio or television
broadcaster	an organisation that transmits a programme or information by radio or television. A person who presents a radio or television transmission
coalition government	a government formed jointly by more than one political party
communism	a political and economic system in which the major productive resources in a society e.g. mines, factories, and farms, are owned by the public or the state, and wealth is divided among citizens equally or according to individual need
constituency	a geographical area represented by an MP
constitution	the set of principles and rules by which a country is organised; it is usually contained in one document
constitutional	an established set of principles governing a state
democracy	a system of government whereby the electorate vote for representatives to make laws/decisions on their behalf

electorate	people who are eligible to vote
executive	enforces law
facism	a form of government led by a dictator having complete power, forcibly suppressing opposition and criticism, regimenting all industry, and emphasising an aggressive nationalism and often racism
general election	the electorate, across the whole of the UK, vote for which MP they would like to represent their constituency
government	the group of people with the authority to govern a country.
Head of State	the chief public representative of a country, such as a president or monarch, who may also be the head of government
House of Commons	the part of Parliament where MPs debate, make laws and scrutinise the government.
ideology	a set of beliefs or principles
judiciary	interpret and apply the law
manifesto	a published document containing a political party's policies and aims. Political spectrum: a concept that models political beliefs and ideologies as a continuum (from left wing to right wing)

minister	a head of a government department e.g. Defence Minister
legislature	makes the law
Member of Parliament (MP)	the representative elected to represent a constituency
Parliament	made up of the House of Commons, House of Lords and the monarchy. Its purpose is to debate, make laws and scrutinise the government
party political broadcast	television or radio broadcast made by a political party. These are known as party election broadcasts at election time
President	elected head of a republic (without a monarchy)
Prime Minister	the leader of the political party who is in power
Purdah	religious or social female seclusion, a term previously used to describe the pre-election period
referendum	a single 'yes or no' vote on a specific issue e.g. Should the UK leave the European Union?
suffrage	the right to vote

<p>Trident</p>	<p>the UK's nuclear weapons system</p>
<p>unicameral</p>	<p>a single legislative chamber</p>
<p>validly nominated candidate</p>	<p>a candidate's name will appear on a ballot paper. They need to submit a completed set of nomination forms together with a deposit of £500 to the (Acting) Returning Officer before 4pm on the deadline day for nominations</p>

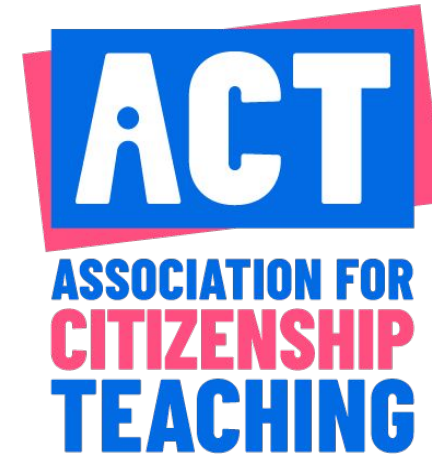
Note to teachers:

How can we become future political leaders? Additional Information

This lesson is part of a scheme of work that comprises 6 lessons for teaching Key Stage 4 Citizenship in line with the requirements of the Citizenship National Curriculum. The lesson is part of the ACT model Key Stage 4 curriculum which can be used and adapted to fit with your school's provision. Each scheme of work has an enquiry question as the focus which is then organised into smaller questions that provide the learning focus for each lesson.

These lessons contains sensitive topics. It is crucial to understand the students you teach and their individual circumstances as this may be directly related to their personal lives. Be mindful of the viewpoints that might arise and encourage empathy and understanding through discussions with students. Where the issues raised in teaching the lesson may be sensitive or controversial in nature, do ensure you are in line with your school policies on such matters. You may also find the ACT guidance on teaching sensitive and controversial issues in Citizenship helpful.

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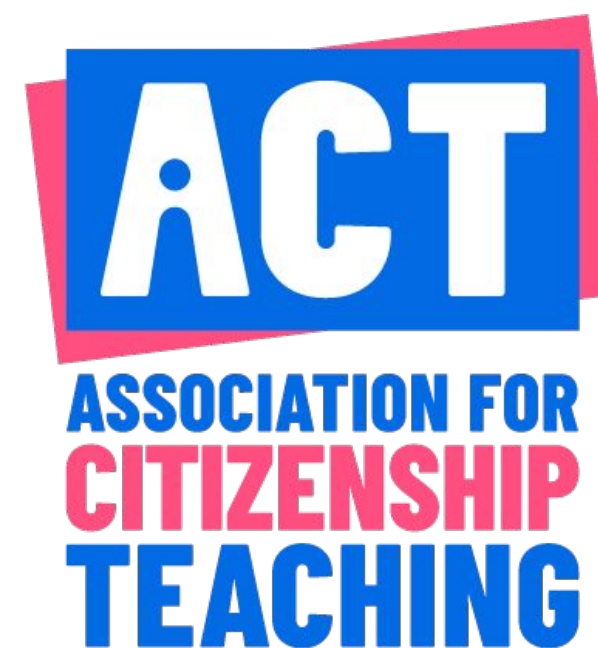
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