

A close-up photograph of a person's hand, wearing a light-colored sweater, placing a white ballot paper into a dark-colored ballot box. The background is a warm, orange-toned interior, possibly a polling station, with wooden paneling and a ballot box lid visible. The text 'Should we change the electoral system in the UK?' is overlaid on a blue banner at the bottom of the image.

**Should we change the  
electoral system in the  
UK?**

Lesson 6

**Are elections the best way to decide who runs the country?**

**Lesson 6:  
Should we change the electoral system in the  
UK?  
Key Stage 3**

<p><b>Overview</b></p>	<p>This final lesson brings together students' learning in a class debate about whether we should change our electoral system in the UK. This gives students an opportunity to critically engage with some of the wider issues related to voting and democracy that they have considered in earlier lessons. The scheme of work finishes with a consideration of the overarching key question: 'Are elections the best way to decide who runs the country?'</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> democracy, freedom, rights, change</p> <p><b>Skills:</b> discussion, analysis, evaluation, representing your views to others, informing others' opinions, debate, oracy</p>
<p><b>Essential teaching guidance</b></p>	<p><b>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</b></p> <p>Be mindful of the diverse viewpoints that may arise during this lesson. Develop an open classroom climate in which students feel safe when discussing sensitive and contentious issues and topics, and ensure you are in line with your school policies on such matters. You may find the <a href="#">ACT guidance on Prevent and Controversial Issues</a> and <a href="#">ACT guidance on Political Impartiality in Citizenship</a> helpful.</p>
<p><b>Learning questions</b></p>	<ul style="list-style-type: none"> <li>• Should we change the electoral system in the UK?</li> <li>• How can I construct a convincing argument?</li> <li>• Are elections the best way to decide who runs the country?</li> </ul>
<p><b>Lesson resources</b></p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Should we change the electoral system in the UK? (for Task 1)</p> <p>Glossary of key terms</p>

<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li>● Use mixed grouping for the debate, to allow higher ability students to support their peers.</li> <li>● The two ‘No’ statements in response to the debate question are easiest to argue, so would suit lower ability students.</li> <li>● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions.</li> <li>● Use different levels of discussion tasks to support students, for example sharing opinions, analysing, solving a problem, or persuading.</li> <li>● Consider using no-hands-up questioning to encourage students to engage with the learning and reduce the likelihood of students being passive. Ensure sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer.</li> <li>● When reviewing knowledge gained by the class, use targeted review questioning to stretch students. Give them an opportunity to develop ideas by bouncing a question around the room.</li> <li>● Scaffold feedback – use prompting, recasting, eliciting, correcting, commenting on student language, and promoting learning through discovery.</li> <li>● Use choral (whole class) responses for new terminology or to address misconceptions.</li> <li>● Use hinge questions to ensure the class understands an important area of knowledge or concept before the lesson can progress.</li> <li>● Give different levels of support, for example paired work, scaffolding frameworks, one-to-one, TA supported, model answers.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>The starter activity – a recall practice challenge grid – provides an opportunity for you to assess students’ learning across the scheme of work.</p> <p>The main focus of this lesson is a debate. Students work as a team to create and present relevant, focused arguments. There is an opportunity for you to provide verbal feedback and live mark students’ planning sheets.</p> <p>While acting as a chair during the debate, there is an opportunity for you to engage in questioning.</p>

<p><b>Do now / starter / entry task</b></p> <p><i>(10 minutes)</i></p>	<p><b>Recall practice challenge grid</b></p> <p><i>Slides 2 to 4</i></p> <p>Slide 2 includes 12 recall questions ranging in difficulty from 1 point (easy) to 4 points (more challenging). Ask the students to answer the questions in books or on mini-whiteboards.</p> <p>Share possible answers as a class and ask students to award themselves an overall points score.</p> <p>Share slides 3 and 4 and explain that the students are now going to piece together everything they have learnt about elections and voting over the past five lessons to debate whether we can improve elections in the UK.</p>
<p><b>Task 1</b></p> <p><i>(20 minutes)</i></p>	<p><b>Planning to debate</b></p> <p><i>Slides 5 to 8</i></p> <p>Ask the students to explain what a debate is, then share the definition on slide 5. Can they remember different debates they have taken part in as a class?</p> <p>Share slide 6, which introduces the question for debate in this lesson:</p> <p style="text-align: center;">“Should we change the electoral system in the UK?”</p> <p>Talk through the basic outline of this activity on slide 7, then share slide 8, which introduces the four arguments in response to the debate question.</p> <p>Divide the class into four groups, assigning each a letter A to D, for ease. Consider differentiation when grouping the students – there is scope for mixed grouping to allow higher ability students to support their peers. In addition, the two ‘No’ statements are the easiest to argue, so would suit lower ability students.</p> <p>Ask students to start planning their debate speeches by completing the first two sections of their worksheet. Encourage them to draw on what they have learnt during the past five lessons to support their argument.</p> <p>Assign each group an opposing team and ask students to prepare a question for them.</p>

<p><b>Task 2</b> <i>(30 minutes)</i></p>	<p><b>The debate</b></p> <p><i>Slides 9 &amp; 10</i></p> <p>Give each group of students up to five minutes to present their main arguments. You should chair the debate – keep time and use praise to encourage debating skills.</p> <p>Following this, give students 10 minutes of free debate time, allowing up to three minutes for each team to question and respond. The ground rules are shared on slide 10 – take time to explain and reiterate these as needed.</p>
<p><b>Plenary / reflection</b> <i>(10 minutes)</i></p>	<p><b>Final answers</b></p> <p><i>Slides 11 &amp; 12</i></p> <p>Draw together students’ final thoughts on this lesson’s debate by taking a vote to determine the class’s overall view on whether we should change the electoral system in the UK.</p> <p>Share slide 11 and ask the students to vote for one of the statements that featured in the debate. You could do this with a hands-up vote, or you could ask students to move to a particular position in the classroom depending on their view.</p> <p>Finally, share slide 12 and spend time as a class discussing the key enquiry question for this scheme of work:</p> <p>“Are elections the best way to decide who runs the country?”</p> <p>This gives students an opportunity to broaden their thinking from this lesson’s specific focus on how the electoral system in the UK could be improved. Even if they think our current electoral system is flawed, do they still think elections are the best way to decide who runs the country? What would be the alternative? What would this mean for the UK as a democracy?</p>
<p><b>Additional teacher links &amp; resources</b></p>	<p>Debating Matters is a national charity that provides useful resources on the rules and engagement in debate: <a href="https://debatingmatters.com/">https://debatingmatters.com/</a></p> <p>The Parliament learning website offers further differentiated resources to help students engage in the debate: <a href="https://learning.parliament.uk/en/">https://learning.parliament.uk/en/</a></p>

# Should we change the electoral system in the UK?

My team is arguing: **No! Our electoral system is perfect as it is**

**My main arguments:**

**Points I want to argue:**

**Question to ask the other team:**

# Should we change the electoral system in the UK?

My team is arguing: **No! But it needs work**

**My main arguments:**

**Points I want to argue:**

**Question to ask the other team:**

# Should we change the electoral system in the UK?

My team is arguing: **Yes! We need more democracy**

**My main arguments:**

**Points I want to argue:**

**Question to ask the other team:**



# Should we change the electoral system in the UK?

My team is arguing: **Yes! We need less democracy**

**My main arguments:**

**Points I want to argue:**

**Question to ask the other team:**