

KS4 Key Enquiry - How can we become 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	1 - Should first-past-the-post be scrapped?	2 - How can I get involved in politics?	3 - How do different countries govern themselves?	4 - What is a political party and what do they stand for?	5 - Media Literacy - what happens to the media during elections?	6 - Working in politics: What can you do?
Overview	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.	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.	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	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.	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.	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.
Learning Questions	<ul style="list-style-type: none"> What voting systems can be used in elections? Should first past the post be scrapped? 	<ul style="list-style-type: none"> What are the different ways I can become involved in politics? Should the voting age be reduced to 16 in the UK? 	<ul style="list-style-type: none"> What different forms of government are there in the world? Which type of government is the most effective or successful? 	<ul style="list-style-type: none"> What is the political spectrum and where are the key parties in the UK? What is a manifesto? What are the key parties' focuses? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> What careers are available in politics and related workplaces? How are we responsible for making change happen?
Concepts and skills	Creating and sustaining reasoned arguments, and reaching sustained conclusions Understanding others' points of view, Critical thinking, Oracy, Discussion and debate, Democracy, Governance	Creating and sustaining reasoned arguments, and reaching sustained conclusions Understanding others' points of view Critical thinking, Oracy, Discussion and debate, Democracy, Participation, Action	Creating and sustaining reasoned arguments, and reaching sustained conclusions, Understanding others' points of view Critical thinking, Oracy, Discussion and debate, Democracy, Government	Creating and sustaining reasoned arguments, and reaching sustained conclusions, Understanding others' points of view, Critical thinking Oracy, Discussion, Democracy, Rights, Governance	Creating and sustaining reasoned arguments, and reaching sustained conclusions, Understanding others' points of view, Critical thinking, Oracy, Discussion and debate Power, Democracy	Creating and sustaining reasoned arguments, and reaching sustained conclusions Understanding others' points of view, Critical thinking, Oracy, Discussion, Participation, Community
Activities	Mind map Worksheet Discussion Videos Writing task Debate Referendum vote	MCQ Mind map Videos Web links (exploring information) Writing task Discussion Debate Referendum vote	Match the correct answers Advantages/disadvantages worksheet Discussion Complete the table Debate	MCQ Annotate political spectrum worksheet Written answers Make your own political party Discussion Web links	Complete the table Mind map Discussion Written task True or false task Debate	MCQ Bullet point list Discussion Web links Complete the table
Resources	PowerPoint Voting systems worksheet Teacher resource Referendum ballot papers	PowerPoint MCQ Referendum ballot papers	PowerPoint Match the correct answers worksheet Forms of government worksheet Teacher resource	PowerPoint MCQ Political spectrum worksheet Make your own political party worksheet	PowerPoint	PowerPoint MCQ
Differentiation	Q&A Differentiated worksheet Modelling Sentence starters	Q&A Modelling Sentence starters	Q&A Modelling	Q&A Modelling Sentence starters	Q&A Modelling Sentence starters	Q&A Modelling
Assessment Opportunities	Mind map, Worksheet, Q&A Written task Debate Discussion Take away task	MCQ Mind map Q&A Written task, Debate Discussion Take away task	Knowledge check (match the correct answers) Worksheet, Q&A Debate, Discussion Take away task Knowledge check (forms of government activity)	MCQ Q&A Discussion Written task	Knowledge check: complete the table Q&A Discussion True or false Debate Written task Take away task	MCQ Bullet point list Q&A Discussion Complete the table
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.	Watch a short video on Forms of Government , look up unfamiliar words and make notes.	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.	Students choose a political party, and look at what methods they used to campaign during the last general election (2019).	Students research a career in politics: job role/duties, qualifications and experience needed, working hours and salary.	Students are shown homepages of UK Youth Parliament, Youth Politics UK and Young Voices Heard and encouraged to look at these websites.