

KS4 Scheme of Work **Summer Term – Government and Democracy**

**Law and Order**

<p><b>Starting point:</b> Discuss what students understand about Government &amp; Democracy. What are their experiences of Government &amp; Democracy? What are their experiences of Law and Order?</p>	<p><b>Objectives:</b> To enjoy learning about G &amp; D, to broaden horizons and to understand how G &amp; D can impact all of our lives. To understand that G &amp; D is vital in today's society. To acknowledge that G &amp; D does not exist in the same way in other countries. To acknowledge and understand that Law and Order plays a crucial role in our society.</p>	<p><b>Resources:</b> Internet County Hall Library Visiting Council leader</p>
<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Use a reader where appropriate</li> <li>• Use a laptop where appropriate for recording ideas</li> <li>• Use enlarged text or coloured paper depending on IEP.</li> <li>• Limit choice of reading material or provide more choice.</li> <li>• Scaffolding for written recording of ideas.</li> <li>• A3 paper, coloured pens.</li> </ul>	<p><b>Classroom climate/SEN:</b></p> <ul style="list-style-type: none"> <li>• Paired working</li> <li>• Buddy system</li> <li>• One scribe, one voice</li> <li>• Audio recording rather than written</li> <li>• Whiteboards</li> <li>• Post it notes</li> <li>• Active learning activities</li> <li>• TA support for guided reading or writing support</li> <li>• Visual aids and prompts</li> <li>• Project work – powerpoint, written, visual, audio.</li> </ul>	<p><b>Key words:</b> Democracy Government Parliament Votes / voting Election Prime Minister Council Leader County Hall Local Government Elected representative</p>
<p>Reading: : Websites Leaflets Pamphlets</p>	<p><b>Visits:</b> Northallerton Library County Hall Council Chambers</p>	<p><b>Assessment &amp; Criteria for success:</b></p>

Posters Manifestos Display boards (library) Maps		Police Station		Informal assessment throughout the topic – ongoing. Record of notes or powerpoints created. Video evidence of presentation at end of topic.
	<b>Objective</b>	<b>Starter</b>	<b>Development</b>	<b>Plenary</b>
<b>Week 1 &amp; 2</b>	To investigate and understand the following words and phrases – Parliament Politician Prime Minister General Election Government Democracy	Collectively on whiteboard – which of these words are already familiar – make a note on the board, ask students to come up and record their own ideas on the board. What gaps do we have in our understanding of these words?	PAIRED WORK - Use the internet to find the words and create a document with their definitions in the style Wikipedia page – write the definitions so that they can be understood by other young people.  Create a leaflet for other young people, using the word meanings and definitions from the previous lesson.  Democracy worksheet – page 12 – Democracy sorting activity and quiz questions.	Share paired ideas – do we now have a better all-round understanding of the key vocab.

<b>Week 3 &amp; 4</b>	To understand who the main political parties are – what are the differences between them?	Have a group discussion about what we know already – record on the whiteboard.	<p>Create fact sheets about each party that we have discussed together – use notes from the board and scaffolding sheets to organise written ideas.</p> <p>Use the internet to find out about local representatives of the main political parties.</p> <p>Visit Northallerton libraries – to look for posters, leaflets and information regarding local representatives, their manifestos and how to communicate with them. Do they have surgeries, are they contactable via email etc?</p>	<p>What new info have we learned? Pull the information together as a group – everyone to state a fact that they've discovered about one of the main parties, but support it with evidence or fact.</p> <p>Look at the leaflets we have brought back from the library – do they align with what we have learned about the main political parties so far?</p>
<b>Week 5 &amp; 6</b>	To understand how often there is a general election in this country, to have an opinion regarding frequency, understand who can and cannot vote in this country and be able to summarise ideas in a suitable chart.	What do we already know? Can you remember a general election on the TV or news? Make notes on the whiteboard, pull ideas together – ask for a student volunteer to lead this discussion.	<p>Parliament and democracy video – watch together and young people make notes of salient points.  <a href="https://learning.parliament.uk/en/resources/introduction-to-parliament-primary-video/">https://learning.parliament.uk/en/resources/introduction-to-parliament-primary-video/</a></p> <p>in pairs - What did we learn? Pull together ideas and collate together on the board.</p> <p>Who can vote? -  <a href="https://www.youtube.com/watch?v=ucrTW_SrD8o">https://www.youtube.com/watch?v=ucrTW_SrD8o</a></p> <p>Design a poster to advise people to register to vote and why it's important.</p>	Ask one member of each pair to give one point they now confidently understand, and give one point about which they feel they need to learn more (and why).
<b>Week 7 &amp; 8</b>	To plan a series of questions for our visit to County Hall – to	What do we want to get out of our visit? What is the purpose of	Thinking carefully about appropriate language, each pair to come up with three questions to ask our County Chambers guide. Share	

	consider the correct language for questioning, what we want to get out of the visit and the appropriate way to conduct ourselves whilst in Council Chambers.	County Hall and the Council Chambers do we think – what are our pre conceived ideas? Has anyone been there before and what connotations does the place have? Pull ideas together on the board.	ideas as a group and record them on a word document, to be printed off and taken with us. Also in preparation – plan our walking route to County Hall, what should we expect in terms of security, think about the people we may meet and how we should conduct ourselves.  County Hall visit – inc, the Council Chambers, using our pre-planned questions.	
<b>Week 9 &amp; 10</b>	To understand the objectives of the Minister in Charge of either – education, health service, transport, defence or economy.	Which area would you like to focus on? As an individual think about which area means the most to you, and which area you would like to see changes made. Talk to the group about this and say your reasons why.	Imagine you are the minister in charge of one of the following areas – education, health service, transport, defence or economy. Summarise what you think would be the main objectives for the minister, including what issues you think should be concentrated on what should change. Write some proposals for change and record the ideas appropriately – this could be in a chart, or a paragraph or diagrammatically.  Put your manifesto for your chosen area to the rest of the group – each member or pair does this in turn – then whole class goes to a vote for each area discussed to see how popular the ideas are.  Record the discussion on the ipad.	Play back the ipad recording – do the young people make their proposals appropriately, is the language used ok and are they convincing?
<b>Week 11,12</b>	Law and Order – to understand why countries need laws.	Together – discuss 5 different laws and try to rank them in order of importance and why. Look at our school rules together – why are they in place, do you believe they're necessary and why.	Individually or with a partner, look in more detail at three societal rules of your choice and three of our school rules – are there any commonalities, are they all necessary? Talk about if one of these rules was dropped, what would the consequences be?  With a partner, come up with another rule for society and another rule for school. Could they be implemented and how would they be policed?	Imagine a world with not rules – would it really be as fun as you think? What could go wrong?

		Discuss and make notes on whiteboard.	<p>What are the punishments for not following societal rules and school rules? Have you ever not followed any of these rules and what happened?</p> <p>Plan some questions to ask police officers at our police station visit next session. Think about appropriate language and how to phrase questions to get maximise information.</p>	
<b>Week 13</b>	Police station visit		Use our pre-planned questions to find out information about the powers of police to stop, search and arrest. Ask questions related to the rights of someone who has been arrested. Ask the right questions to get the information needed to work out the difference between cautioning, questioning and charging.	Did our questions get the best of our visit? What did we not ask, but still need to know and understand - how can we find out the answers?