



# Scheme of Work: A Level Politics

## Paper 1: UK Politics

The scheme of work covers the modules from paper 1:

- Democracy
- Elections
- Political parties
- Voting behaviour and the media



# Scheme of Work: A Level Politics

## Paper 1: UK Politics

**Key Skills/ Cross Curricular Links:** This unit develops key skills of analysis, evaluation and essay writing skills. It links well with the British History side of the A Level course as it provides students with a clear grounding on how political bodies function.

**Cultural Capital/ Careers:** This unit allows students to understand their political system and to be able to connect real life events to their technical understanding. This enhances their appreciation of current events. This would equip students well for a career in the civil service, journalism, broadcasting, research or academia.

### Module 1: Democracy

Lesson and WALT	Link to PLCs	Activities	Resources	Assessment Opportunities
Introduction to the course WALT: To understand the specification.		Greet students. Explain the structure of the course and teacher expectations. Students then do a 'How Politically Literate are you?' Quiz. 5 rounds: Round 1: The Basics Round 2: Elections Round 3: MPs and Parties Round 4: Prime Ministers Round 5: Images  Homework: Key words glossary	Quiz sheet and answer sheet	
<u>Direct Democracy</u> WALT: Understand what is meant by direct democracy		Starter/ as students come in- they write down what they think the term democracy means. Teacher talk and clips to discuss what democracy means and the different types. Students are then provided with information on direct democracy and complete a worksheet on the topic. They then discuss a representative democracy as a class and teacher guides students through a discussion on the pros and cons of a direct democracy.	Info sheets.	
<u>Representative Democracy</u> WALT: To understand representative democracy		Starter- key word quiz and quote on the board to provoke discussion. Teacher talks through what representative democracy is, and the pros and cons of the system. Pupils try to draw out the main differences between DD and RD.	Info sheets.	

To compare RD with DD To assess other systems of democracy		They then discuss different types of representation: social, national, constituency, party. They then discuss different systems of democracy: liberal and parliamentary. Students then construct a 'weighted argument' by providing statements that support and oppose the notion that we have a strong and stable democracy alongside examples.		
<u>Does the UK have a 'democratic deficit'?</u> WALT: To understand arguments for and against the case for reform in the UK.		Teacher introduces the concept of a 'democratic deficit' and explains the key idea behind the debate. Students then research the debate by reading through information and summarising the arguments into a table. They then write an argument of 2-3 paragraphs to support one side of the argument. Teacher draws out the 5 arguments against the UK having a strong and stable democracy to provide further context. Pupils are provided with the 3 assessment objectives and teacher explains how to achieve each assessment objective and models success with a model paragraph. Plenary- 2 talking point question to further the discussion: <i>How plausible do you think it is to talk of a 'crisis of political participation'?</i> <i>Alternatively, is it more appropriate to talk about a change in the way that people participate in politics?</i>	Info sheets	A01, 2 and 3 criteria could be applied to paragraphs either through self, peer or teacher assessment.
<u>The Great Reform Act 1832</u> WALT: Assess what was wrong with elections at the time. Reach a judgement, which were the most/least problematic rules of the electoral system. Explain what their solution might be and how it measured up to reality.		Starter- Heads and tails match up of key terms. Teacher explains key terms of suffrage and what democracy was like in the C19th. Students complete a table on their worksheet to show: what issues there were in the C19th and why this would cause opposition. Teacher then introduces the idea of the Great Reform Act. Students watch a clip and read through information on the reform riots and then complete a summary of what the riots were and how they provoked reform. They then create a mind map of the 1832 Act including the terms of the Act. Plenary- students take on the view of a person at the time. Either a middle class woman, working class woman or working class man and say how they would feel about the act.  Homework- research the Chartist movement	Info sheets.	
<u>The fight for women's suffrage</u> WALT: To understand the work of the women's suffrage movement Assess the importance of women's suffrage worldwide		As students come in- exam tip for critically engaging in articles on the board. Starter- quote from Asquith on women and the vote. Students look at a primary source from the suffragettes and try to understand what the aims of the movement were. Teacher talks through the beginnings of the movement and students fill in a question sheet. Students are provided with information about the suffragettes and suffragists and they discuss their differences and methods. Teacher shows pupils the terms of the Representation of the people act.	Info sheets Mini Quizzes	

		<p>Mini Plenary tasks- Quizzes on the lesson material.</p> <p>Homework: Create a timeline of when women got the vote from around the world.</p>		
<p><u>Should the franchise be extended?</u></p> <p>WALT: To understand the arguments for and against extending the franchise</p> <p>To apply understanding to exam Q</p>		<p>Starter: Statement on the board 'The UK should introduce compulsory voting'- students consider arguments for and against this idea.</p> <p>Teacher explains concept and examples of compulsory voting.</p> <p>Students then try to come up with arguments for and against and make a table of key ideas. Teacher then shares more that they could add to their table.</p> <p>Class then look at information on voter registration and votes at 16.</p> <p>Using the information students prepare arguments in order to debate the issue of votes at 16.</p> <p>Students then prepare their key arguments using the parliamentary debate and use their debate to add supporting understanding to their key points.</p>	Info sheets	Students answer exam question on topic of votes at 16.
<p><u>What is a pressure group?</u></p> <p>WALT: To understand what a pressure group is.</p> <p>To name some examples of pressure groups.</p>		<p>Starter: Students think and share what pressure groups they know about already.</p> <p>Teacher shares a definition of what pressure groups are, and using YouTube shares examples of key pressure groups.</p> <p>Teacher then explains how the line between political party and pressure group can be blurred and also all the different types of pressure group.</p> <p>Students are given hand outs with information about different pressure groups. They must consider:</p> <ul style="list-style-type: none"> <li>• What is the pressure group trying to achieve?</li> <li>• How successful is it at influencing government?</li> <li>• What makes it a pressure group?</li> </ul> <p>Extension: what methods do you think a pressure group could adopt? Which do you think would be most successful?</p> <p>Teacher then explains objectives of pressure groups.</p>		
<p><u>Pressure group classification</u></p> <p>WALT: To understand how pressure groups operate.</p> <p>To explain the differences between PG and Political Parties.</p>		<p>Starter: A variety of logos on the screen- pupils must identify which pressure group they belong to.</p> <p>Teacher then explains the different types of pressure group along with key examples to illustrate them. Students are provided with a blank table showing all the different types of groups. They must fill in the table with an explanation of the type of group and an example of the group using a selection of statements provided.</p> <p>Teacher puts answers on the board and checks understanding.</p> <p>Teacher then draws out the difference between pressure groups and political parties and shows students a table of key differences.</p> <p>Students provided with a table of arguments to show that pressure groups enhance democracy and that they are detrimental.</p>	Blank table Info sheets	
<p><u>Pressure Group methods</u></p> <p>WALT: To understand direct and indirect methods.</p>		<p>Starter: <b>'Civil disobedience is the best way to draw attention to pressure group interests'</b>- students decide what they think and get ready to defend their opinion.</p>	Info sheets. Article Blank table	

		<p>Teacher explains different methods and their links to insider and outsider pressure groups and why they would use different methods. YouTube links, and links to recent action are used to show current examples.</p> <p>Students use their understanding to complete a sheet matching different pressure groups to their methods.</p> <p>They read a current article on social media use by pressure groups.</p>		
<p><u>What determines pressure group success and failure?</u></p> <p>WALT: To understand what makes a pressure group successful</p> <p>To explain why some PG are more successful than others'</p>		<p>Teacher introduces key term of 'access points'.</p> <p>Teacher then talks through different factors that influence success: size, organisation and leadership, finance, timing, media endorsement, insider support, expertise and cause. Examples included.</p> <p>Students then complete a summary table of the topic and then answer the question: Explain what you think is more important: insider status or size.</p> <p>They then discuss what makes a pressure group less successful.</p> <p>Pupils then read article about Extinction Rebellion and CBI. They label and annotate when they see these details:</p> <ul style="list-style-type: none"> <li>• What type of pressure group?</li> <li>• What are their aims?</li> <li>• What are their methods?</li> <li>• How successful do you think they are?</li> </ul> <p>They then answer the question: Why do some pressure groups fail whilst others succeed?</p> <p>Homework: Further research on pressure groups.</p>	<p>Info sheets</p> <p>Summary table</p>	
<p><u>The rise of other collective organisations</u></p> <p>WALT: To understand the roles of Think Tanks, Lobbyists and Corporations.</p> <p>To understand the influence of these bodies on government and Parliament.</p>		<p>Teacher talks through lobbying and lobbyists.</p> <p>Students then receive an information sheet, They turn each section of information into a sentence.</p> <p>As a class the students look at examples from the BBC website.</p> <p>Teacher talks through think tanks. Students look at 3 examples and For each one explain:</p> <ul style="list-style-type: none"> <li>• What is their political leaning? E.g. left, right, liberal</li> <li>• What is their main policy focus?</li> <li>• Teacher talks through corporations and students receive an information sheet on which they identify all the corporations mentioned.</li> <li>• Explain what each does.</li> <li>• Explain how each has influenced those in power/ politics.</li> <li>• Explain the 'revolving door' process.</li> </ul> <p>Pupils then make a graphic organiser of the topic.</p>	<p>Info sheets</p>	<p>Evaluate the view that only pressure groups can influence government. (30)</p> <p>Evaluate the view that all pressure groups can influence government. (Use your case studies).</p>
<p><u>How far do pressure groups benefit British Democracy?</u></p>		<p>Teacher talks through elitism, pluralism and group politics along with examples to support.</p>		<p>Students complete a source question "Using</p>

<p>WALT: To understand the difference between elitism, pluralism and group politics To explain the power that PG's have</p> <p>3 hours (1 for exam question)</p>		<p>They then answer questions: 1 – Describe 2 ways in which pressure groups promote political participation. 2 – Outline the meaning of pluralist democracy 3- Outline the meaning of an elitist democracy Students read through their article about whether pressure groups are good for democracy – you need to highlight and note down the key arguments FOR: they do enhance democracy AGAINST: they threaten democracy</p> <p>Starter- Students match definitions and key words and answer true or false questions. Teacher then explains how pressure groups threaten and enhance democracy. Students are given a case study of either the BMA or XR and they must explain their methods, criticisms and whether they contribute to democracy.</p> <p>They then debate <b><u>'Pressure groups are essential for a democratic society'</u></b> How far you agree?</p>		<p>the source evaluate the view that pressure group activity supports democracy and participation”</p>
<p><u>The development of Rights</u> <b>WALT:</b> <b>Must:</b> Understand the origins of rights in the UK. <b>Should:</b> Analyse the relationship between rights and responsibilities. <b>Could:</b> Evaluate arguments for and against protection of individual rights vs society.</p>		<p>Starter- fill in the blanks to show key information. Then share WALT and show picture of the Magna Carta. Teacher talk through Magna Carta, ECHR, civil liberties, HRA. Students then use textbook to answer questions about the development of rights. Teacher talks through limits to rights and how rights have evolved in the UK. They then complete a table matching individual rights to their conflicting collective rights.</p>	Info sheets	
<p><u>Who participates and how?</u> WALT: To understand who participates in political life and those who do not To explain the different methods in which people participate</p>		<p>Starter- fact slide about the 2019 election. Teacher talks through: types of voters, facts and quotes about participation, turnout, trust, political attitudes, 2017 turnout, EU referendum, how do we define politics, young people and politics, likeliness to participate, and the state of UK democracy today. Students then examine a source to prepare for a source question. Teacher guides through how to answer along with success criteria.</p>	Info sheets	<p>Using the source, evaluate the view that the UK is suffering from a participation crisis. (30 marks)</p>

## Module 2: Elections

Lesson and WALT	Link to PLCs	Activities	Resources	Assessment Opportunities
<u>Different types of elections</u> WALT: Describe and explain how different systems work. Evaluate different systems		Starter- Students have a go at explaining how they think FPTP works. Teacher talks through purpose of elections and key terms. Students then read over information on plurality and PR electoral systems and answer questions as they go. Extension: What makes a good electoral system? Pupils then look at a series of statements on the board and work out if they match to a proportional, majoritarian or plurality system. Teacher then talks through what would make a good electoral system and illustrates this by showing how different the outcome to 2019 would be under PR. They watch a John Cleese clip on why he thinks we should change to a PR system. Students then try to come up with a table of positives and negatives for majoritarian and proportional systems. Teacher shares answers and discusses. Students then look at info on hybrid systems including positives and negatives. They decide why each system would work in a different country. Plenary- students write a tweet that supports or challenges the majoritarian system in the UK.	Info sheets Worksheet.	
<u>How does FPTP work?</u> WALT: Explain the key features of FPTP and its effects. Evaluate FPTP as an electoral system.		Teacher talks through how FPTP works, its effects and by elections. After looking at a summary students use their information to produce a flow diagram to show how FPTP works.	Info sheet Template for flow diagram.	
<u>Should we have electoral reform?</u> WALT: Explain the strengths and weaknesses of FPTP. Evaluate arguments for reform.		Starter- define key terms Recap over FPTP. Teacher talks through key advantages and disadvantages of FPTP along with examples. Students then use this information to complete an information table about the key strengths and weaknesses. They then look at key arguments for and against electoral reform.	Info sheets Blank table.	
<u>AMS and STV</u> WALT: To understand how PR works and its effect on the electoral system. To explain how AMS and STV operate.		Teacher explains what PR is. STV- Teacher shows explanatory clip on YouTube then explains in detail how it works, along with effects and advantages and disadvantages. AMS- Teacher shows explanatory clip on YouTube then explains in detail how it works, along with effects and advantages and disadvantages. Students then answer a series of questions on the topic to check understanding.	Info sheets	
<u>Supplementary vote</u> WALT: Explain how SV works		Teacher talks through where it is used and how you vote. YouTube clip shown to enhance understanding. Teacher explains effects of the system and evaluates strengths and weaknesses.	Info sheet Blank summary sheet.	

Evaluate the strengths and weaknesses.		Students then produce a summary sheet to show key information.		
<u>Comparing voting systems</u> WALT: To be able to assess the difference in outcome the voting systems produce.		Starter: Explain 3 differences between FPTP and PR. Explain how the difference between plurality, majoritarian and proportional systems. Students watch a YouTube clip from a Westminster Hall debate on whether we need electoral reform. Students must try and find 3 arguments for and against. Students then look at info on the AV referendum and the results. Teacher shares info on the effects of a PR system and students convert this into a spider diagram	Info slides YouTube clip	
<u>Referendums</u> WALT: To confidently define referendums and explain when they are used. To weigh up the advantages and disadvantages of referendums.		Starter- recap using 4 quiz questions. Teacher talks through the difference between elections and referendums, explains what a referendum is, why a government would hold one, examples of referendums and a discussion of whether they promote democracy. Students use all this information and subsequent slides to produce a list of arguments for and against referendums. Finally, they use the textbook to answer 6 extension questions.	Info slides Textbook.	
<u>Referendums Case Studies</u> WALT: Examine the use of referendums and evaluate their pros and cons.  NB: 2 hours		LESSON 1: Students are introduced to the Scottish Independence referendum through pictures and a YouTube clip. They use the textbook to answer 3 core questions and then answer guided questions on an article.  LESSON 2: Recap over referendum process. Students look over fact and figures on recent case studies- students answer 3 questions on turnout. Teacher then explains about referendums and initiatives in the US and the impact of referendums. They then create a case study on the Brexit referendum by looking at information and reading an in depth case study article. Extension/ Home work- watch the film "Brexit: A Very British Coup"	Textbook Info slides	
<u>Electoral system analysis</u> WALT: Understand why different electoral systems are used.  <u>3 hours</u>		LESSON 1: Teacher explains why FPTP has survived, why AMS was adopted for Scotland, Wales and London, why STV was used for NI, and why SV was used for elected mayors. Teacher explains that a consequence of PR is a higher chance of coalition or minority governments and gives examples. They explain how policy is made. Students then use the information provided to explain why each electoral system was chosen and its effects.  LESSON 2: Impact of FPTP on voter choice and representation. Students complete a table on voter choice and representation. They analyse the 2019 election , and using that analysis they give examples of the strengths and weaknesses of the FPTP system. Using this information they plan an answer to: <i>Evaluate the idea that FPTP should be</i>	Info slides Additional case study sheets	<i>Evaluate the idea that FPTP should be replaced with a more proportional system. You must consider this view and the alternative to this view in a balanced way.' [30 marks]</i>



		<p><i>replaced with a more proportional system. You must consider this view and the alternative to this view in a balanced way.' [30 marks]</i></p> <p>LESSON 3: Students will examine the impact of electoral systems in devolved bodies. Students complete analysis of the 2017 and 2019 elections and answer questions on the data from the elections.</p> <p>As a class they go through information on different devolved bodies and answer a series of questions at the end.</p>		
<p><u>Electoral systems revision</u></p> <p>WALT: To revise the work on electoral systems</p>		<p>Task 1- Students define key terms by creating accurate descriptions.</p> <p>Task 2- Students use their files to create revision resources for different elements of the spec (shown on board)</p> <p>Task 3- Students go through a step by step guide to answering a source question and receive an annotated model answer.</p> <p>Students also are given a selection of online resources they can use to further their revision at home.</p>	Revision notes pack	

### Module 3: Political Parties

Lesson and WALT	Link to PLCs	Activities	Resources	Assessment Opportunities
<p><u>What is a political party?</u></p> <p>WALT</p> <p>Must - Define what a political party is</p> <p>Should - Explain the role of political parties in our political system</p> <p>Could – Explain the political spectrum of parties.</p>		<p>Starter- Students try to match a definition of a political party to the question 'what is a political party?'</p> <p>Teacher introduces key content and explains key learning outcomes using the spec as a guide.</p> <p>Pair share- pupils discuss with their partners what the aims and functions of a political party are.</p> <p>Teacher then explains what the functions of a political party are and students make notes on a preprepared notesheet.</p> <p>Students then visit the website 'I side with' and answer the questions to see which political party they align with- will probably provoke discussion!</p> <p>Plenary- series of quick quiz questions to test understanding (teacher displays answers afterwards)</p>	<p>Info sheets</p> <p>Note sheet</p>	<p>Quiz questions at the end</p>
<p><u>Types of political party</u></p> <p>WALT: Describe different types of party and their functions</p> <p>Analyse what is meant by the 'left' and 'right-wing' of politics</p>		<p>Starter: Name the political party and their leader.</p> <p>Teacher talks through different parties, drawing attention to the importance of smaller parties and the difference between mainstream and single issue parties. They also explain the role of political parties.</p> <p>Pupils then test their knowledge by answering true or false questions and completing a fill in the blanks.</p>	<p>Information sheets</p> <p>Phones/ ipads for political spectrum test</p>	

		Teacher then talks through the political spectrum and if not completed last lesson then pupils can visit the website "isidewith" to see where they fit on the spectrum if not completed last lesson. Plenary- how would you judge the success or failure of a political party?		
<u>Funding of political parties</u> WALT: Describe how parties are funded Evaluate the arguments for and against state funding		Starter/intro- recap over content of last lesson. Teacher explains how funding works including examples and legislation. Students then read information from the electoral commission and answer a series of questions to test their understanding. Teacher then discusses the case for reform. Students read a series of statements regarding reform and divide them into for and against. Plenary- true or false statements and fill in the blanks.	Info sheets Worksheets	
<u>The Conservatives</u> WALT: To explain the history, beliefs and organisation of the Conservatives To evaluate the current splits in the Conservative party  WALT: To explain the history, beliefs and organisation of the Conservatives To evaluate factions within the party To evaluate the extent to which the party has departed from Conservatism  2 hours		Starter- Bullet point everything you know about the Conservative Party. Teacher explains history of the party- whigs v Tories and One Nation Conservatism. Pupils then complete a notesheet on Traditional Conservatism and the New Right. They then use the textbook to answer a series of questions on Thatcherism. Teacher displays answers and talks through when complete. Plenary- timeline of Tory leaders.  Starter- true or false and dividing up key ideas into one nation and new right. Talk through what the Conservative party was like post Thatcher. Pupils then look at a selection of policies post 2010 and sort them into different categories. They try to identify if any match the ideology of new right or one nation conservatism. They read through the info on the party since David Cameron and answer the questions. Finally students watch a party advert to introduce them to current policies. They use the last manifesto to sum up their policy objectives in a spider diagram. Plenary- students create a debate and discuss whether someone should vote Tory or not.		

#### Module 4: Voting Behaviour and the Media

Lesson and WALT	Link to PLCs	Activities	Resources	Assessment Opportunities
