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# Scheme of Work: A Level Politics

## Paper 2: UK Government

The scheme of work covers the modules from paper 2:

- Constitution
- The legislature
- The executive
- Relations between branches



# Scheme of Work: A Level Politics

## Paper 2: UK Government

**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: Constitution

Lesson and WALT	Link to PLCs	Activities	Resources	Assessment Opportunities
Introduction to course	-	Share components politics course and paper 2 in more detail. TASK 1: Match up key terms and definitions. TASK 2: Use key words in context by filling in the blanks. TASK 3: Political Compass task on phones. EXTENSION TASK 4: Notetaking from textbook on key concepts.  Homework: research into 2019 election.	Key terms cards. Fill in the blanks. Own phones. Textbook Note sheet.	
<u>The evolution of the constitution</u> WALT: Understand the key political events that shaped our constitution and country	GOV1	Starter: quiz questions on what they know already to establish prior understanding. Distribute blank timelines of key events. Pupils use textbooks to add detail to each box. STRETCH AND CHALLENGE: colour code into categories. Possible homework using textbook- notetaking on what a constitution is.	Blank timelines Textbooks.	
<u>The constitution</u> WALT: Understand key aspects of the British constitution.	GOV1, GOV3	Pirate code task. Students are given a pirate leader and their method of governance. In pairs they assess the pros and cons of each method. As a class they share ideas to come up with a constitution they can all agree on.  Teacher shares information on basic elements of a constitution and pupils take notes.	Pirate code cards. Taboo cards. Note sheet.	Self and peer assessment through taboo.

Understand what the different types of constitution are.		In pairs they then play taboo to recap and reinforce key concepts.		
<u>What is the British constitution?</u> WALT: Understand which sources make up the British Constitution. Evaluate their importance. Understand the principles that underpin the constitution.	GOV2, GOV3	Provide source and description cards to students. BRONZE: Match up the source cards to their descriptions. SILVER: Now place the cards in order of importance. GOLD: For each card write down your justification for that choice on a post it note.  Talk through key concept of parliamentary sov. Students take notes.  Plenary- Kahoot quiz.  Homework: mind map of new key concepts.	Source and description cards.  Own phones for Kahoot quiz. Note sheet.	Results from Kahoot quiz to indicate gaps in understanding.
<u>How did Labour reform the constitution 1997-2010?</u> WALT: Understand the main reforms that Labour undertook. Understand why reform was needed.  Note: This will take 2-3 hours to deliver.	GOV4	Starter- 3 recap questions. Students then consider why reform was needed and match descriptions to key words on their note sheet. They then cover 6 key reforms using the textbook to make notes and clips to add detail. Plenary- post it note summaries.	Textbook. Post it notes. Note sheet.	
<u>Constitutional Reform under the coalition government and Conservative government</u> WALT: Understand the reforms made by the Tories and Lib Dems 2010-15. Understand the reforms made by the Tories since 2015. Evaluate the significance of those reforms.	GOV5, GOV6	Starter- picture WHO, WHAT, WHEN? Introduce idea of the coalition in 2010. Students then work in pairs to research key reforms and share findings with one another. They then watch a clip after the 2015 election and make notes from the textbook on key Tory reforms. Finally, in groups they look at recent referendums and complete internet research on their phones. Each group emails their research to the teacher to compile into a class notesheet and a spokesperson presents the research to the class.	Textbook. Own phones. Note sheet.	
<u>Extract Question planning</u> WALT: Gain knowledge of how to answer an extract question. Plan an answer to an extract question.		Explain structure of exam paper. Display and discuss an extract question. Guide pupils through how to answer the extract through planning sheets and structure sheets. Model a first paragraph plan to show good practice. Pupils spend the rest of the lesson planning their ideas. Homework: Pupils write up their responses.	Planning sheets. Structure sheet (yellow card) Note sheet.	Pupils receive mark and feedback for their answer.

<u>Is the British Union dead?</u> WALT: Understand key words relating to devolution. Understand what devolution in Scotland and Wales looks like.	GOV7	Starter: Students listen to Billy Bragg's song "Take down the Union Jack" and identify problems he discusses with the UK. They then use textbook to create glossary of key words. Then using textbook and YouTube clips students take notes on Scottish and Welsh devolution.	Textbook. Note sheet.	
<u>Is the British Union dead?</u> <u>PART 2</u> WALT: Understand the particular nature of devolution in Northern Ireland. Understand how power has been devolved in England.	GOV7	Starter- what, where, when of a picture of the Manchester Arndale bombings. Teacher talk explaining history of the troubles and political situation in Ireland.. Pupils make notes on the Good Friday Agreement and closure of Stormont. Then break into research groups and they research either city governments or EVEL. Plenary- summary on a post it note- is the British Union dead?	Textbook Own phones Note sheet.	
<u>What has the impact of devolution been?</u> WALT: Analyse the impact of devolution on Scotland, Wales, Northern Ireland and England.	GOV8, GOV9	Starter- looking at key differences across the UK. REDESIGN FOR 2021-2 Then textbook notes on impact of devolution including covid. Pupils then plan an essay "Evaluate the view that devolution has created more problems than it has solved" in pairs.	Note sheet. Textbook.	Plan for essay and write up in timed conditions.
<u>Should the UK have a codified constitution?</u> <u>WALT:</u> Understand and analyse the arguments for and against having a codified constitution. Conclude our own view.	GOV10	Starter- key terminology check of uncoded constitution and flexible constitution. Stretch and challenge further optional questions. Pupils then produce 2 mind maps using the textbook and academic article one on each side of the argument.	Note sheet. Textbook. Article.	Opportunity to set a timed essay question "Evaluate the argument that the UK should have a codified constitution".
<u>Review lesson</u> <u>WALT</u> Review key terms and examples from the constitution topic. Reflect on progress made.	GOV1-10	Starter- Taboo- pupils play taboo in pairs to test their understanding of key words. They then divide the words into piles depending on how well they feel they understand the concept. They then update their PLCs. Looped questions in small groups which test key knowledge questions. Extract analysis individually. Pupils highlight key arguments for and against in an extract and summarise 2/3 key arguments on either side.	Taboo cards. Looped question cards. Note sheet.	Self-assessment using taboo.
End of topic assessment: <b>3a) Evaluate the view that the impact of devolution has been overwhelmingly positive for Scotland but negative for Northern Ireland and Wales. (30 marks)</b>				

Module 2: The legislature

Lesson and WALT	Link to PLCs	Activities	Resources	Assessment Opportunities
<u>What is parliament?</u> WALT: Understand the different bodies that make up parliament. Investigate the composition and key words associated with parliament.	GOV12	Pupils match up the key words associated with parliament to the descriptions in pairs. They then write up the descriptions on their sheet to create a glossary. Talk through parliamentary sovereignty and parliamentary government. Watch a short clip introducing topic. Clip uses key vocab just learned so reinforces ideas. Group work- pupils collaborate to learn about one of four key areas- MPs, whips, the speaker, how to become an MP. They research using the textbook and then feedback key points to the class.	Key word cards. Textbooks. Note sheet.	
<u>What is the House of Lords?</u> WALT: Understand who sits in the House of Lords Evaluate the differences in the political makeup between Lords and the Commons.	GOV13	Starter- introductory clip that shows key features of the Lords. Pupils provided with a fact sheet about the Lords and they work in pairs to identify any aspects that could be considered undemocratic. They then take notes from the textbook on what the Lords do, and examples of peers. Pupils then work in pairs to nominate a peer of their choice using the criteria they have taken notes on. This could be a sportsperson, actor, person from the business world. Pupils then take further notes on the political makeup of the HoL. Plenary- paired task- pupils write down 3 differences between HoC and HoL on their whiteboards. HOMEWORK- Research into debate on whether the HoL should be reformed.	Fact sheet. Textbook Note sheet Homework sheet and textbook scan.	
<u>1. What does the House of Commons do: Legislating.</u> WALT: Understand different kinds of bills. Learn how a bill becomes a law	GOV15, GOV16	Teacher introduces different types of bills and explains the differences between them and provides examples. Pupils add notes to their sheets as they go. Pupils use the work they have done to create a glossary of key terms.  Homework: Pupils listen to podcast on PMBs.	Note sheet. Additional info sheet for teacher.	

See how MPs are pressured into voting for laws.				
<u>How effective is the House of Lords during the legislative process?</u> WALT: Understand the limits on the power of the House of Lords. Evaluate the role it plays in legislating.	GOV13, GOV17	<p>Starter- pupils get 3 minutes to look over their notes from last lesson. They then must try and create a diagram to show the passage of a bill from memory.</p> <p>They then work in pairs to gather information on:</p> <ol style="list-style-type: none"> <li>1. Constraining themselves</li> <li>2. Salisbury Convention</li> <li>3. Ping pong</li> <li>4. Parliament Acts of 1911 and 1949</li> </ol> <p>They research 2 each and then share info with each other.</p> <p>STRETCH AND CHALLENGE: Rank the constraints from 1-4 (1=the strongest constraint, 4= the weakest)</p> <p>Watch clip from parliament education to consolidate.</p> <p>Further notes taken from the textbook on the role of the HoL.</p> <p>Plenary- answer question 'How effective is the HoL' on whiteboards in pairs.</p>	Textbook Note sheet	
Assessment: <b>Extract Question.</b> “using the extract, evaluate the view that the House of Lords is in need of major reform” (30 marks)				
<u>2. What does the House of Commons do? Scrutiny</u> <u>LESSON 1: Select Committees</u> WALT: Understand the role of select committees in holding the government to account. Evaluate how effective select committees are.	GOV18, GOV19	<p>STARTER: On a mini whiteboard:</p> <p>ALL= What is scrutiny?</p> <p>MOST= Why is it important that the government is scrutinised?</p> <p>SOME= What is a select committee?</p> <p>Teacher talk and clip to explain what committees are, main types and what they do.</p> <p>Then pairs do a key terminology check through guided pair talk.</p> <p>Pupils will then re-enact the work on a select committee- either the whole class works together or divide class into 2. Two pupils will need to be expert witnesses and the rest will be on the committee. A chair will be chosen.</p>	Mini whiteboards Note sheet Resource pack for committee roleplay	

		<p>The class will be guided through the process of a committee by the teacher from green paper to expert witness testimony.</p> <p>Students will then need to work together to create their unanimous report.</p> <p>Teacher explains that their report could be ignored by the government.</p> <p>Pupils colour code their note sheet to show strengths and weaknesses of committees.</p> <p>Homework: Pupils write a paragraph that could be used in an essay.</p>		
<p><u>2. What does the House of Commons do? Scrutiny</u></p> <p>LESSON 2: WALT:</p> <p>Understand the role of select committees in holding the government to account.</p> <p>Evaluate how effective select committees are.</p>	GOV18, GOV19	<p>STARTER: Kahoot quiz on committees.</p> <p>Pupils then mark each other's homework paragraph and colour code evidence of A01, 2 and 3 and give it a level using the mark scheme.</p> <p>Pupils then learn about the most significant committees- the PAC, departmental select committees, the backbench business committee and the Liaison Committee through a mixture of teacher explanation, textbook notes and researching current examples on the parliament website.</p> <p>Homework: Pupils watch YouTube video and prepare 3 facts they have learned.</p>		Peer assessment of homework paragraph.
<p><u>2. What does the House of Commons do? Scrutiny</u></p> <p>WALT: Understand and evaluate the role of the opposition and parliament in holding the government to account.</p>	GOV19	<p>Starter: Use random name generator to ask pupils to share their homework findings.</p> <p>Teacher briefly explains the role of the opposition. Pupils then put together a jigsaw of information on the opposition in pairs. They then write it up onto their sheets.</p> <p>Teacher explain importance of opposition and PMQT.</p> <p>Pupils watch clip of PMQT.</p> <p>Teacher talks through other methods of scrutiny.</p> <p>Pupils take notes on factors that influence the strength of the opposition and examine press coverage of Jeremy Corbyn.</p>		

<p><u>MPs and backbenchers</u></p> <p>WALT: Understand what an MP is and their main jobs. Evaluate the role of backbenchers in the HoC and the HoL.</p>	GOV20, GOV21	<p>Present key information facts about MPs to students. They then use textbooks to make a detailed mindmap on the roles of MPs. STETCH AND CHALLENGE: Put a star by most important.</p> <p>Pupils then look at a table of arguments for and against the effectiveness of MPs in parliament. They annotate this with their own additional research (eg. MPs pay). STRETCH AND CHALLENGE: Decide which side of the table you agree with.</p> <p>Pupils then colour code evidence about backbenchers- effectiveness and ineffectiveness.</p> <p>They then work in groups to research information about one backbencher and then feedback to the rest of the class.</p> <p>Homework- essay "To what extent does parliament fulfil its job of scrutinising the government?" (30 marks)</p>	<p>Textbooks</p> <p>Own phones</p> <p>Note sheet</p>	Homework essay- handed in and marked by teacher.
<p><u>How well are we represented in parliament?</u></p> <p>WALT: Understand statistics of the social makeup of the HoC. Evaluate how well we are represented.</p> <p>This lesson requires use of an IT suite or Ipad.</p>	GOV22	<p>Starter: Examine 2 tables of statistics from YouGov which show public opinion regarding diversity of MPs.</p> <p>Pupils then watch a clip in which MPs reflect on the changing demographic in parliament.</p> <p>They then use internet links to fill in a digital note sheet which guides them through researching the current demographics of parliament.</p> <p>Students then use scanned in pages from an older book to examine whether more representation of women in parliament is an essential thing.</p> <p>Finally they write a conclusion about diversity in parliament using prompt questions to help structure their paragraph.</p>	<p>Note sheet</p> <p>Textbook scanned pages</p>	
<p><u>Do we have an elective dictatorship?</u></p>	GOV11, GOV23	<p>Introduce the term 'elective dictatorship' and explain meaning.</p>	<p>Note sheet</p> <p>Old textbook pages</p>	



WALT: Understand what an elective dictatorship is. Analyse the factors that determine the relationship between parliament and government.		<p>Pupils then read over a grid of information and colour code it:</p> <ol style="list-style-type: none"> <li>1. Reasons we have an elective dictatorship</li> <li>2. Effects that it has</li> </ol> <p>Then then use old textbook to make notes. As a class pupils discuss 2 case studies- Syria and Gay marriage as evidence that we don't have an elective dictatorship. They then colour code evidence for an against the idea that we have an elective dictatorship.</p> <p>Either plenary or homework: Pupils read an article from LSE about whether Brexit has destroyed executive dominance.</p>	LSE article	
<u>Review lesson</u> WALT: Review the work on parliament.	GOV11-23	<p>Starter: Pupils play taboo to check understanding of key terms.</p> <p>Pupils then look at an extract question. They colour code key arguments and fill in a planning sheet.</p> <p>Possible homework- write up response to extract question.</p>	<p>Taboo cards</p> <p>Extract question and planning sheet.</p>	
End of topic assessment: <b>Evaluate the extent to which parliament performs its role of scrutinising the government (30 marks)</b>				

### Module 3: The executive

Lesson and WALT	Link to PLCs	Activities	Resources	Assessment Opportunities
<u>What is the executive?</u> WALT: Understand the role and structure of the executive	GOV24	<p>Starter: Who, what, when with 3 pictures of past PMs. Introduce topic and show diagram of the executive and who it includes.</p> <p>Pupils then complete fill in the blanks task to have core notes. STRETCH AND CHALLENGE: Highlight the 3 roles that you think are the most important.</p> <p>They then take notes from textbook on the political and administrative aspects of the executive and the main components.</p> <p>They then match up key words and definitions to create a glossary.</p> <p>Plenary- watch clip.</p>	<p>Textbook</p> <p>Notesheet</p>	

<u>The Prime Minister</u> WALT: Understand the main roles and powers of the Prime Minister		Starter: Guess the PM! Explain key terminology of royal prerogative. Then teacher explains 6 main roles of PM and explains difference between power and authority. Pupils then work in 3 groups to complete a carousel set of activities to complete a set of notes on PM power and authority. (Instructions and resources in folder)	Note sheet Resource pack for carousel activity.	
<u>How have the powers of the Prime Minister changed?</u> WALT: Understand how circumstance and events change the nature of Prime Ministerial power.	GOV25	Starter: Paired whiteboard task BRONZE: Write down a definition and example of a prerogative power. SILVER: What did you think was the most important source of PM power and why? GOLD: Explain how the majority a PM has in the HoC gives them authority and power.  Pupils examine 2 information tables- one on types of powers and the other on when prerogative powers have been used. Pupils consider the factors that affect informal powers.  They then use the textbook to make notes on the power of commander-in-chief.  Pupils then play a 'roll the dice' game which presents different scenarios for Prime Ministerial power.  Finally they take notes on external factors that influence the power of the PM.	Whiteboards Textbook Dice Note sheet	
<u>What is the cabinet?</u> WALT: Understand the definition, nature and membership of the cabinet.	GOV26, GOV28	Starter: Politics 'Would you Rather?' Teacher presents core information on the cabinet. Pupils then take notes from the textbook on key features of the cabinet. They then colour code powers of the PM and powers of the cabinet. They write a short conclusion who they think has more power.	Textbook Note sheet	
<u>The role and function of the cabinet</u> WALT: Understand what common ground a cabinet may take in different administrations.	GOV26, GOV28	Starter- key quotes and photos from past PMs on the board as pupils enter the room. Show quote about Thatcher and discuss briefly how different PMs have used their cabinets. Pupils take notes on functions of the cabinet. They then watch a clip of Johnsons cabinet in action.	Textbook Article.	

Evaluate who really makes decisions.		Note take on key decision makers. Teacher talks through how to choose members of a cabinet. Pupils then answer questions on their note sheet after reading an article on Johnson's cabinet. Homework- Tutor2U game testing knowledge of cabinet and PM.		
<u>Individual Ministerial Responsibility</u> WALT: Understand what Individual Ministerial Responsibility is. Evaluate how the doctrine has been eroded.	GOV30	Explain the key term of IMR and students fill in the blanks on their sheets to have core knowledge. Teacher talks through 4 key features. Students take notes on whether IMR works in practice. As a class pupils learn about 4 high profile examples through a mixture of teacher explanation and news clips.	Note sheet Textbook.	
<u>Collective responsibility</u> WALT: Understand what collective responsibility is and why it is important. Understand why it is sometimes suspended.	GOV29	Teacher explains key terminology and 5 key principles. Roleplay game- students are given a profile of a minister explaining their motivations and loyalties. They must act as their minister. Teacher presents 5 scenarios and pupils must decide whether they will resign at any point. Note take on why the doctrine is important and 2 examples. STRETCH AND CHALLENGE: Can you think of any negatives of collective responsibility from what you have learned so far? Pupils then examine an extract, pull out key arguments and try to support arguments for and against with their new knowledge.	Minister cards Textbook Note sheet	Potential for write up of extract essay.
<u>Civil Servants and special advisors</u> WALT: Understand who civil servants and special advisors are. Understand the difference between them and ministers.	GOV24	Starter- political dingbats  Teacher talk and clip to explain what the civil service is, and the key principles behind it. Pupils then test their knowledge by doing a minister or civil servant guessing game. Teacher presents 5 scenarios and pupils must work out whether it is minister or civil servant. Show clip from Yes Minister. Pupils read article printed on note sheet and analyse how Brexit affected the position of civil servants. Teacher then explains role of cabinet office, special advisors and spin doctors.	Note sheet	

		Pupils use 2 different articles to answer 6 questions on special advisors.		
<u>Prime Ministerial Profile 1: Margaret Thatcher</u> WALT: Understand the key beliefs, policies and events of Thatcher's premiership. NOTE: This will take roughly 2 hours.	GOV27	Starter- pupils write down what they already know about Thatcher. They then watch the documentary 'Thatcher: Death of a Revolutionary' using the question sheet to guide their note taking. They will then read up on the poll tax and leadership style of Thatcher to ensure their coverage is balanced.	Question sheet Thatcher DVD	
<u>Prime Ministerial Profile 2: Tony Blair</u> WALT: Understand the key events, strengths and weaknesses of the Blair premiership	GOV27	As pupils enter the room- display cartoons of Blair and ask them to consider the meanings behind them. Starter- watch Sky news report which reflects on Blair's legacy. Read Guardian article and colour code strengths and weaknesses. Then use Tutor2U notes to fill in a detailed case study sheet about Blair.	Case study sheet.	
<u>Cabinet Confidential documentary</u>	GOV27, GOV26, GOV28	Watch Cabinet Confidential documentary on YouTube. Pupils fill in case study sheet as they watch to guide their notes.	Case study sheet	
<u>Prime Ministerial Profile 2: Boris Johnson</u> WALT: Understand the leadership style of Johnson Evaluate the challenges he must overcome.	GOV27	Starter- clip which reflects on Johnson's background and character. Pupils are then divided into 4 groups and get roughly 10 minutes to examine 4 topics: 1. The 2019 election 2. Dominic Cummings 3. Cabinet reshuffle 4. Media Then they watch a clip on the proroguing of parliament.  Homework: Pupils use Politics Review resource to create core fact file about Theresa May	Information sheets for groupwork. Note sheet	
End of topic assessment; <b>Evaluate the view that the position of PMs has become too powerful (30 marks)</b> And/ or extract question <b>Using the source, evaluate the view that cabinet government is in serious decline. (30 marks)</b>				

#### Module 4: Relations between branches

Lesson and WALT	Link to PLCs	Activities	Resources	Assessment Opportunities
<u>What is the judiciary?</u>	GOV32	Starter: Shamima Begum case study. Pupils discuss the case and the role of the SC.	Resource packs for information stations.	

WALT: Understand the nature of the senior judiciary. Understand the role and functions it performs.		Teacher talks through who the senior judiciary are and discusses key words. Students then work in pairs or 3s (depending on class size) to work their way around 5 different information stations which explain the role of the judiciary.	Note sheets.	
The creation of the Supreme Court and Judicial Review WALT: Understand what judicial review is and why it is important. Be able to use case studies to support these ideas.	GOV32, GOV34, GOV35	Starter: Pupils try and define: <ol style="list-style-type: none"> <li>1. Judicial precedent</li> <li>2. Common law</li> <li>3. Formal equality</li> </ol> And then peer assess. Teacher recaps over CRA and show Supreme Court clip. Pupils then take notes on the provisions of the CRA and nature of the SC. Teacher introduces concept of judicial review. Then pupils are introduced to a real-life case that established the primacy of prenuptial agreements. They read through the details of the case and decide what they would do. They then watch a clip of the R V Ministry of Justice case. Pupils then look over a table of key cases discuss why they are significant.	Note sheet Information cards on pre-nuptial agreements.	
<u>The relationship between the Judiciary and Parliament</u> WALT: Understand the limits on the power of the Supreme Court. Evaluate how the ECHR has changed the relationship between the judiciary and executive.	GOV35, GOV36	Starter- word scrambles. Pupils add key definitions to their sheet: <ol style="list-style-type: none"> <li>1. Ultra vires</li> <li>2. Omni competence</li> <li>3. Declaration of Incompatibility</li> <li>4. Habeas corpus</li> </ol> Talk through the role of the SC as a check and balance. Students make notes on the constraints on the SC. STRETCH AND CHALLENGE: Google coverage of the Terrorist Asset Freezing Act 2010 and find out more about it.  Talk through the background to the ECHR and show students a clip about it (NB clip has a swear word in so pre warn students)  Students then use a mixture of textbook pages and articles to make notes on case studies that show the nature of the relationship between the SC and parliament. Homework- The judiciary and the executive task sheet	Textbooks Note sheet Homework sheet and textbook scan	
The Supreme Court and Rights	GOV47, GOV35	Pupils gather core knowledge by filling in the blanks on their note sheet.	Human Rights information pack	

<p>WALT: Understand how the SC protects human rights. Understand the role of the European Court of Human Rights. Examine the conflict between the ECHR and the executive</p> <p>NOTE: This will take roughly 2 hours.</p>		<p>They watch a clip to consolidate this understanding. They are then provided with an information pack about human rights and look at p3 to examine why the act was brought in when it was. NOTE: This pack provides opportunities for G&amp;T students to engage in further reading and research. Pupils then look at the articles from the ECHR and colour code them into different categories eg. political rights. This will help them become familiar with the rights but also start to encourage them to reflect on the vagueness of them. Pupils are then guided through information on early and significant cases relating to the HRA. They colour code for and against arguments for having a British Bill of Rights. Teacher explains info about the European Court of Human Rights- take care to explain this is different from the EU. Finally students research cases that have been taken to the European Court. Optional Homework: Pupils research one of two cases, either Abdi V UK (9<sup>th</sup> April 2013) or Abu Qatada V UK (17<sup>th</sup> January 2012).</p>	Note sheet	
<p><u>Judicial Independence and neutrality</u> WALT: Understand why independence of the judiciary is so important. Understand how the judiciary maintains independence. Assess to what extent judges are independent and neutral.</p>	GOV33	<p>Starter- Controversial quotes made by judges on the board as pupils walk in. Quotes suggest that judges may not be neutral in outlook. Carefully explain difference between independence and neutrality. Pupils fill in the gaps to create a paragraph of core knowledge. They then use the textbook to make notes on how independence is maintained. Then then consider if judges are neutral, and read an article with Lady Hale where she discusses the demographic of judges. Finally they read a table of evidence for and against the independence and neutrality of the judges and write a short conclusion.</p>	Textbook Note sheet	
<p><u>Functions and institutions of the EU</u> WALT: Understand the functions of the EU.</p>	GOV38, GOV39, GOV40	<p>As pupils walk in, there are a series of cartoons displayed on the topic of Brexit which should prompt discussion. Explain the background to the EU, who is in it, what it costs and the functions. Then watch summary clip.</p>	Notesheet Home work article	

Understand which bodies make up the EU and their roles.		Teacher then talks through the main bodies of the EU and students fill in a grid on their sheets- Who is in the body, how are they appointed and what do they do. Finally students read an article on their sheet about whether the EU has a democratic deficit and they extract key points. Homework- article and questions.		
<u>How has EU policy had an impact on us?</u> WALT: Understand the role the EU plays in making policy. Understand the impact it has had on the UK.	GOV41, GOV42	Talk students through an introduction of some facts and figures on EU policy and the relationship between the EU and parliament. Students then break into groups. Each group researches one important law using information provided by the teacher, but also their phones for additional information. They must produce a short typed summary and email it to the teacher (who will then put it all together into a word document and print off for all students). One member of each group feeds back to everyone.	Note sheet Students phones or borrow ipads.	
<u>What is the impact of leaving the EU?</u> WALT: Understand the constitutional and political impact of leaving.	GOV43	As pupils enter the room they can see pictures and cartoons on the impact of leaving the EU. They then feedback on the homework task using the random name generator. Pupils read over reasons that people wanted to stay/leave the EU and colour code them: <ol style="list-style-type: none"> <li>1. Sovereignty</li> <li>2. Money</li> <li>3. Industry/agriculture</li> <li>4. Culture/society</li> </ol> Watch a video that summarises the campaign. They then make notes on the political and constitutional impact of Brexit. Teacher then talks through all of the key impacts of leaving the EU. They then break into small groups and each group must produce a short video- either using the ipads or phones. They can choose from 4 formats (on pp).	Note sheet. Random name generator. Ipads/ phones.	
NB: Lessons on Brexit and EU potentially subject to change due to changing political situation.				