

## Topic: Systems of government

<b>Lesson: Key features of local and national government</b>	<b>KS or Year Group: KS 3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 - Quiz</li><li>2. Resource 2 – Quiz answers</li><li>3. Resource 3 – Local democracy</li><li>4. Resource 4 – National democracy</li><li>5. Resource 5 - Cartoons</li><li>6. Resource 6 – Success criteria for cartoons</li><li>7. Colouring pencils</li><li>8. Resource 7 - Certificate</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students will become aware of the aims of the Local Democracy Campaign.</li><li>• Students will be able to recognise the key features of Parliament.</li><li>• Students will be able to explain what MPs do and where.</li></ul>

### National Curriculum

---

Key Concepts: 1.1c & 1.1d

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c & 2.2d

Range and content: 3c & 3e

Curriculum Opportunities: 4a, 4b & 4c

### Lesson

---

In this lesson about local and national government, students take part in a quiz that will educate them about the key features. Students are split into two groups. One group looks at information about the Local Democracy Campaign (i.e. local government) whilst the other looks at information about the UK Parliament (i.e. national government). Each student puts the information that they have learnt into pictorial form, using success criteria. Pupils then look at everyone else's work and thus take in the information from the other group. A vote is then held for the best piece of work in each group and a certificate is awarded to both winners.

### Starter

---

- Lesson objectives and outcomes are shared with students.

## Key features of local and national government

- It is checked that students understand what the key terms 'local', 'national', 'democracy' (making sure that rights are available to all citizens and that all adults can vote) and 'government' (the system used in a country to make decisions and create laws) mean.
- Each student is given a copy of **Resource 1 - Quiz** and five minutes is spent on this in silence.
- Students swap sheets and the answers are peer-marked through students putting up their hands to offer answers (the teacher might wish to refer to **Resource 2 - Quiz answers**).
- Special praise should be given to students who get particularly interesting answers to question 10.

## Main activity

---

- Students are split into two equally sized groups (boys and girls if appropriate).
- In the girls' group, each student is given a copy of **Resource 3 – Local democracy**.
- In the boys' group, each student is given a copy of **Resource 4 – National Democracy**.
- Students are told that, via their factsheets, that the girls are going to find out about the Local Democracy Campaign and the boys are going to find out about UK Parliament. They are also told that this information is to be shared at the end of the lesson.
- Each student is given a copy of **Resource 5 - Cartoons**. It is explained to them that students need to follow the instructions on the sheet (i.e. they should put each of the 12 facts into pictorial form and re-write each fact into their own words).
- Each student is also given a copy of **Resource 6 – Success criteria for cartoons** so that they can see what to aim for with their piece of work. Students are told that there will be a winner chosen for each group.
- Students complete their **Resource 5 - Cartoons** sheets.

## Plenary

---

- Students are given seven or eight minutes to approach as many members of the other group as possible, look at their work and ask them questions about their factsheet (they are not allowed to simply read the other group's factsheet). In this way they will learn about the information that the other group was given.
- A few students are chosen to explain to the class what they learnt about the other group's information.
- A vote is held whereby the boys vote for the best piece of work in the girls' group and vice versa. Voting should be strictly focused upon the success criteria for the work as opposed to the popularity of students.
- If necessary, the teacher might want to hold a 'blind vote' whereby every student shuts their eyes throughout the procedure. Votes are then cast by raising hands when the chosen student's name is called.

## Key features of local and national government

- The winner from each group is awarded a certificate modelled upon **Resource 7 - Certificate**.

### **Aim high**

- During the starter, high-achieving students should answer question 10 and feed back to the rest of the class about what they wrote.
- During the main, high-achieving students should be encouraged to explain key concepts to students who are unsure about the features of local and national democracy.
- During the plenary, high-achieving students should be asked to put up their hands and explain what they learnt from the other group.

### **Assessment**

In order for students to achieve certain levels within the lesson, the following should be considered:

LEVEL FIVE: Students can explain the reasons behind their opinions about the Local Democracy Campaign and the UK Parliament.

Students can explain what MPs do and where they work.

LEVEL SIX: Students can put forward an informed argument about the advantages of living in a democratic country.

Students can explain ways in which rights of citizens are supported through MPs.

LEVEL SEVEN: Students can argue persuasively that it is important for all citizens to vote, even if they do not believe that this is true.

Students can explain ways in which citizens' voting behaviour has an impact upon how the country is run.

LEVEL EIGHT: Students can make perceptive observations about the actions and decisions of certain MPs in terms of current affairs issues.

Students can talk knowledgeably about non-democratic countries and compare them in a political sense to the UK.

### **Check the web**

<http://news.sky.com>

<http://www.aboutmyvote.co.uk/toolkit/WalkthroughEnglish/walkthroughenglish.cfm>

(for a great virtual tour of a polling station).

[www.aboutmyvote.co.uk](http://www.aboutmyvote.co.uk)

<http://campaigns.lga.gov.uk/localdemocracy/home/>

[www.dopolitics.co.uk](http://www.dopolitics.co.uk)

### **Summary of key learning**

- Students can explain ways in which the Local Democracy Campaign can be supported.
- Students can explain what the two chambers of the Houses of Parliament are called and explain what happens in them.

## Resource 1 – Quiz

### Questions about local government:

**A.** Who is the MP in the area where this school is?

.....

**B.** What is a polling station?

.....

**C.** What does MP stand for?

.....

**D.** What does an MP do?

.....

**E.** Name two ways of contacting your local MP.

.....

### Questions about national government:

**F.** Who is the current Prime Minister?

.....

**G.** To which political party does the Prime Minister belong?

.....

**H.** What are the two Houses of Parliament chambers called?

.....

**I.** Where are the Houses of Parliament?

.....

**J.** Write down one law that has been talked about on the news recently, and explain why it made the headlines.

.....

## Resource 2 – Quiz answers

### Questions about local government:

- A.** Who is the MP in the area where this school is?  
This will obviously need checking.....
- B.** What is a polling station?  
Somewhere where people go to vote for their MP (or local councillor, or MEP).  
Polling stations might be schools, places of worship or community centres that are transformed for the day. ....
- C.** What does MP stand for?  
Member of Parliament.....
- D.** What does an MP do?  
Represents his or her area of the country at the Houses of Parliament. (S)he also does work in the local area and is available to talk to local people about their problems and ideas. ....
- E.** Name two ways of contacting your local MP.  
Face-to-face meeting, phone conversation, email, letter etc. ....

### Questions about national government:

- F.** Who is the current Prime Minister?  
Obviously this is subject to change.....
- G.** To which political party does the Prime Minister belong?  
As above.....
- H.** What are the two Houses of Parliament chambers called?  
House of Lords and House of Commons.....
- I.** Where are the Houses of Parliament?  
London.....
- J.** Write down one law that has been talked about on the news recently, and explain why it made the headlines.  
Clearly, this depends. It might be a good idea for the teacher to have a few local and national examples ready in advance.....

### Resource 3 - Local democracy



**Did you know that the best way for young people to become involved in local democracy is to find out about the Local Democracy Campaign?**

### What does the Local Democracy Campaign offer us?

1. It encourages us to get in touch with our local council.
2. It believes that it's a shame for young citizens not to care about politics.
3. It proves that very few young people have met their local MP.
4. Its research shows that only 25% of young people feel that approaching our MP is a good way to get things changed.
5. It offers us a 'Democracy Cookbook' which is full of information for people our age about how politics works.
6. It gives us tips about how to improve our area and organise events.
7. It offers us some training called 'Act By Right'. This is about how to be assertive when we stand up to adults about issues that affect us.
8. It encourages young people to get involved in local democracy week (13th -19th December 2008).
9. It reminds us to vote when we're older.
10. It offers us websites to support the LOCAL DEMOCRACY CAMPAIGN. These are <http://campaigns.lga.gov.uk/localdemocracy/home/> and [localdemocracy@lga.gov.uk](mailto:localdemocracy@lga.gov.uk).
11. It shows us how to email our local councillor.

## Resource 4 – National democracy



**Did you know that lots of decisions are made on your behalf in Parliament (in London) by MPs?**

### What does the UK Parliament do?

1. It has a chamber in London called the **House of Commons**. Over 600 MPs (who each represent an area in the UK) work there.
2. It also has another London chamber called the **House of Lords**. This has about 700 members who check what the MPs are doing.
3. MPs are elected ('voted in') by people in their local areas.
4. The Prime Minister is the leader of the party which gets the most votes.
5. In Parliament, debates are held about important issues.
6. In Parliament, new laws are suggested.
7. In Parliament, the rights of UK citizens are protected.
8. It works with the Queen.
9. It works with Scottish Parliament (which has over 100 members).
10. It works with the National Assembly for Wales (which has about 60 members).
11. It works with the Northern Ireland Assembly (which has over 100 members).
12. It works with the European Parliament (which has about 800 members from over 20 countries).

### Resource 5 – Cartoons

Re-read your factsheet. Now display all twelve facts in visual form. In other words, write out each fact into your own words and draw a matching picture above it. You will need to choose your own title. The other pupils in the class will vote for the best cartoons sheet. GOOD LUCK!

<b>Title:</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

## Resource 6 – Success criteria for cartoons

### How can I try to win the competition for the best cartoons sheet?

1. Is all of the information in my own words?
2. Do I show that I understand what the facts mean?
3. Is my writing in pen?
4. Are my drawings detailed?
5. Are my drawings original?
6. Are my drawings in pencil?
7. Are my drawings coloured in?
8. Can I explain what each drawing means to a friend when (s)he covers up the writing?
9. Is my title sensible?
10. Is my name on my sheet?



# CONGRATULATIONS!

This is to certify that

.....

of class .....

was voted as having the best  
cartoons sheet for their work on

.....

government.

Signature .....

Date .....