

### **WHAT ARE THE BIG AIMS OF YEAR 9?**

Understand how the UK is governed and the importance of representation in the systems and structures of the political institutions of the UK. Students should investigate the freedoms and liberties that UK Citizens enjoy. They should understand how British democracy is underpinned by key values. Investigate the roles and responsibilities of citizens in British democracy including the influence and importance of individual action. To appreciate that there are different ways citizens can contribute to UK democracy and influence change (not just voting).

Explore the ownership of media and the legal responsibilities of the free press within different political systems and study role of the media in informing and influencing public opinion, in providing a forum for communication and exchanging ideas and opinion. To understand importance of the media in holding those in power to account by investigating and reporting on matters of public interest. Evaluate the effectiveness of the media in carrying out these roles.

### **WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?**

More critical more sophisticated more independent Action the skills that they have gained in Year 7 and 8. More confident in their action. More self-informed. Recognise the issues in their local community. Improved the depth of reflection and recommend improvements of their own action. Take into account more the views of others. Recognise and detect bias intuitively, challenge this in an appropriate manner. What influences decision making and opinions. To take a leadership role in a community action. Teacher becomes more of a facilitator. Making more connections to local community and the wider society.

### **WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- Key features of a democratic government
- Roles and relationships of the power making bodies
- Analyse the role of a constitutional monarch within the UKs democratic system
- Know and understand the key roles of the key figures e.g Prime Minister, Cabinet and the opposition.
- Evaluate the possible benefits and limitations of electoral systems. First Past the Post, referendum, Proportional Representation etc.

### **WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- Recognise and appreciate the different perspectives beyond their own personal opinion
- Analyse data about how the young vote influences the outcome of the election
- To debate responsibly and reflect on the role, representation and changing influence of young people in the context of national democracy
- To create and influence decision makers through planning an informed, appropriate and direct action.

- Know how citizens contribute to constitutional democracy and hold those in power to account.
- To know how to effectively raise awareness of issues
- Understand the rights and responsibilities that apply in a representative democracy.
- Understanding the important of participation through the influence of democracy. How petitions, pressure groups, lobbying can help hold those in power to account.
- To analyse the current debate about whether young people should have a higher weighted vote
- Understand how different forms of media can influence public opinion, ownership and public interest. Murdoch's and BskyB
- To evaluate the role the media plays in a democracy; regulation vs control.
- To know the reasons why media is influencing the behaviour of citizens and motives for the popularity of fake news
- To compare and contrast the impact of a free versus a controlled within a democracy and totalitarian regime.

- To use skills of negotiation and communication to construct a direct action.
- To reflect and evaluate the effectiveness of their campaign and how they can be more effective in the future
- Critically analyse a range of evidence related to the freedoms and constraints across different media in different political systems

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

Young people until the age of 18 have no real influence and are not represented  
 You have to be in a position of power or higher social status to have an impact  
 Voting systems- lack of knowledge about the different forms  
 We elect a Prime Minister not MPs. Influence of personality and voting stereotypes.  
 The media is owned and have political bias  
 Everything the media print is true particularly in a democracy

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

Baseline- prior knowledge and gained knowledge

Knowledge checks

Students led formative assessment (teacher verification)

Teacher checking of understanding, effective teacher feedback and key assessment points across lessons.

Decision making process of where cuts to local finances should be made

Summative- reflective written piece about their participation and building of skills across the scheme of learning