

# prospectus



## Yes Minister!

### Essential Knowledge

#### By the end of this unit children will know...

- Use different sources of research e.g. books, newspapers, Internet to find out about parliament.
- Describe and understand the difference between rules and laws and how they are made and enforced.
- Describe and understand the role of MPs.
- Describe and understand different form of government across the world.
- Understand the difference between different political parties.
- Use their understanding of political parties, rules and laws to create their own political manifestos to be judged by their peers.

### Launch

#### Visits and experiences:

A visit to the Welsh Senate is being looked into so that children could have a tour and learn about laws and government. More info will be available if this is arranged.

### Explore

Children are to research and understand different forms of government and the role of governments.

Children are to look at the role of voting and the role of MPs.

Children are to understand the difference between rules and laws and how they are made.

Children are to understand the difference between different political parties.

### Energise

Keep an eye on the news – react to current events, how do MPs react?

Children are to form their own political parties and manifesto.

Children to consider “If I ruled the World” (song from Pickwick the musical) or “I have a dream” (Martin Luther King).

### Celebrate

Invite parents and carers into school for a celebration event.

Share manifestos with another year group e.g. Y5 and then ask Y5 to vote so that they can see who the winning party is.

## Core Subjects:

Links to theme

### English

- Write a letter to MP regarding a local or national issue.
- Political party manifesto—persuasive writing.
- Summarise a secondary source (i.e. newspaper article) about the role of an MP.
- Recount a trip to the Houses of Parliament.

### Mathematics

#### Money:

- Children solve problems involving budgeting and money linked to money management.

#### Data Handling:

- Analyse data from statistics e.g. voting patterns.

### Science

#### Science:

- Investigate and explore the properties of different materials through work on creating the guy.

## Yes Minister!: Theme Content

### Personal Development

#### Spiritual

- Compare laws and rules within the legal system to laws and rules within religions. How much should religious law be respected and obeyed e.g. Shariah law?

#### Moral

- To look at the role of government to set moral rules and laws within our society, how they are enforced and what it would be like if they were not enforced.

#### Social

- Children will work collaboratively.
- To look at rules and laws within our society, how they are enforced and what it would be like if they were not enforced.

#### Cultural

- How do we adapt to change in our lives placed on us by new government?
- What is life like under different political systems?

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- To trace the origins of the parliamentary system.
- To evaluate primary and secondary sources to find out about Guy Fawkes and the gunpowder plot.

##### Geography:

- Map Skills – Locating different forms of government across the world.
- To look at the location of constituencies within the UK.
- To look at the political party map from the last general election.

##### Citizenship:

- Understand the political and voting systems of the United Kingdom.

#### Art and Design and Design Technology

##### Art:

- Poster campaign for a political party.
- Houses of parliament artwork based on piece by Claude Monet.

##### Design Technology:

- Design and make a 'guy' of a famous figure within popular culture'.

#### Music, Languages and Physical Education

##### Music:

- Create a new song based around the song 'If I ruled the world'.

#### Computing

- Using Spreadsheets to organise and present data.
- Converting information.

# Yes Minister! Links to National Curriculum Framework

## Core Subjects:

### English

- Ask questions to improve understanding.
- Retrieve and record information from non-fiction.
- Use adventurous and sophisticated vocabulary.
- Note, develop and research ideas.
- Choose the appropriate form of writing using the main features identified in reading.
- Ask questions and make suggestions to take an active part in discussions.
- Debate, using relevant details to support points.
- Offer alternative explanations when others don't understand.
- Identify the audience for writing.
- Guide the reader by using a range of organizational devices, including a range of connectives.

### Mathematics

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Solve number and practical problems.
- Gather, organize and interrogate data.
- Deepen contextual understanding of mathematics by frequent repetition and extension of key concepts in a range of purposeful and engaging contexts.

### Science

- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity and response to magnets.
- Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood and plastic.

## Foundation Subjects

### History, Geography and Citizenship

#### History:

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.

#### Geography:

- Collect and analyse statistics and other information in order to draw conclusions about locations.
- Name and locate some of the countries of the world and their identifying human and physical characteristics.
- Describe how some locations around the world are changing and explain some of the reasons for change.
- Describe and understand key aspects of human geography including: settlements, land use, economic activity.

#### Citizenship (From KS3 Objectives):

- Understand the development of the political system of democratic government in the United Kingdom, including the roles of citizens, parliament and the Monarch.
- Understand the operation of parliament, including voting and elections, and the role of political parties.
- Understand the functions and use of money, the importance and practice of budgeting, and managing risk.

### Art and Design and Design Technology

#### Art and Design:

- Give details about the style of some notable artists, artisan and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.
- Build up layers of colours.
- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

#### Design Technology:

- Cut materials with precision and refine the finish with appropriate tools.
- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.

### Music, Languages and Physical Education

- Create songs with verses and a chorus.
- Create rhythmic patterns with an awareness of timbre and duration.
- Thoughtfully select elements for a piece in order to gain a desired effect.

### Computing

- Use many of the advanced features in order to create high-quality, professional or efficient communications.

## Yes Minister! Assessment Opportunities/Tasks within theme

### Core Subjects

#### English

- Children create a dictionary of parliamentary terms.
- Children demonstrate knowledge and understanding of the suffragette cause through their letters written in role from the point of view of a suffragette.
- Children write a balanced argument for and against the idea of electronic voting.
- Children write an argument based on one side of the issue 'Should the age for voting be lowered?'
- Children write in role as an MP—can they adopt a formal tone.

#### Mathematics

- Children demonstrate ability to analyse election data and identify trends and patterns.
- Children use statistics and data as part of a persuasive argument linked to an environmental issue.

#### Science

- Children demonstrate knowledge of the properties of different materials when creating their own guy designs.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- Children use a variety of sources of evidence to research the story behind 'the Gunpowder Plot'. Can the children evaluate the effectiveness of the different sources of information?

##### Geography:

- Children can name different types of government e.g. democracy, dictatorship, monarchy etc. and can identify countries around the world where these types of government exist.
- Children identify environmental issues within the local area.

##### Citizenship (From KS3 Objectives):

- Through their work writing in role as an MP and also through their factfiles about the political parties, children demonstrate a clear knowledge of the term democracy and can identify the voting system and why it is important to vote.

#### Art and Design and Design Technology

##### Art and Design:

- Children demonstrate the ability to blend colour and to create effects such as reflection and shadows through their artwork based on Monet's 'Houses of Parliament'.

##### Design Technology:

- Children demonstrate ability to cut and sew accurately through their making of the guy.

#### Music, Languages and Physical Education

- Children can compose and write a song based on the song 'If I ruled the World'.

#### Computing

- Use many of the advanced features in order to create high-quality, professional or efficient communications.