

Edexcel Government & Politics for AS: Scheme of Work

Andy Lawrence

Subject Topics are fixed but Resources & Tasks are suggested and not intended to preclude individual inspiration or further development

The UK Constitution

<i>Topic</i>	<i>Key content</i>	<i>Key Question</i>	<i>Suggested activities</i>
	Nature of the constitution — a knowledge and understanding of the features of a constitution and of the benefits of constitutional government, including the differences between codified and uncodified constitutions, and an understanding of the nature, sources and key features of the UK constitution.	What job does a constitution do?	McNaughton p149-150 Starter: Pupils condense definition on p149 to 10 words Main: Pupils complete spider diagram on functions of the constitution Plenary: Pupils rank functions of the constitution in terms of importance
	Sovereignty and the constitution — a knowledge and understanding of debates about the location of sovereignty within the UK constitutional system, particularly in relation to the significance of European Union membership and devolution.	Should the UK codify its constitution?	McNaughton p155-158 Starter: Pupils note key points from definitions of Codified and Uncodified constitutions Main: Card sort on codified vs uncodified Plenary: Answer key question. Focus on use of evidence and building an argument
	Reforming the constitution — a knowledge and understanding of key reforms to the constitution since 1997, such as devolution and Lords reform, and an awareness of their advantages and disadvantages; and an understanding of the ongoing debate about constitutional reform, including the possible	What is the difference between unitary and federal constitutions?	McNaughton p158-9 Starter: Draw sketch of 'unitary' and 'federal' constitutions Main: Student activity p159 Plenary:

	introduction of a 'written' constitution.		
		What are the main sources of the UK constitution?	McNaughton p159-161 Starter: Main: Plenary:
		What are the key characteristics of the UK constitution?	McNaughton p161-163 Starter: Main: Pupils create Heads & Tails p161-163 Plenary: How far is each characteristic a strength? Mark each out of ten
		Does the UK have a strong constitution?	McNaughton p163-164 Starter: Brainstorm what make a constitution strong Main: Card sort on strengths / weaknesses Plenary: Line of certainty judgement
		What is the difference between political and legal sovereignty?	McNaughton p164-165 Starter: What is the difference between political and legal sovereignty? Draw sketch of each Main: Add notes to sketch from text Plenary:
		What impact has the EU had on British sovereignty?	McNaughton p166-167 Starter: Taboo starter on key constitutional terms Main: Pupils place factors on line with Enhanced – No change – Decreased sovereignty on it Plenary: Written answer to key question
		Why did Labour come to support radical constitutional reform?	McNaughton p169 Starter: Brainstorm Main: Spider diagram on key factors Plenary: Factors given ranking in terms of importance
		What have been the key areas of constitutional reform since	McNaughton p170 Starter: What are the principles

		1997	behind Labour's reform – summarised as tabloid headlines Main: Spider diagram summary of key areas Plenary:
		To what extent has Labour reformed the electoral process since 1997?	McNaughton p174-177 Starter: How do electoral systems differ in the UK – recap from elections topic Main: Groups present on reform in NI, Scotland and Wales Plenary: Paragraph to summarise changes
		How has Labour changed the way that England is governed?	McNaughton p179-181, 193 Starter: Pupils create sketch diagram on how England is governed Main: Head & tails using relevant text Plenary: Create tabloids headline that summarises changes
		What were the main features of devolution in Scotland and Wales	McNaughton p185-189 Starter: Crossword to recap Main: Storyboard process and features of devolution in Scotland and Wales Plenary:
		Was devolution in Scotland and Wales a 'success'?	McNaughton p Starter: Main: Plenary:
		Constitutional Reform: What might be next?	McNaughton p196-197 Starter: How would you further reform the constitution. Brainstorm on areas and criteria for a 'good' reform. Main: Give each suggested reform marks out of 10 based on criteria generated in starter. Plenary: What would be the best reform – vote as a class.
		Mock exam using questions on p198-199	

