

Medium Term Plan: Government and Politics A Level

Subject: G&P

Year: 12

Unit: Democracy and Participation

Topic & Week	Learning Intentions/Key Questions	Learning Goals for Students	Learning Activities (including differentiation)	Resources
1 Introduction to Democracy and Participation	Students should be introduced to key concepts + ideas like the nature of politics and the three branches of government. They should understand why politics is needed in our society and be able to define key terms. They should gain an overview of the Westminster model of the UK political system.	Students to sit a test on key words or concepts in class. Students will be able to define key words and concepts. Students will be able to explain some key features of the UK Political system. Students will understand why the Westminster Model is out dated nowadays and why political theorists disagree over what Politics involves.	Write definitions of legitimacy, power, authority, and sovereignty, politics + government. Explain the development of UK Politics historically. Give students an overview of how politics operates in the UK. Look at recent political news stories to gain an idea of the key issues in UK Politics. D: Discuss how globalisation has an impact on UK Politics. D: Explain the Westminster model of politics.	PowerPoint Textbook Relevant news articles
2 Current systems of representative democracy and direct democracy	What is democracy and what are the similarities and differences between the different types? Students should understand the origins of the term “democracy” and be able to define it. They should understand the difference between direct and representative democracy. Should also	To be able to: Define direct and representative democracy. Explain the differences between direct and representative democracy. Argue why the UK can be seen as a Liberal democracy by some but not by others.	Write a definition of Democracy, direct and representative democracy. Discuss why democracy is important. D: Explain what liberal and social democracy are. Discuss the situations where a referendum could be appropriate. Consider recent EU referendum- how did ministers and MPs from different parties respond to the Brexit vote? What does	Debate outline Examples of referendums

	<p>understand how as people have gained the right to vote, liberal democracy has become engrained into political life moving from an elite activity to one involving the masses.</p> <p>What are the Advantages and Disadvantages of the different types of Democracy?</p> <p>Students should be able to produce arguments for and against each type verbally and in writing.</p>		<p>this tell us about the significance of direct democracy?</p> <p>PowerPoint presentation on the advantages and disadvantages of each type of democracy.</p> <p>D: Discuss whether referendums enhance democracy</p>	
<p>3 A wider franchise and debates over suffrage</p>	<p>Is there a Participation Crisis in the UK and does participation matter?</p> <p>Students should be able to discuss causes of current participation crisis or democratic deficit & judge its severity. They should understand disillusionment over Conservatives forming government with 36.6% of votes cast (28% of electorate supported them)</p> <p>What key milestones led to the widening of the Franchise in the UK</p> <p>Students should be able to explain the key milestones that were</p>	<p>Students will be able to describe the key milestones that have promoted rights equality since Magna Carta.</p> <p>Students will be able to distinguish between human rights and civil liberties and give examples of how they are protected under UK law.</p> <p>Students will be able to explain the significance of the 1998 HR act and why it has led to controversy.</p>	<p>Class discussion on why having the vote is important after looking at historical examples improved quality of representation has led to change.</p> <p>Research how groups like Fawcett Society to improve the position of women in politics through more female MPs etc.</p>	<p>Timeline</p> <p>Group activity outline</p> <p>Information on duties, taxes and so on</p>

	<p>reached in order to grant suffrage to British people regardless of class, gender, ethnicity or age including 1832 Great Reform Act and the Representation of the People Acts passed in 1918, 1928 and 1969. They should also have an understanding of the work carried out by suffragettes to extend the franchise.</p> <p>Key word: Suffrage</p>		<p>Write definitions of social/political /legal civil liberties (freedoms which have emerged in UK's liberal democracy) & how they apply to citizens.</p> <p>Research which rights & liberties are defined and protected by the state through acts of parliament.</p> <p>Make list of duties which apply to UK citizens e.g. paying tax, voting, supporting your family etc.</p> <p>Produce timeline showing growth of our rights based culture since 1997 e.g.: FOI Act.</p>	
<p>4 Pressure groups and other influences</p>	<p>What are pressure groups and what are their functions? How do pressure groups exert their influence? What factors affect the success of pressure groups?</p>	<p>Students should be able to explain functions: representation, participation, education, policy formulation & implementation.</p> <p>Key words: Think tanks, lobbyist</p> <p>Students should be able to explain the different methods pressure groups use and the reasons for them. They should look at case studies on 2 different pressure groups and compare how their motives and methods vary.</p> <p>Students should understand the extent of pressure group influence and be aware of the distribution of power among pressure groups. They should be able to explain the factors that influence pressure group power. They should look at case studies of two pressure groups (one sectional one</p>	<p>Make notes on the role played by pressure groups, multi-national corporations, wealthy cartels, senior academic bodies and research groups in our society.</p> <p>Class discussion on most important function.</p> <p>Make notes on the methods of pressure groups ranging from legal tactics like marches to illegal ones like criminal damage.</p> <p>Discuss which level of government you would lobby to persuade the government to legislate on abortion, animal welfare or overseas aid.</p> <p>Discuss how new forms of social media have impacted group politics.</p>	<p>Pressure group fact sheets Discussion outline Research outline</p>

		<p>promotional) and compare how and why their influence/success varies.</p>	<p>Make notes on factors determining success/failure of groups like finance/membership/attitude of government, organisational skills, public perception etc</p> <p>Find examples of groups and other collective organisations that benefit from these factors and as a result have altered the views/actions of government/fellow citizens.</p> <p>Look at case studies of 2 contemporary pressure groups-how have their aims have evolved and their fortunes have fared recently?</p>	
<p>5 Rights in context</p>	<p>What limitation & tensions appear within the UK's rights based culture?</p>	<p>Students should be able to explain why collective and individual rights conflict and judge the effectiveness of contributions from 2 contemporary civil liberty pressure groups: Liberty & The Howard League in upholding rights & liberties.</p>	<p>Class discussion on how rights can be lawfully restricted/suspended e.g. when national security's threatened. Is this justified? Can we justify denying rights to wrongdoers?</p> <p>Look at examples of where rights conflict e.g.: balancing family life right against need to protect girls at risk of forced marriage. Or balancing right to privacy with right to free information.</p> <p>Research cases involving the HRA covering sentencing/ treatment of terror suspects, prisoners & mentally ill.</p>	<p>Case studies sheet Research task for HRA</p>
<p>6/7 Consolidation/Revision/Assessment</p>	<p>Exam prep</p>	<p>Apply knowledge to exam questions</p>	<p>Answer in timed conditions</p>	<p>Writing frames</p>

<p>8 Introduction to UK Elections and Voting</p>	<p>What different electoral systems are used in the UK and what are the advantages and disadvantages of each one?</p>	<p>Students should be able to explain the workings of the FPTP, STV, AMS and SV systems in terms of processes and outcomes. They should also be able to explain where & why they're used in the UK.</p>	<p>Teacher explanation of FPTP as a simple plurality system compared to proportional & majoritarian systems. Watch YouTube videos on how different systems used turn votes into seats. Produce a table of the advantages & disadvantages of each system showing the benefits & problems they bring to the democratic process.</p>	<p>Video Table</p>
<p>9 Different electoral systems</p>	<p>Should First Past the Post continue to be used for Westminster elections?</p>	<p>Students should understand the case for retaining FPTP and the other options available.</p>	<p>Research demand for electoral reform from pressure groups & parties. Class debate on whether FPTP is needed to ensure strong & stable government & should be retained due to its simplicity etc or whether a system which will ensure fairer representation of parties is needed.</p>	<p>Map of UK Information of governments and voting systems globally</p>
<p>10 Referendums and how they are used</p>	<p>What has been the impact of the different electoral systems used in the UK on the type of government appointed and the representation of parties?</p>	<p>Students should understand the difference between a majority & minority government & why coalitions are formed</p>	<p>Look at map of UK constituencies & compare their population size. Research work of Boundary Commission to rectify discrepancies. Notes on the outcomes of FPTP like safe seats, marginal seats, electoral deserts & electoral heartlands. Activity linking electoral system with type of government appointed.</p>	<p>Map of UK Information of governments and voting systems globally</p>

<p>11 Electoral systems analysis</p>	<p>What are referendums and what impact have they had on UK Politics?</p>	<p>Students should be able to define referendums & explain how they operate & their impact on UK political life since 1997.</p>	<p>Produce table comparing referendums with initiatives & elections. Considering role they play in a representative democracy & implications they create for parties, governments & parliament.</p>	<p>Table Presentation outline Debate guidelines</p>
<p>12 Electoral systems analysis</p>	<p>Are referendums needed in a representative democracy?</p>	<p>Students should understand the case for and against referendums in a representative democracy.</p>	<p>Student presentations on referendums held in the UK focusing on why they were held & difference they have made. Class debate on benefits & drawbacks of referendums.</p>	<p>Relevant websites Mind map activity Maps of voting patterns</p>
<p>13/14 Consolidation/Revision/Assessment</p>	<p>Exam prep</p>	<p>Apply knowledge to exam questions</p>	<p>Answer in timed conditions</p>	<p>Writing frames</p>
<p>15 Introduction to UK Political Parties</p>	<p>What are the features and functions of UK Political Parties? How are political parties funded and what debates exist over the funding system?</p>	<p>Students should be able to describe the functions and features of parties in the UK's representative democracy. They should also be able to distinguish between a mandate and a manifesto & evaluate the practice of the mandate. Students should be able to describe how the different parties are funded and debate the consequences of the current funding system.</p>	<p>Make notes on functions of parties like fighting elections, representation, policy formulation & educating the public. Class discussion on whether parties are inclusive & progressive or exclusive & elitist. Look up party manifestos to spark discussion on importance of manifesto prior to election. Consider whether mandate is loosely interpreted as 'permission to govern' or strictly applied by today's government.</p>	<p>Party websites and other resources</p>

			<p>Research current funding of parties- where they get their income from and their different spending totals.</p> <p>Class discussion on whether elections are fair if one party outspends another.</p> <p>Class debate the pros and cons of state funding for political parties.</p>	
<p>16 Established political parties</p>	<p>What are the origins & historical development of the 3 main UK political parties & how has this shaped them?</p> <p>What are the current social, economic and foreign policies of the 3 main parties?</p>	<p>Students should be able to explain how historical development of Labour, Conservative & Liberal Democrats shaped their ideas & policies on the economy, law & order, welfare & foreign policy.</p> <p>Students should be able to give policy examples from each party's 2015 manifesto & any new policies which their current leaders have championed.</p> <p>Key Policies to look at include:</p> <p>Economic Welfare Law & Order Foreign</p>	<p>Students define key political ideas like socialism/liberalism & produce a political spectrum with the ideas & UK parties on it.</p> <p>Produce a timeline of the history of the 3 main parties.</p> <p>Roleplay on party factions: (One nation/ New Right Conservatives, Old Labour/new Labour, Orange book/ Social Liberals.)</p> <p>Sorting exercise starter: Students could match policies from 2017 manifestos with parties and then judge how far policies were shaped by their core ideologies.</p> <p>Class discussion on how parties have remained true to core traditions/ beliefs.</p> <p>Note making on key policies of each party under headings: economic, law & order, welfare, education & foreign policy.</p> <p>Class discussion on whether parties are becoming more extreme or converging in the centre ground.</p> <p>Class debate on whether UK parties are in general agreement over key issues</p>	<p>Timeline</p> <p>Roleplay outline</p> <p>Sorting exercise</p> <p>Debate outline</p>

			(consensus politics) or whether there is an ideological divide between them (adversary politics.)	
17 Emerging and minor UK political parties	How important are emerging and minor parties in the UK? Why is a multi-party system developing in the UK and what are its implications for government?	Students should be able to outline the policies of 2 other minor parties evaluate the importance of minor parties in the UK. Students should be able to explain the reasons a multi-party system is developing & assess the consequences that have arisen as a result.	Student presentation on the minor parties in the UK: UKIP, Women's Equality Party, the SNP, Plaid Cymru, the DUP, the Green party etc. Class discussion on the importance of minor parties in UK Politics. Class discussion on why Labour & Conservatives parties have dominated since 1945. PowerPoint on how UK party system can be classified using different models. Class debate on which model applies to the UK: Dominant party system. Two party system. Multi-party system.	Party websites Debate outline
18 UK political parties in context	What factors affect the success of UK political parties?	Students should be able to explain why parties have succeeded or failed after analysing factors like the media's influence, the economy etc.	Brainstorm factors that affect a party's success like leadership & party unity. Class discussion on whether it is important for parties to have mass appeal. Make notes on party successes & failures in 2015- why SNP took Labour's Scotland seats & why Liberal Democrats lost so many seats in 2015.	Part websites Mind map activity

19/20 Consolidation/Revision/Assessment	Exam prep	Apply knowledge to exam questions	Answer in timed conditions	Writing frames
21 Introduction to Voting Behaviour and Media	<p>What factors influence voting patterns in the UK?</p> <p>What role does the media play in UK Politics and how much impact does it have?</p>	<p>Student should understand how factors like gender, age & ethnicity influence UK voting patterns. They should appreciate how & why political parties target their messages & policies towards certain social groupings. They should also understand how the key issues of the day, instrumental voting (based on economic affluence) & party loyalty affect voter behaviour.</p> <p>Students should understand the impact of the media on politics both during & between elections & the importance/relevance of opinion polls. They should also understand the influence of the changing media platform on parliament & public attitudes to politics.</p>	<p>Research turnout over past 50 years using British Election Study & look for trends. Discuss reasons for changes. Use http://ukpollingreport.co.uk</p> <p>Teacher explanation of partisan dealignment & rational choice theory linked to incumbent government's performance. Discussion on how they've affected voting patterns.</p> <p>Brainstorm factors causing people to cast their vote in a certain way e.g. the economy, the party leader & tactical voting. Discuss how reliable they are as a forecast of how people will vote.</p> <p>Study map of electoral heartlands & deserts in different regions & discuss how this has changed parties' fortunes.</p> <p>Students write a definition of the media & brainstorm its connection to politics.</p>	<p>Relevant websites</p> <p>Mind map activity</p> <p>Maps of voting patterns</p>

			<p>Teacher explanation of regulatory codes guaranteeing impartiality & balance of terrestrial broadcasters. Contrast with one sided nature of newspapers + websites.</p> <p>Students make notes detailing examples where media's role in supporting or undermining a part has made a difference to policy/electoral outcomes.</p> <p>Research examples of bias/ persuasion in the media.</p> <p>Analyse opinion polls carried out before Brexit referendum & 2015 election & evaluate their importance & reliability.</p> <p>Class discussion on whether social media has had a positive/negative effect</p>	
22/23	What explains the outcome of 3 key UK general elections?	<p>Students should be able to compare outcomes of 3 elections in 1979, 1997 and 2015 by focusing on their results & their impact on parties & government. They should also understand factors explaining these outcomes like party policies.</p> <p>Elections covered tbc</p>	<p>Use national data sources to comparatively analyse voting behaviour patterns for these elections & assess reasons they vary like media influence.</p> <p>Student presentation on each election focusing on turnout, impact of issues/party leaders/ campaign strategy. http://britishelectionstudy.com is a good website to get information.</p>	<p>Websites</p> <p>News reports</p> <p>Voting reports</p>
24/25	<p>What factors influence voting patterns in the UK?</p> <p>What role does the media play in UK Politics and how much impact does it have?</p>	<p>Student should understand how factors like gender, age & ethnicity influence UK voting patterns. They should appreciate how & why political parties target their messages & policies towards certain social groupings. They should also understand how the key issues of the day, instrumental voting (based</p>	<p>Research turnout over past 50 years using British Election Study & look for trends. Discuss reasons for changes. Use http://ukpollingreport.co.uk</p> <p>Teacher explanation of partisan dealignment & rational choice theory linked to incumbent government's</p>	<p>Relevant websites</p> <p>Mind map activity</p> <p>Maps of voting patterns</p>

		<p>on economic affluence) & party loyalty affect voter behaviour.</p> <p>Students should understand the impact of the media on politics both during & between elections & the importance/relevance of opinion polls. They should also understand the influence of the changing media platform on parliament & public attitudes to politics.</p>	<p>performance. Discussion on how they've affected voting patterns.</p> <p>Brainstorm factors causing people to cast their vote in a certain way e.g. the economy, the party leader & tactical voting. Discuss how reliable they are as a forecast of how people will vote.</p> <p>Study map of electoral heartlands & deserts in different regions & discuss how this has changed parties' fortunes.</p> <p>Students write a definition of the media & brainstorm its connection to politics.</p> <p>Teacher explanation of regulatory codes guaranteeing impartiality & balance of terrestrial broadcasters. Contrast with one sided nature of newspapers + websites.</p> <p>Students make notes detailing examples where media's role in supporting or undermining a part has made a difference to policy/electoral outcomes.</p> <p>Research examples of bias/ persuasion in the media.</p> <p>Analyse opinion polls carried out before Brexit referendum & 2015 election & evaluate their importance & reliability.</p> <p>Class discussion on whether social media has had a positive/negative effect</p>	
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<p>26/27 Consolidation/Revision/Assessment</p>	<p>Exam prep</p>	<p>Apply knowledge to exam questions</p>	<p>Answer in timed conditions</p>	<p>Writing frames</p>
<p>28 Introduction to Liberalism</p>	<p>What are the core ideas & principles of Liberalism & how do they relate to human nature, the state, society & the economy?</p>	<p>Students should understand these core liberal ideas:</p> <p>Individualism- primacy of individual over group.</p> <p>Freedom/ Liberty- making decisions in your own interests.</p> <p>State- Needed to ensure society is ordered but should be limited.</p> <p>Rationalism- Humans are capable of making own moral choices.</p> <p>Equality/ social justice- All should get equal treatment & opportunities.</p> <p>Liberal Democracy- civil liberties should be respected by an elected government.</p>	<p>Students make notes on liberal views of human nature:</p> <p>Viewed positively & progressively.</p> <p>All individuals are unique & highly capable of given opportunities.</p> <p>Rejects superiority due to birth right or social conditioning.</p> <p>Class discussion on liberal view of the state covering why early liberals distrusted the state, classical liberals wanted to limit its power & modern liberals see it as an enable for all to progress.</p> <p>Class debate on the liberal view of society & the economy covering the following:</p> <p>Is society a collective body comprised of self-reliant individuals?</p> <p>Are contractual obligations needed in society so businesses can operate with confidence?</p> <p>Are voluntary groups part of the natural order of society that emerges when people promote the common good?</p> <p>Does capitalism encourage people to strive harder to get rewarded?</p>	<p>Info sheets/case studies</p> <p>Debate outline</p>

			Is it better to regulated the economy to solve social problems & promote equality?	
29 Tensions between classical and modern liberalism	What are the differing views & tensions within liberalism?	<p>Students should understand different views liberals hold on human nature, the state, society & the economy. They should know about the divisions between:</p> <p>Classical liberals supporting state playing a minimal role & modern liberals who believe free market capitalism restricts freedom</p>	<p>Students work in groups Students work in groups each representing a party faction to come up with a set of policies based on their views.</p> <p>Spider diagram of each core idea with the classical and modern liberal view.</p> <p>Debate between Classical & Modern liberal over the economy, the role of the state & the promotion of equality.</p> <p>Debate between Classical & modern liberals over whether the franchise should be extended to promote equality.</p>	<p>Group work outline</p> <p>Debate outline</p>
30 Ideas of key thinkers - Locke, Wollstonecraft, Mill, Rawls, Friedan	Who are the Key Liberal Thinkers & what are their ideas?	<p>Students should understand the key ideas of the following in relation to human nature, the state, society and the economy:</p> <p>John Locke</p> <p>Mary Wollenstonecraft</p> <p>John Stuart Mill</p>	<p>Students make notes on each of the key thinkers and deliver presentations with each group assigned a different thinker to research in detail. A booklet can be produced with contributions from each student inside.</p> <p>Class discussion on Locke's view that humans have innate rights & leaders</p>	<p>Profiles of key thinkers</p> <p>Discussion outline</p> <p>Debate outline</p>

		<p>John Rawls</p> <p>Betty Freidan</p>	<p>should govern on notion of consent & individual's right to withdraw it.</p> <p>Teacher explanation of Mary Wollenstonecraft's view that women needed an education to advance their social & economic position as other equality would follow educational provision & gender equality would be advanced.</p> <p>Students make notes on Stuart Mill's view on "harm principle" & Self regarding right." As well as tolerance & plurality- best ideas will triumph.</p> <p>Students make notes on John Rawls' view that state should support equal opportunity & achieve social justice by creating opportunities.</p> <p>Students debate Betty Friedan's view that career opportunities should be advanced for women so that they can play a fuller role in public life.</p>	
<p>31 Introduction to Conservatism</p>	<p>What are the core ideas & principles of conservatism & how do they relate to human nature, the state, society & the economy?</p>	<p>Students should understand these core conservative ideas:</p> <p>Pragmatism- Flexibility & basing decisions around what works.</p> <p>Tradition- Accumulating wisdom & connecting generations.</p>	<p>Students make notes on conservative views of human nature:</p> <p>Humans are limited in capacity so no-one can claim to know the absolute truth- explains conservative disdain for ideologies.</p>	<p>Body outline</p> <p>Debate outline</p>

		<p>Human imperfection: Humans' flaws stop good decision making.</p> <p>Organic Society: Whole of Society prioritised over individual parts.</p> <p>Paternalism: Benign power exerted by state in peoples' interests.</p> <p>Libertarianism: Maximising autonomy & choice in economy.</p>	<p>Human nature has negative aspects so law & order needed for security & strong legal frameworks to protect the vulnerable.</p> <p>Human nature is to follow familiar patterns that have been tried & tested.</p> <p>Class discussion on conservative view of the state covering why we need state to provide defence & unify the nation & whether new right should be able to roll back state intervention in economy.</p> <p>Class debate on the conservative view of society & the economy covering the following:</p> <ul style="list-style-type: none"> -Is society a living organism that passes core values down through the ages? -Should society be formed around principles of authority, morality, family & group life or individual autonomy? -Are the free market & individual enterprise good for the economy? -Should property ownership be encouraged to give people a stake in society? -Should the government intervene in the economy to prevent social strife. 	
<p>32 Tensions between traditional, one nation and new right</p>	<p>What are the differing views & tensions within conservatism?</p>	<p>Students should understand different views conservatives hold on human nature, the state, society & the economy. They should know about the divisions between:</p> <p>Traditional conservatives supporting hierarchy & patriotism.</p>	<p>Students work in groups each representing a party faction to come up with a set of policies based on their views.</p> <p>Debate between one nation & traditional Tories over welfare budget.</p>	<p>Party group activity outline Debate outline Spider diagrams</p>

		<p>One Nation conservatives supporting paternalism.</p> <p>New Right conservatives supporting neo-liberalism.</p> <p>Neo conservatives supporting tough law & order policies.</p>	<p>Debate between new right & one nation Tories over the economy.</p> <p>Debate between new right & neo conservatives over whether the state should be rolled back.</p> <p>Examine how the New Right challenges Conservative thinking in relation to the core principles.</p> <p>Spider diagram of each core idea, the different views of traditional, one-nation and New Right Conservatives.</p>	
33 Conservative key thinkers	Who are the Key conservative thinkers and what are their ideas?	<p>Students should understand the key ideas of the following in relation to human nature, the state, society and the economy.</p> <p>Thomas Hobbes (1588-1679)</p> <p>Edmund Burke (1729-1797)</p> <p>Michael Oakeshott (1901-1990)</p> <p>Ayn Rand (1905-1982)</p> <p>Robert Nozick (1938-2002)</p>	<p>Students make notes on each of the key thinkers and deliver presentations with each group assigned a different thinker to research in detail. A booklet can be produced with contributions from each student inside.</p> <p>Class discussion on Hobbes' view that as biggest danger to society is social breakdown & civil war, law & order should be prized above all other principles. Discuss whether they agree with his view that all humans are limited & easily led astray.</p> <p>Teacher explanation of Edmund Burke's view that change & flexibility is necessary in order to conserve society. Students write definition of organic</p>	<p>Key thinker profiles</p> <p>Discussion outline</p> <p>Rand's texts</p>

			<p>society & brainstorm different customs & traditions which bind & create unity.</p> <p>Students make notes on Oakeshott's view that the nature of humanity is imperfect, there is no utopia & life is a constant struggle with no fixed destination.</p> <p>Students make notes on Ayn Rand's view that limited government is best & the state should be cut back to promote individual reliance & the pursuit of self-interest in a rational & progressive manner.</p> <p>Class debate on Robert Nozick's view that as much autonomy as possible should be given to individuals over their economic & personal life. One side can argue that government projects to redistribute wealth are flawed & counter-productive while the other can argue that the state should intervene to level the playing field.</p>	
<p>34/35 Introduction to Socialism</p>	<p>What are the core ideas & principles of Socialism & how do they relate to human nature, the state, society & the economy?</p>	<p>Students should understand these core Socialist ideas: Collectivism – collective efforts benefit economy & society. Common humanity –tendency to co-operate, behaviour socially determined not due to genes etc.</p>	<p>Students make notes on socialist view of human nature: Viewed positively; progress & human development natural. Human nature shaped by events & experiences- nurture over nature. Co-operative social life is natural condition of human nature.</p>	<p>Discussion outline Agreement line</p>

		<p>Equality –critical to the state, society & economy.</p> <p>Social class –how it impacts society, state & economy.</p> <p>Workers’ control of economy & state- why important & how to achieve it.</p>	<p>Class discussion on the socialist view of the state covering the following:</p> <ul style="list-style-type: none"> - Differing views of the state and its role within socialism -Do you agree with revolutionary socialists that the state in a capitalist system is an instrument of oppression supporting the ruling class? -In a post-revolutionary society will the state ‘wither away’? -Do you agree with evolutionary socialists (social democrats and supporters of the Third Way) who see the state as having potential to create a fair and equitable society? 	
<p>36 Tensions between revolutionary, social democracy and the third way</p>	<p>What are the differing views & tensions within Socialism?</p>	<p>Students should understand different views socialists hold on human nature, the state, society & the economy.</p> <p>They should know about the divisions between: revolutionary socialists – feel socialism can be brought about only by the overthrow of the existing political structure.</p> <p>Social Democrats – want to humanise capitalism in interests of social justice.</p> <p>Third Way Socialists – want a middle-ground alternative route to socialism & free-market capitalism.</p>	<p>Students work in groups Students work in groups each representing a party faction to come up with a set of policies based on their views.</p> <p>Student notes on revolutionary and evolutionary socialists’ views on the economy, the role of the state and the class struggle.</p> <p>Debate between evolutionary & revolutionary socialists to show that while there is agreement over ‘ends’ there are sharp difference over ‘means’ of achieving Socialism.</p> <p>Student roleplay on tensions within evolutionary socialism:</p> <ul style="list-style-type: none"> -Social Democrats want ‘gradual’ reform but still focused on an active state making economic & social changes. (Old Labour) 	<p>Group work outline</p> <p>Wider reading</p>

			-Supporters of the Third Way want compromise & acceptance of free market & individualism. (New Labour)	
37 Ideas of key thinkers - Marx, Engels, Webb, Luxemburg, Crosland, Giddens	Who are the Key Socialist thinkers and what are their ideas?	<p>Students should understand the key ideas of the following in relation to human nature, the state, society and the economy.</p> <p>Karl Marx (1818-83) and Friedrich Engels (1820-95)</p> <p>Beatrice Webb (1858-1943)</p> <p>Rosa Luxemburg (1871-1919)</p> <p>Anthony Crosland (1918-77)</p> <p>Anthony Giddens (1938–)</p>	<p>Students make notes on each of the key thinkers and deliver presentations with each group assigned a different thinker to research in detail. A booklet can be produced with contributions from each student inside.</p> <p>Class discussion on Marx & Engels' view that a radical revolution is the way to transform society.</p> <p>Teacher explanation of Beatrice Webb's view of 'Parliamentary road' to socialism driven by political emancipation of working class & her desire to expand the state as main engineer of social change.</p> <p>Students brainstorm different strategies Parliament could use to achieve socialism.</p> <p>Students make notes on Luxemburg's view that once working class conscious of exploited position they'll become revolutionized & that capitalism can't be reformed & has to be overthrown.</p>	

			<p>Students make notes on Crosland's view that socialism should reject Marxism & introduce state managed capitalism as a mixed economy, full employment and universal social welfare will deliver equality.</p> <p>Class debate on Anthony Giddens' view that socialists should accept Thatcher's free market reforms.</p> <ul style="list-style-type: none"> -One side can argue that role of the state is social investment in infrastructure & education & NOT social engineering. -Other side can argue that state intervention is only way to bring about equality as free market is based on economic exploitation. 	
38/39	Apply knowledge to exam questions	Answer in timed conditions	Writing frames	Exam prep