

Year 8 PDC Booklet

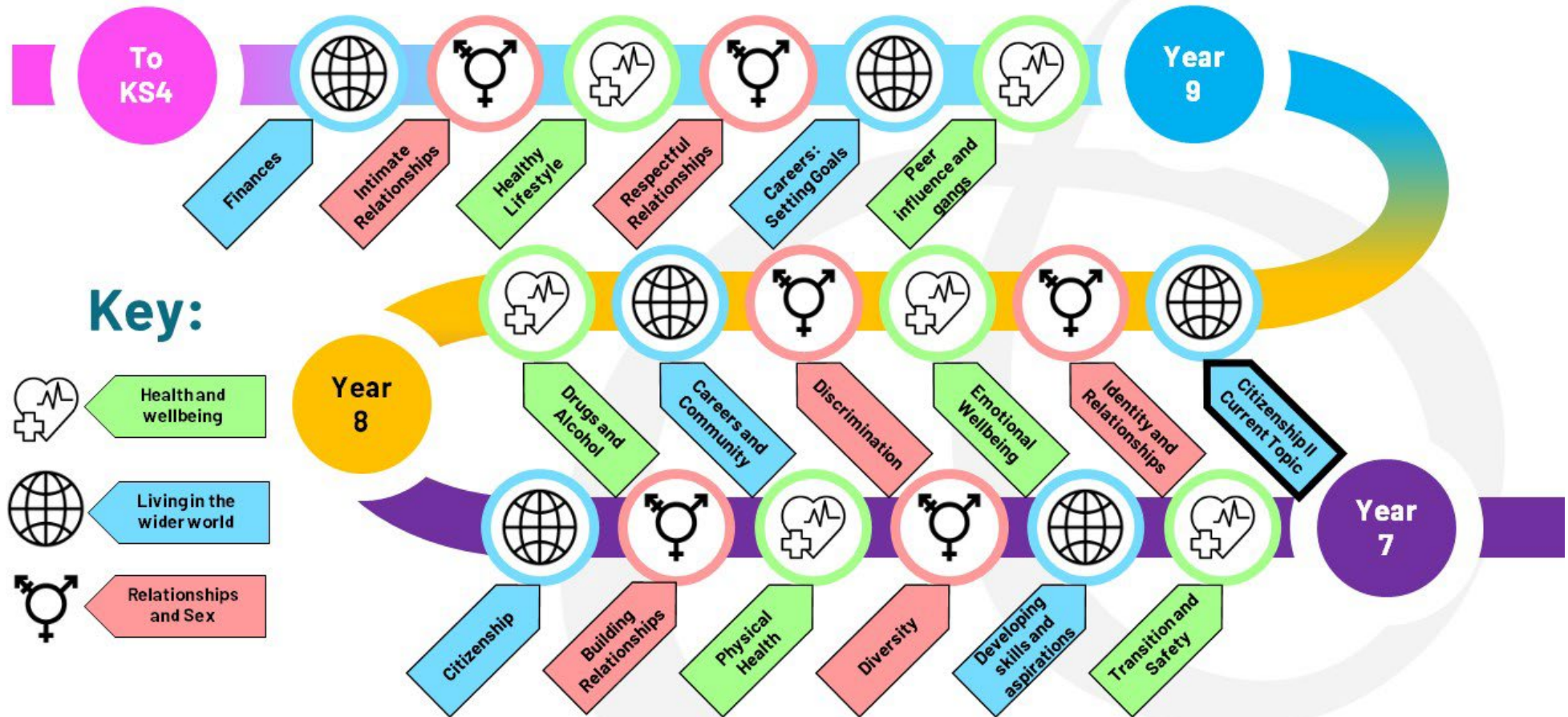
Living in the Wider World II



Name:

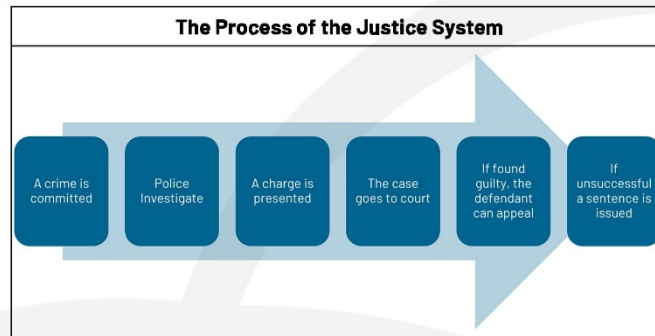
Form:

Personal Development Curriculum KS3 Learning Journey



Year 8 – Block 6: Living in the Wider World II Knowledge Organiser

| Key Words | |
|-------------------------|--|
| Citizenship | Learning about the community (local, national and global) that we live in and how we can be actively involved. |
| Government | The group of people with the authority to govern a country or state; a particular ministry in office. |
| Parliament | The highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons. |
| Citizen | A legally recognized subject or national of a state or commonwealth, either native or naturalized. |
| Law | The system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties. |
| Constituency | A group of voters in a specified area who elect a representative to a legislative body. |
| House of Commons | Democratically elected house of the UK Parliament |
| House of Lords | The second chamber of UK Parliament. It plays a crucial role in examining bills and questioning government action |
| Monarch | A sovereign head of state, especially a king, queen, or emperor. |
| Constitutional Monarchy | The monarch exercises their authority in accordance with a constitution and is not alone in making decisions |
| Budgeting | An estimate of income and expenditure for a set period of time. |
| Borrowing | Receiving money from someone |
| Income | Money received, especially on a regular basis, for work or through investments. |



Major Political Parties in the UK

| | | |
|---------------|--------|-------------------|
| Conservatives | Labour | Liberal Democrats |
| SNP | DUP | Green Party |

The Political System

| | |
|----------------|--|
| Parliament | There are two houses of parliament that work together—House of Commons and house of Lords to make and shape laws, and debate |
| Justice System | The system for enforcing the law, made of judges, magistrates and the police |
| The Monarch | The king or queen of the country, who still plays an important role, but often lets the democratic process continue. |

Where To Go For Support:

| | |
|--|---|
| Teachers and School Staff, Parents, Friends, Parents | |
| NPSCC | https://www.nspcc.org.uk |
| Young Citizens | https://www.youngcitizens.org/ |

Getting Elected

- Candidates for MPs stand for election
- Political parties release and promote their manifestos
- Those registered to vote attend a polling station, voting for their preferred candidate
- The MP with the most votes wins their constituency
- The party with the most MPs in parliament (known as a majority) wins the election, and their leader is the new Prime Minister

Human Rights

| Absolute Rights | Qualified Rights |
|--|--|
| Rights that apply in every case | Rights that can be restricted sometimes |
| <ul style="list-style-type: none"> • No one should be tortured or treated in a way that is cruel or humiliating • No one should be treated as a slave • No one should be punished for doing something that was not against the law when they did it | <ul style="list-style-type: none"> • Everyone has the right to life • Everyone has the right to respect for private and family life • If people's rights are violated they have the right to remedy |

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Date:

Title: The Political System

Retrieval Practice

1. It's important to be cautious when interacting with strangers on _____ media platforms.
2. Online grooming is when someone builds a _____ relationship with a child to exploit them.
3. Predators may use compliments and gifts to _____ children into trusting them.
4. _____ your privacy settings can help protect you from unwanted attention online.
5. If someone online makes you feel uncomfortable, it's important to talk to a _____.

Baseline and Endpoint Assessment:

| | Baseline Assessment | Endpoint Assessment |
|---|--|--|
| 1. How does the political system in the UK work? | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| 2. What is different about the UK political system to others? | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Task 1: Assign the right person for the job

| Activity | Person Responsible |
|---|--------------------|
| A petition for additional cycle lanes to be placed in the UK has reached 100,000 signatures and requires a debate | |
| There are 5 people to be knighted for their services to the country | |
| A threat is made against the UK by a foreign government | |
| A bill for all-electric cars has been drafted and agreed on by the house of commons, and requires analysing | |
| The prime minister has made a rash decision, and needs scrutinising | |

Date:

Title: How Parliament Works

Retrieval Practice

1. The UK has a _____ democracy where citizens elect representatives to make decisions on their behalf.
2. The UK Parliament consists of two houses: the House of Commons and the House of _____.
3. The Prime Minister is the leader of the _____ party and is responsible for running the country.
4. Laws are proposed, debated, and voted on in Parliament before being _____.
5. Citizens have the right to vote in national or local _____ to choose their Members of Parliament.

Baseline and Endpoint Assessment:

| | Baseline Assessment | Endpoint Assessment |
|---|--|--|
| 1. What do the house of lords do in parliament? | | |
| 2. What do the house of commons do in parliament? | | |

Task 1: Video. Make notes about what happens in each part of parliament

| House of Commons | House of Lords | Monarch |
|------------------|----------------|---------|
| | | |

Task 2: Questions

1. What key features do you notice in the video about how parliament operates?

.....

2. Why is Keir Starmer questioning the prime minister?

.....

3. What is the purpose of this debate?

.....

4. What concerns might a member of the public have with parliament based on this video?

.....

5. Who do the Prime Minister and Keir Starmer repeatedly address during this debate? Why?

.....

Task 3: Sorting

Order the statements so that the sequence of passing a bill is correct and assign a part of parliament to each stage

The bill is further scrutinised in the house of lords and is again amended before it is taken back to the prime minister. Both houses must agree on it.

Order:

Place:

The bill is debated in the house of commons and is amended and altered based on this. This is then held for a vote before progressing.

Order:

Place:

A green paper is published (a proposal) and discussed and debated with members of the public. This leads to a white paper being published (the government plan) and finalised into a bill

Order:

Place:

The monarch must sign the bill before it becomes an Act of Parliament, although the monarch always signs the bill (why?)

Order:

Place:

Date:

Title: How the Justice System Works

Retrieval Practice

1. The UK Parliament consists of two houses: the House of Commons and the House of _____.
2. Members of Parliament (MPs) in the House of Commons are elected by the _____ in general elections.
3. The Prime Minister, who is the leader of the governing party, is usually an MP in the House of _____.
4. Laws are proposed and debated in Parliament before being _____ by a vote.
5. The House of Lords, which is the upper house of Parliament, reviews and suggests changes to laws passed by the House of _____.

Baseline and Endpoint Assessment:

| | Baseline Assessment | Endpoint Assessment |
|--|--|--|
| 1. Who is a part of the justice system? | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| 2. Why is it important that the justice system exists? | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Task 1: Roles of the Justice System

| Part of the Justice System | Role They Play | No. |
|------------------------------------|--|-----|
| 1. The Police | Administration of courts and tribunals in the UK. There are different courts for different cases | |
| 2. HM Courts and Tribunals | MPs and members of the government who review the laws | |
| 3. The Law Officers | Investigating crime and collecting evidence, as well as arresting or detaining suspected offenders | |
| 4. Ministry of Justice | Lead department on immigration, passports, drugs, crime, firearms and counter-terrorism | |
| 5. Home Office | Carries out sentences given by the courts | |
| 6. HM Prison and Probation Service | A ministerial department that has responsibility for large parts of the justice system | |
| 7. HM Crown Prosecution Service | Enhancing the quality of justice | |

Task 2: How a Courtroom Works

During the video, make a set of notes on the roles of each person in court, and how the courtroom functions

| Person | Role |
|-------------|------|
| Juror | |
| Judge | |
| Court Clerk | |
| Court Usher | |
| Prosecution | |
| Defence | |
| Witness | |

Date:

Title: Human Rights

Retrieval Practice

1. The justice system in the UK ensures that everyone is treated _____ and fairly.
2. Courts play a crucial role in the justice system by _____ disputes and enforcing laws.
3. Judges and magistrates make decisions based on _____ presented in court.
4. Trials allow both the prosecution and the _____ to present their arguments and evidence.
5. Sentencing is the process of determining the punishment for someone who has been found _____.

Baseline and Endpoint Assessment:

| | Baseline Assessment | Endpoint Assessment |
|------------------------------------|--|--|
| 1. What are human rights? | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| 2. Why are human rights important? | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Task 1: Human Rights

| Absolute Rights | Qualified Rights | Protocol Article |
|---|--|--|
| <p>Article 3: No one should be tortured or treated in a way that is cruel or humiliating</p> <p>Article 4: No one should be treated as a slave</p> <p>Article 7: No one should be punished for doing something that was not against the law when they did it</p> | <p>Article 2: Everyone has the right to life</p> <p>Article 4: Everyone has the right not to be required to perform forced or compulsory labour</p> <p>Article 5: Everyone has the right to liberty</p> <p>Article 6: Everyone has the right to a fair trial and within a reasonable time</p> <p>Article 8: Everyone has the right to respect for private and family life</p> <p>Article 9: Everyone has the right to hold whatever beliefs they wish</p> <p>Article 10: Everyone has the right to express their views and opinions</p> <p>Article 11: Everyone has the right to peaceful assembly and the freedom to associate with others</p> <p>Article 12: Everyone has the right to marry and have a family</p> <p>Article 13: If people's rights are violated they have the right to remedy (they can take their case to court)</p> <p>Article 14: There must be no discrimination in the application of human rights on any ground</p> | <p>Protocol 1 Article 1: Everyone has the right to own property and enjoy their belongings</p> <p>Protocol 1 Article 2: Everyone has the right to an education</p> <p>Protocol 1 Article 3: Everyone has the right to vote in elections</p> |

| Scenario | Which Human Rights? |
|---|---------------------|
| A. A baby is born with a very serious illness and is not expected to survive. Doctors recommend that they be allowed to die, but the parents disagree and believe that as much as possible should be done to keep the baby alive. | |
| B. A bank executive tells her manager that she is pregnant and will be taking maternity leave. The next day, she finds out that she has been removed from a number of key projects. She is told it is because the bank's clients will not want someone managing their projects who will be away for such a long period of time. Two months later she quits her job. | |
| C. A same-sex couple walking down a street are asked by a police officer "not to hold hands". After refusing to stop holding hands, both of them are arrested for 'public disturbance' and fined. | |
| D. A man is charged with armed robbery. At his trial, statements against him from two anonymous witnesses are read out in court. There is no chance for the man to question these witnesses or challenge their evidence. | |
| E. An environmental campaign group plan to hold a number of demonstrations across a city. The police find out about their plans and impose an outright ban on any protests in the city, no matter how large or small. | |

| | |
|---|--|
| <p>F. A teacher, who has no religious beliefs, teaches maths at a Roman Catholic school. They apply for a promotion, but are immediately turned down because they are not a Roman Catholic.</p> | |
| <p>G. A blogger writes an article criticising the leader of their country and publishes it on their popular internet blog. A few days later they are arrested. They are detained by the police for three days without access to a solicitor. No-one explains what the charges against them are.</p> | |
| <p>H. A citizen of Zimbabwe who lives in the UK is placed under a deportation order for a serious criminal offence. They are HIV positive. The condition is kept under control through antiretroviral medication available in the UK. It is doubtful whether they would be able to access the necessary drugs in Zimbabwe.</p> | |
| <p>Conflicting Rights Scenarios</p> | |
| <p>A same-sex couple would like to have a civil partnership at their local town hall. The local registrar refuses to perform the ceremony as they feel that it would go against their religious beliefs.</p> | |
| <p>A baby is severely ill and in need of a blood transfusion. The parents belong to a religion which does not allow blood transfusions or medical intervention. The baby is too young to speak. The parents are adamant that the baby should not be treated, but the doctors are desperate to save its life.</p> | |
| <p>A 16-year old is excluded several times from a school for disruptive behaviour. Another incident takes place two months before they and others are due to take their GCSEs. The parents of some of the other students call for them to be permanently excluded.</p> | |
| <p>A 26 year crashes their car after driving the wrong way down a slip road. They seriously injure two people travelling in a car in the opposite direction, including a young child. They are taken to the local hospital where they remain unconscious.</p> <p>The police suspect that they had been drinking before they crashed the car. They want to take a blood sample whilst the driver is still unconscious, to test it for alcohol. If the officers wait too long, the sample will not be reliable.</p> | |
| <p>A transgender man, who is legally recognised as male, halted his hormone treatment and became pregnant using donor sperm. He later gave birth to a child. He wishes to be registered as the “father” on the child’s birth certificate.</p> <p>The Court rules that as the person who gave birth to the child, he must be registered as the “mother” on the child’s birth certificate.</p> | |