



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6 weeks	Pressure groups	<p style="text-align: right;">Title</p> <p>This unit assumes that students have no prior knowledge of what pressure groups are but they may have heard of some such as Green Peace</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Starters and plenaries Plenary- peer and self assessment</p>	<p>Mid unit assessment</p>	<ul style="list-style-type: none"> o I can take part in decision-making activities with other people. o I am able to identify different views on topical and controversial issues and I can describe what influences those views. o I can describe appropriate research methods and I can evaluate sources for validity and bias. o I can reflect on the success of my actions in achieving influence or improving my community; and I can suggest ways of taking the project further in the future. o I show understanding of the complexity of identities and diversity in communities and can explain the impact of some of the changes in UK society and the global community. o I can begin to evaluate the roles citizens can take in shaping decisions and the extent to which they can influence the operation of the political and legal systems. o I can compare the role of the citizens of the UK with those in other parts of the world in order to show the strengths and weakness of other political systems. o I can look at different situations and weigh up the implications of where an individual's or group's rights and obligations are contested. o I question assumptions and my own views after I have examined relevant evidence.



	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	<u>What are Pressure groups?</u>	<p>ALL – will be able to identify at least three types of pressure groups.</p> <p>MOST – will be able to explore examples and the work of different pressure groups.</p> <p>SOME – will be able to evaluate the work of pressure groups.</p>	<p>Look at images <u>Put</u> a tick if you think that this action would change someone’s mind about an issue or cross if not.</p>	<p>RwCN- Copy definition of Pressure group.</p> <p>What is a Pressure Group? Knowledge Check.</p> <p>Pressure Groups are set up for different causes. The examples below are all Pressure Groups that try to prevent environmental problems.</p> <p>What do you know about pressure groups? What do they have in common? What are their aims? What are their views about the environment? In your opinion are they successful?</p>	<p>How do pressure groups work?</p> <p>AFL- pair work- <u>Watch</u> the video clips and <u>complete</u> the table.</p> <p>Extension-Pressure groups – case study.</p>	<p>Differentiated Questions</p> <p>What is a pressure group? What are the different types of pressure groups? What types of action have pressure groups taken to in relation to climate change? What are the different views of pressure groups on climate change? What are people and politicians influenced by the different views of pressure groups on climate change?</p>	<p>Plenary- AFL – pair work</p> <p>Step 1 - Swap your book with the person next to you. Step 2 – In your partner's book write down Plenary question</p> <p>Step 3 – Write a question starting with either <i>What? Why? Where?</i> to test your partner’s knowledge from today’s lesson. Step 4 – Swap your book back and provided detailed answer to the question (using key words and examples).</p>



2	<p>What is Campaigning, and how can we do it?</p>	<ul style="list-style-type: none"> • All Define 'campaign' and 'influence' and list three different methods of campaigning. • Most Explain how different campaign methods work, using an example. • Some Evaluate how effective different campaign methods can be for influencing people. 	<ul style="list-style-type: none"> • Keywords: • Influence • Campaign methods <p>Starter: What might link these three pictures? See ppt</p> <p>Challenge Question: Explain how each of these pictures might link to 'Citizenship.'</p>	<p>Discuss in your pair: What is campaigning? (Clue: the pictures might help you) Campaigning is using different methods to influence people's behaviour and decisions.</p> <p>To influence = to have an effect on someone or something, e.g. to change the way they behave, think or feel.</p> <p>Challenge Question 1) What different types of campaigns have you come across? The pictures above might give you some ideas.</p> <p>Challenge Question 2) Which example above is the odd one out and why?</p>	<p>Task: Your circle of influence...</p> <ul style="list-style-type: none"> • Who <u>influences you</u>? • Who can <u>you influence</u>? • Complete your circle of influence (some arrows might go both ways!) <p>Challenge Question: What different <i>methods</i> would you use to influence these groups? Would you use the same methods for everyone? Why/why not?</p>	<p>What campaign methods can we use to influence others?</p> <p>Match images to statements AFL- pair work How do different campaign methods work? CHALLENGE! You have been asked to run a campaign to:</p> <p>a) get your friends at school to like football b) get them to support Stratford School Academy Football team Which campaign method would you pick? Why would this method be most successful? Which method would be least successful? Why? Fill in the table:</p>	<p>Plenary JUST A MINUTE! Complete the three tasks in just one minute, without: - Hesitation OR - Deviation (going off topic!)</p>
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3	What is a pressure group, and who are Amnesty International?	ALL Describe what a 'pressure group' is and what it does. Most Explain what the pressure group Amnesty International aims to do and give a reason why they use letter writing as a campaign method. Some Evaluate why letter writing can have an impact on human rights.	Keywords: Pressure influence Pressure group Campaign method Starter: What do you think the pictures below have in common? See ppt Challenge Question: How could your answer to question (2) link to what we learned about last lesson?	Review prior learning With your partner, discuss: 1) What do these groups do? Do you know anything about them? 2) What do they have in common? 3) What do you think a pressure group might be? Differentiation Complete these sentences in your book: A pressure group is... Their aim is... Challenge Question: Why do you think pressure groups are an important part of a democratic country ? Explain your answer.	Introduce Amnesty International One of the main campaign methods that Amnesty uses is letter-writing. 'Signatures': http://www.youtube.com/watch?v=eEwkrnw9g84&safe=active ➤ What happens in the video? ➤ What do the signatures do? ➤ What do signatures have to do with letter writing? ➤ What do you think this video saying about letter writing?	RWCN:Complete differentiation reading comprehension task. See ppt	Plenary Peer assessment- Complete these statements and get you partner to give you a WWW/ebi comment A 'pressure group' is _____ Amnesty International uses letter writing as a campaign method because..... Evaluate – I think letter writing can have an impact on human rights because.....
4	KQ: How can I revise for the assessment on this topic?	To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
5	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.



6	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.
7	How can letter writing help in cases of human rights violations?	All Identify the human rights that have been violated in your case. Most explain who you could try to influence with a letter and how this would work. Some Evaluate the benefits and limitations of writing a letter to help fight for someone's human rights.	Solidarity-Look at the pictures. What do you think it means? See ppt	In 2013, thousands of Amnesty International supporters wrote to Miriam and to the Mexican Government about her case. Discuss: ➤ How do you think the letters helped Miriam? ➤ How might they influence the Mexican government? What effect do you think this had on: ➤ Miriam? ➤ The guards in her prison who saw her receiving all these letters? ➤ The government in Mexico? Challenge Question: Explain <u>why</u> you think it had these effects.	Complete the task for your level: Red 1) Complete the gap filling exercise on the worksheet . 2) Complete the question on your worksheet.	Amber 1) What does solidarity mean? <i>Solidarity means...</i> 2) How does writing letters to people whose human rights have been violated show solidarity ? *try to use an example <i>Writing letters to people whose human rights have been violated shows solidarity because...</i> Green 1) Explain, using an example how writing letters to people whose human rights have been violated can help. Use the word ' solidarity ' in your answer.	Plenary Complete the three tasks in just one minute, without: - Hesitation OR - Deviation (going off topic!). Identify the human rights that have been violated in your case explain who you could try to influence with a letter and how this would work. Evaluate the benefits and limitations of writing a letter to help fight for someone's human rights.



8	Can we write for human rights?	<p>ALL Identify the features of a formal letter and write your own solidarity letter. Most Explain what makes an effective formal letter and write your own solidarity and/or appeal letter.</p> <p>Some Respond by writing an effective, persuasive appeal letter and an empathic, meaningful solidarity letter.</p>	<p>Starter Watch this video: Reflect and respond to what we learnt last lesson.</p>	<p>There are two types of letter that Amnesty International use: SOLIDARITY letters Solidarity letters try to show the person that you are there to support them and that they are not alone. APPEAL letters Appeal letters try to persuade people in power to change the situation; they appeal to them (ask them) to take action.</p>	<p>Task: Put the letters in the boxes to show where you think each part of the letter should go Read one of the case studies.</p> <ul style="list-style-type: none"> ➤ Who they are? ➤ What happened to them? ➤ Which of their human rights have been violated? ➤ What Amnesty says they want to happen? 	<p>Write your letter(s)!</p> <ol style="list-style-type: none"> 1) Use the letter template to write your own solidarity and/or appeal letter. 2) When you have finished, see me for a literacy checking sheet. <p>RWCN 3) Red Write a solidarity letter to Liu Xia Amber Write a solidarity letter to Johan or an appeal letter to the Indonesian Minister Green. Write an accurate and persuasive appeal letter to the Attorney General or the Secretary.</p>	<p>Plenary AFL RWCN</p> <p>Read and peer assess letters.</p>
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