

Discover the UK Parliament!

Teachers' notes

Introduction

These teachers' notes provide a host of activities and adaptable ideas to bring Discover the UK Parliament to life in your classroom.

Discover the UK Parliament is a fun and accessible introduction to the work and role of the UK Parliament for pupils aged 7–11. It enables your pupils to develop their understanding of the different parts of Parliament, the people who work there and how laws are made.

These teachers' notes provide ideas for how to use the book as well as extra activity worksheets in the form of Photocopy Masters (PCMs). Used in tandem with the Discover the UK Parliament book, the teachers' notes

and PCMs help develop pupils' knowledge and understanding through debate, whole class discussion, pair and group work. You will also find optional extension activities throughout these notes. These activities have been developed to encourage pupils to think 'beyond the classroom', and may consist of follow-up research, roleplay or sharing their ideas with a wider community.

All the information you need to successfully complete the activities can be found in the book and the teachers' notes. However, if you want your pupils to explore any aspects of the work or history of the UK Parliament further, you can find a wealth of resources, including videos and games at www.parliament.uk/education

What is the UK Parliament? & History of the UK Parliament



You will need:

- Discover the UK Parliament p.2–5
- PCM 1
- colouring pens, scissors, post-it notes

ACTIVITY PLAN

Getting started

- Establish pupils' prior knowledge. Write the word Parliament on the board. Ask pupils: What do you know about Parliament? Can you name any of the different parts that make up Parliament? Explain that in this lesson they are going to learn about Parliament.

Finding out about the UK Parliament

- Either read pages 2 and 3 aloud while pupils follow in their books or ask pupils to read the pages independently.
- Tell pupils to check any unfamiliar vocabulary in the glossary on page 28 and/or explain any unknown words.
- Write the following questions on the board:
 - Where does the word Parliament come from?
 - Who is the Monarch?
 - Who works in the House of Commons?
 - What is special about a life peer?
- Ask pupils to work in pairs to answer the questions.
- Check answers as a class.

(Answers: a. from the French word parler, 'to speak'; b. King or Queen; c. MPs d. they are chosen for their knowledge or experience and are members for life).

Finding out about the history of the UK Parliament

- As a class, look at the timeline on pages 4 and 5. Discuss how Parliament has changed.
- Point out that these are only some of the events that have happened in the UK Parliament's long history, there are many more steps in the journey and Parliament is still changing today! Explain that the Monarch used to have all the power and could make up all the laws. Today people can vote to elect an MP to represent them in Parliament.
- Ask pupils: How would you feel if you didn't have any say in the things that affect your life?

Make your own timeline



- Using PCM 1, Timeline activity: explain to pupils that the timeline is out of order. Their task is to put the timeline back into the correct order.
- Ask pupils to cut out the pictures and try to put them in the correct order. They can check their answer using the timeline on pages 4 and 5 of their books. Then they can stick the pictures onto paper and colour them in.
- Ask pupils to choose one moment on the timeline that they think is important in the history of Parliament. In pairs or small groups pupils can compare their chosen moments, explaining why they think they are important.

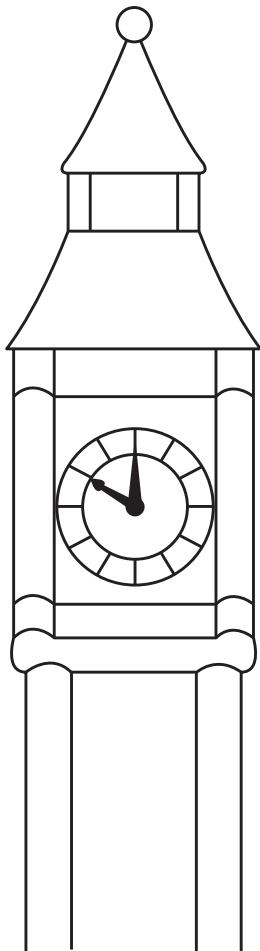
Extension

To explore the history of the UK Parliament in more depth: Visit www.parliament.uk/teach to watch the 'Stories from Parliament' video series which includes animations on Magna Carta, Simon De Montfort's Parliament, the Gunpowder Plot, the fire of 1834 and Votes for Women. Older pupils can explore an animated timeline at www.parliament.uk/housesofhistory. A fun way to explore the history of the UK Parliament and democracy from 1099 to modern day.

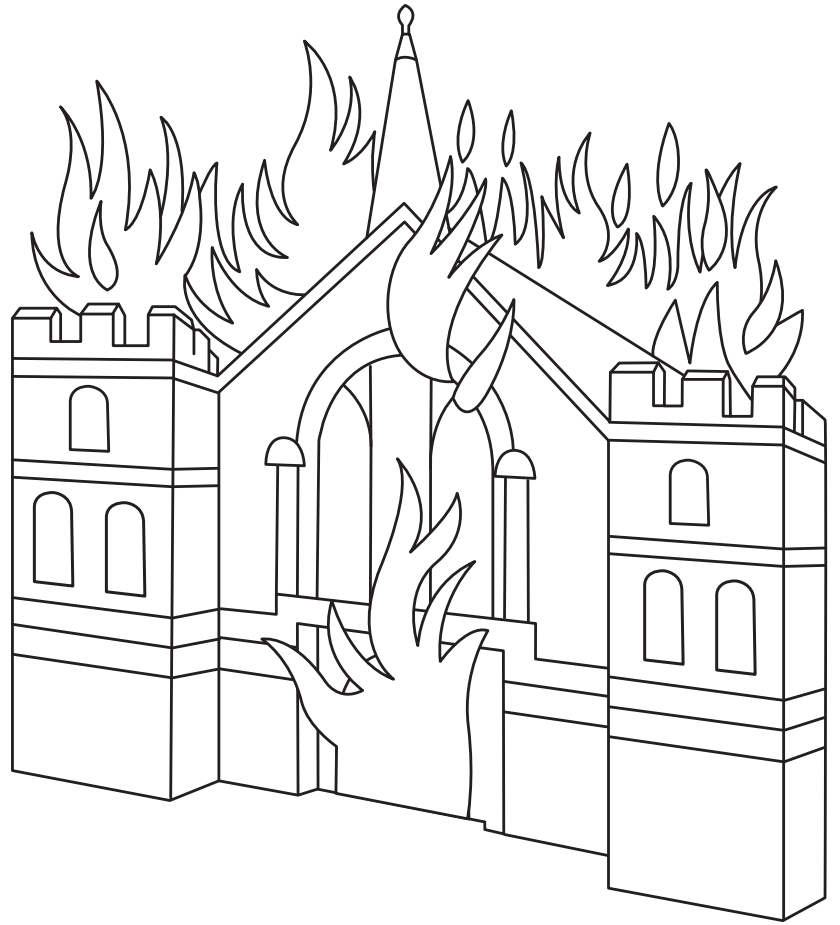
Timeline activity 1

Instructions

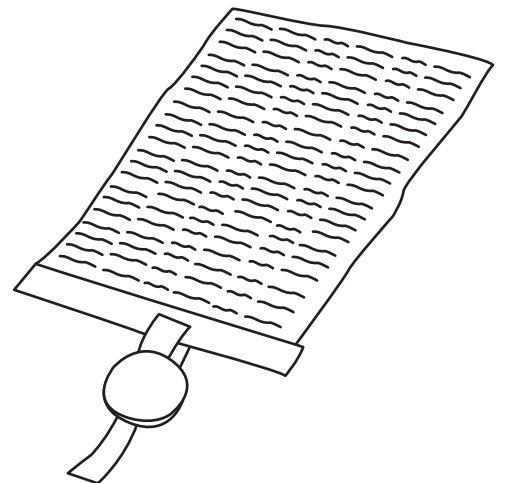
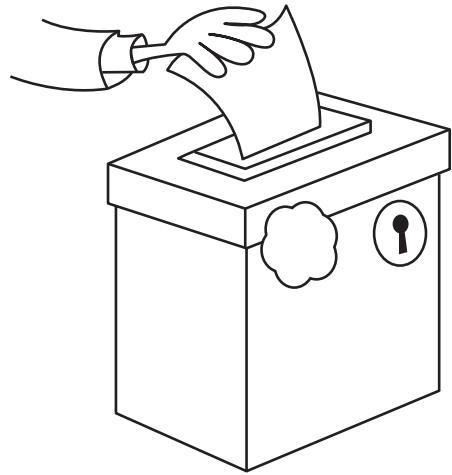
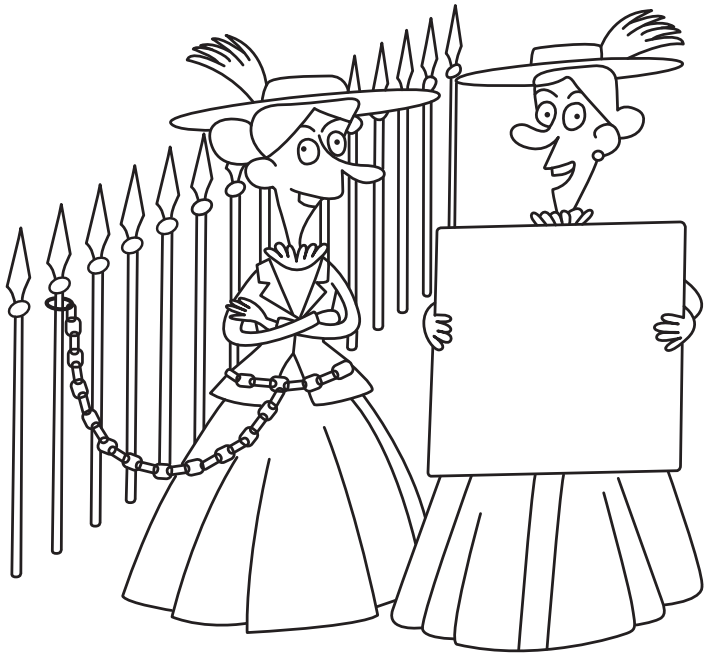
- 1 Cut out these timeline pictures and put them in order of when they happened.
- 2 Check your answer using the timeline on pages 4 and 5 of your book.
- 3 Stick them onto paper in the correct order and colour them in.



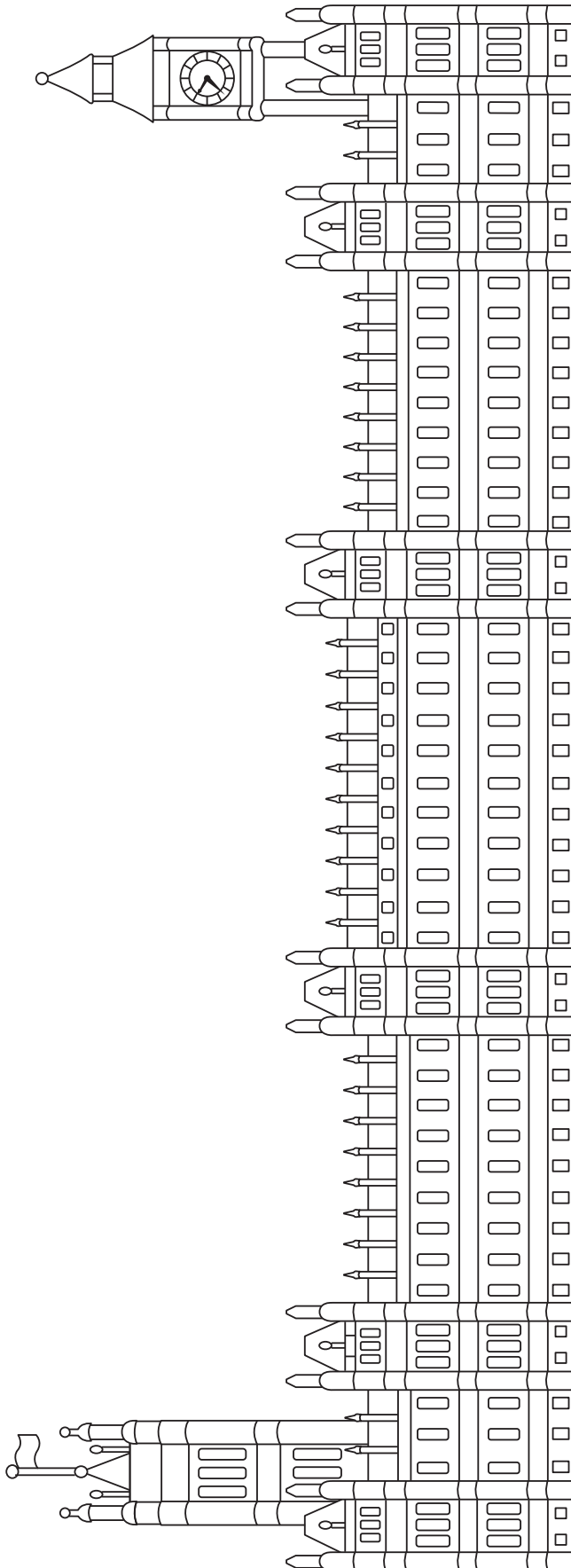
Timeline activity 2



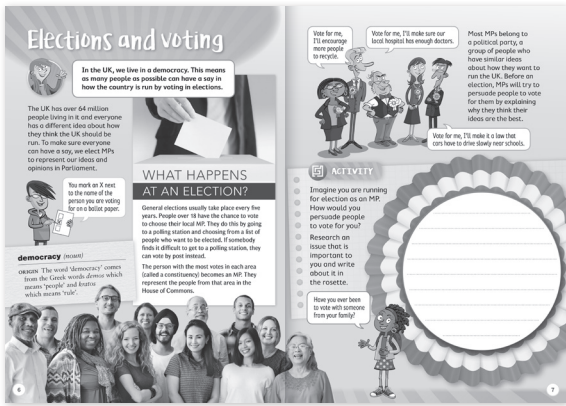
Timeline activity 3



Timeline activity 4



Elections and voting



You will need:

- Discover the UK Parliament p.6–7
- PCM 2
- paper and pens

ACTIVITY PLAN

Getting started

- Establish prior knowledge. Write the words elections and voting on the board. Ask pupils what they know or would like to know about voting and elections.

Finding out about elections and voting

- Read the introduction on page 6 while pupils follow. Ask them to find out where the word 'democracy' comes from. They should read the dictionary entry to check. (Answer: from the Greek words *demos* which means 'people' and *kratos* which means 'rule').
- Write the words constituency, MP and general election on the board and challenge pupils to find out their meanings using the glossary on page 28. Respond to any questions as a class.
- Either read the rest of page 6 aloud as pupils follow or encourage pupils to read the text independently.
- Write the following questions on the board. Ask pupils to work in pairs to find the answers.
 - How old must you be to vote?
 - Where do you go to vote?
 - What is a ballot paper?
 - How is an MP elected?
- Check answers as a class. (a. 18 or over, b. polling station, c. a paper where you mark an X next to the person you are voting for, d. they win the most votes at an election).

Thinking about important issues

- Write on the board: important issues. Give an example of an issue that is important to you. Ask pupils to think about issues that are important to them. Some pupils may think of a local issue, such as cleaning up a local park. Others may focus on a wider topic, such as something they have seen on the news or learnt about through a charity event.
- Ask pupils to read the speech bubbles at the top of page 7. Ask them who they think the people are and what they want (Answer: candidates who want to be elected as an MP to represent their local area).
- As a class, ask pupils what issues they think the MP for their area should campaign about.

Vote for us!



Tell the class that in this activity they will form their own political parties, hold an election and vote for the party with the ideas that most closely match their own concerns.

Form a party

- Put pupils into small groups (at this age, pupils are likely to have similar ideas).
- Hand out PCM 2 Vote for us! to each group.
- Tell pupils they need to agree on a name for their party, decide what issues are important to them and think about how they can persuade people to vote for them. Check pupils understand the meaning of 'slogan', e.g. for a campaign for reducing waste paper, a slogan could be: less waste – more trees!
- Pupils can design posters for the party using their ideas from PCM 2.

Hold a hustings

- After all the parties have completed their posters, hold a 'hustings' where each party in turn tells the rest of the class about their party and their ideas. Encourage pupils to ask questions.
- As a final step, you could stick the completed posters up around the class and ask pupils to go round and read them.

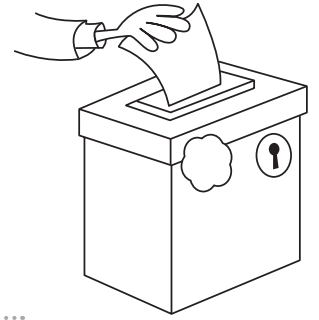
Cast your vote

- Have a class vote. Tell the pupils that they must vote for one of the other parties (not their own). Tell them they should choose the party that they feel they have the most in common with.

Extension

Discuss the pros and cons of different ways of voting, for example by a show of hands, or a secret ballot.

Vote for us! 1



Use this to help you plan how you will persuade people to vote for you and your party.

Our party name:

Things that we think are important

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Our most important idea

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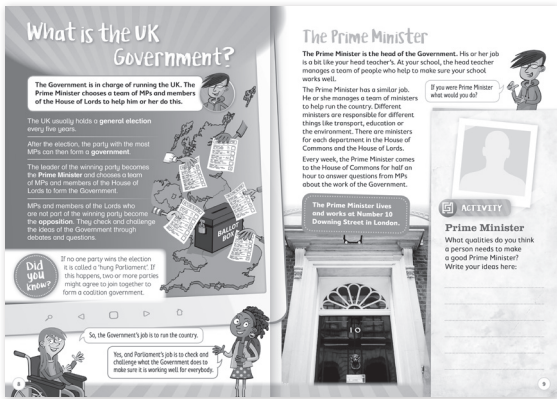
Why people should vote for our idea

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Slogan for our poster

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What is the UK Government?



You will need:

- Discover the UK Parliament p.8–9
- PCM 3
- paper and coloured pens

ACTIVITY PLAN

Getting started

- Write on the board:
What is the Government?
What does it do?
- Ask the class for ideas.

Finding out about the UK Government

- Read the introduction on page 8 while pupils follow.
- Write the following questions on the board. Ask pupils to read page 8 to find the answers.
 - When is there usually a general election?
 - Who becomes the Prime minister?
 - Who is the opposition?
 - What is a coalition government?

- Check answers as a class.

(a. every five years, b. the leader of the party who wins the most seats at an election, c. MPs and Lords not in the governing party, d. a government made up of two or more parties).

- Ask them to read Emma and Jess' speech bubbles at the bottom of page 8. Check pupils understanding of the difference between Parliament and Government.

Finding out about the Prime Minister

- Read page 9 while pupils follow. Remind pupils they can look at the Glossary on page 28 to check words.
- Ask the class 'Who is the Prime Minister now?'
- Ask the class 'If you were Prime Minister, what would you do?'

If you were Prime Minister, what would you do?



Form a Government!



- Challenge pupils to answer the following questions: How many constituencies are there in the UK? How many MPs are there in the House of Commons? How do you become an MP? (Answers: a. 650, b.650, c. an MP is elected by people in their constituency).
- Tell pupils that in this activity they need to look at three different election results and work out which party or parties can form a government.
- To form a government you need a majority in the House of Commons. This means you need to win 326 seats or more.

Election results

- Hand out PCM 3 Form a Government! to each pupil.
- Ask pupils to look at the results of elections 1 and 2 and answer questions 1–4.
- Check answers as a class.
- Discuss the differences between the first and second election results (large/small majority etc.), and what that could mean for the party forming the Government.

Form a coalition government

- Ask pupils to look at election 3.
- Ask pupils what is different about this election and what this kind of result is called. (Answer: no outright winner; 'hung Parliament' – refer pupils back to page 8 if necessary)
- Ask pupils to complete question 5 in pairs.
- Feedback as a class. Which parties did each pair choose to form a coalition government. Was it easy or difficult? Why?

Form a Government! 1

There are 650 seats in the House of Commons. If one party wins more than half the seats in the House of Commons (326), then its leader becomes Prime Minister and can form a government.

Look at the results of Elections 1 and 2 on Form a Government – Sheet 2.

- 1 How many MPs are elected for each party?
- 2 Is there one party with more MPs than all the other parties?
- 3 Do they have enough MPs to form a government?
- 4 Which party has the second largest number of MPs?

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Look at Election 3. No single party has won enough seats (326) to form a government.

- 5 Decide which parties are going to work together to form a government. They will become a coalition government.

Write them here:

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When you add up all the MPs in your coalition, do you have enough MPs to fill more than half the seats in the House of Commons?

If not try again!

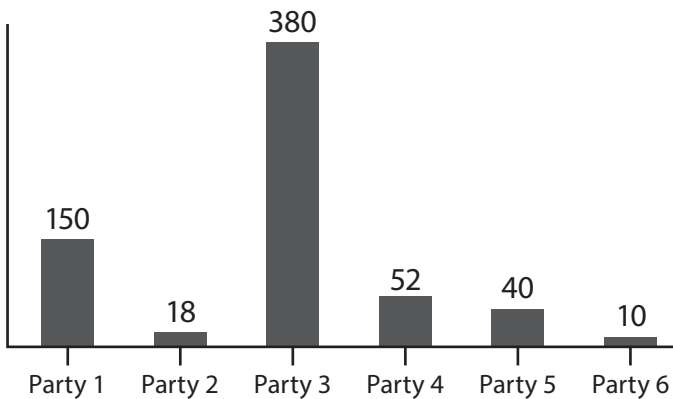


Form a Government! 2



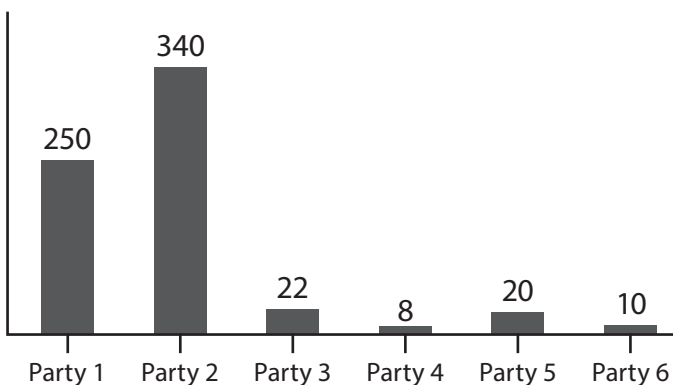
GENERAL ELECTION RESULTS

Election 1



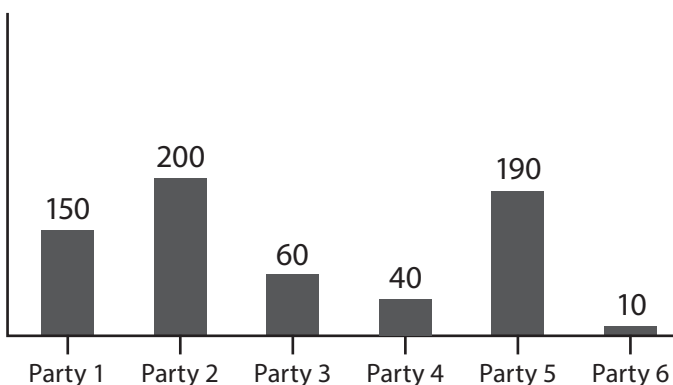
Party with most votes	
Next largest party	
Total number of MPs in the government party	
Total number of MPs for the opposition parties (all the MPs not in the government party)	

Election 2



Party with most votes	
Next largest party	
Total number of MPs in the government party	
Total number of MPs for the opposition parties (all the MPs not in the government party)	

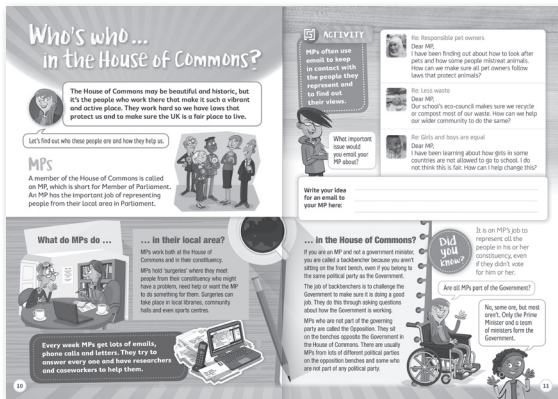
Election 3



In Election 3, no single party has a clear majority. This means that two or more parties will need to work together to form a coalition. They need to have 326 or more seats in the House of Commons to form a government.

What different parties could work together to form a government?

Who's who in the House of Commons?



ACTIVITY PLAN

Getting started

- Establish prior knowledge. Write MP on the board. Ask pupils what they know or would like to know about MPs. Explain that in this lesson they are going to find out about MPs and the work they do..

Finding out about MPs

- Write the following words on the board: surgery, backbencher, opposition. Ask pupils to find these words on pages 10 and 11. Can they explain what each word means?
- Either read pages 10 and 11 aloud while pupils follow in their books or ask pupils to read independently.
- Write the following questions on the board:
 - What does 'MP' stand for?
 - Who does an MP represent?
 - How can you contact your MP?
 - Who works in the House ?
- Ask pupils to work in pairs to answer the questions.
- Check answers as a class.

(Answers: a. Member of Parliament, b. his or her constituents; c. by email, letter, phone or by going to a surgery; d. the opposition).

Ask your MP!



What is important to you?

- Ask the pupils to think about different issues that are important to them. Create a class list of 'important issues' on the board.
- Tell pupils to choose one issue that is important to them. Give out PCM 4 Ask your MP! and help pupils to think about why their chosen issue is important to them. What questions they would like to ask their local MP about their chosen issue?

You will need:

- Discover the UK Parliament p.10–11
- PCM 4 and PCM 5

Write to your MP



Letters from constituents

- Remind pupils that MPs receive lots of letters from the people in their local area every week. Give pupils PCM 5 Write to your MP and ask them to read the short letters.
- Talk about the letters, explaining that each one includes background information about an issue and is trying to persuade the MP to get involved or make something change.

Write to your MP

- Ask pupils to write a letter to their MP about an important issue. Younger pupils could extend their work from PCM 4 into a letter, while older pupils may choose to write about a different issue.
- In pairs or small groups, ask pupils to read and discuss each other's letters.

Extension

Role play an MP's surgery

Some pupils might enjoy role playing an MP's surgery.

- Pupils can take turns to ask their questions to an 'MP.' They can also take turns trying to answer questions as an MP!

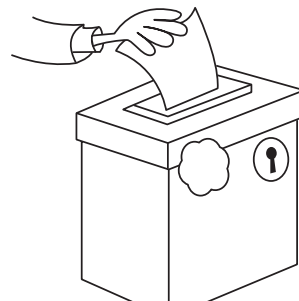
Ask Pupils

- 'How would you feel if you were an MP having to answer lots of different questions?'
- 'What skills do you think an MP needs to support all the different people in their constituency?'

Invite your local MP to your school

- Invite your local MP into school to talk about their job and challenge your pupils to ask their questions about the issues that are important to them.

Ask your MP! 1



Write the issue that is important to you

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Write two or three reasons why this issue is important to you

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Write the question you would ask your MP about this issue

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What would you like to happen or change?

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Write to your MP 1

1 Read the two letters to an MP.

Dear MP,

I am writing to you about the internet. At our school we have special software to stop pupils going on sites that might have bad things on them.

The school protects us. However lots of us have tablets and computers at home. We can access the internet and search for whatever we want. Sometimes this means we can see things that are not meant for children. This can make us feel really bad and scared. How can you help children and their families to stay safe online?

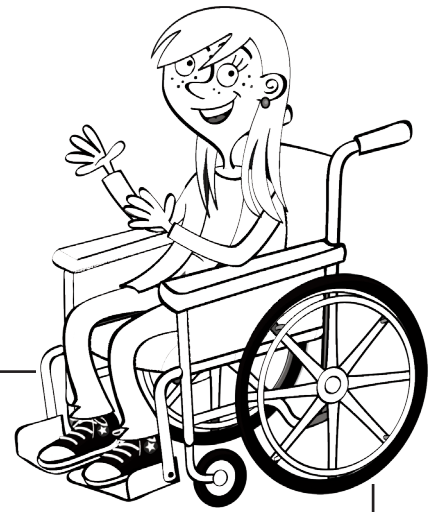


Dear MP,

We have been finding out about how important insects are in the environment. We have found out that bees are very important, without them we would not have fruit and other crops. However we have learnt that the bees are in danger from insecticides and chemicals. We want to protect these important insects. We would like you to help us by talking to the Prime Minister. Can the Government make a law to stop chemicals being used that kill bees?

Write to your MP 2

- 2 Write your own letter to your MP about an issue that is important to you.



A large rectangular area with a solid top and right border and a dashed bottom border. Inside, there are 20 horizontal dotted lines for writing.

Who's who in the House of Lords?



You will need:

- Discover the UK Parliament p.16–17
- PCM 6

ACTIVITY PLAN

Getting started

- Establish prior knowledge. Write House of Lords on the board.
- Ask pupils:
 - 'What is this?'
 - 'Where is it?'
 - 'Who works there?'

Explain that in this lesson they are going to find out about the House of Lords and who works there.

Finding out about the House of Lords

- Either read pages 16 and 17 aloud while pupils follow in their books or allow them time to read independently.
- Write the following questions on the board:
 - How many members of the House of Lords are there?
 - What do you call a female member of the House of Lords?
 - Name three different jobs members had.
 - Who works in the House of Lords?
- Ask pupils to work in pairs to answer the questions.
- Check answers as a class.

(Answers: a. about 800, b. A Baroness, c. pupils can choose from the following: doctors, soldiers, scientists, writers, teachers, police officers, sportspeople and politicians, d. Members of the House of Lords. Most members are life peers chosen for their professional experience and knowledge.)

What job would you like in the House of Lords? ★

- Ask pupils: 'Why are people chosen to become members of the House of Lords?'
(Answer: they are chosen for their expertise)
- Ask pupils: 'What is the role of a member of the House of Lords?'

(Answer: to check and challenge the work of the Government, by examining and suggesting changes to plans for new laws)

Different jobs in the House of Lords

- Give out PCM 6 Different jobs in the House of Lords and ask pupils to read the job descriptions.
- In pairs, ask pupils to discuss which job they would most like and why.
- As a class, discuss which jobs pupils would like to do and why? Which jobs are most popular?

Extension

Tell pupils they are going to have a 1 minute job interview for the role they are most interested in at the House of Lords. Challenge them to talk about the qualities they have that make them suitable for job.

Different jobs in the House of Lords 1

Read about some of the special jobs in the House of Lords.
Which job would you like and why?

Jobs in the House of Lords

The Lord Speaker

- Are you a good listener?
- Are you able to organise other people?
- Can you talk to anyone, young or old?
- Do you enjoy travel and want to represent your country?

The role of Lord Speaker is a very busy job. On a daily basis the Lord Speaker makes sure the House of Lords runs smoothly. The Lord Speaker also has an important role on days when there are important ceremonies, like the State Opening of Parliament. Most days the Lord Speaker will meet with lots of different people, from presidents to school children and often represents the House of Lords around the UK and on visits to other countries.

Clerk of the Parliaments

- Are you a good organiser?
- Can you speak confidently in front of lots of people?
- Can you remember details about how things work?
- Can you give clear advice to help people do their job?

The Clerk of the Parliaments is an important job in the House of Lords. On a daily basis he gives advice to the Lord Speaker, the Leader of the House and to other members. The Clerk of Parliaments makes sure members understand how things work during debates and questions, so they can do their job well. The Clerk also announces the business each day in the Chamber.

Jobs in the House of Lords

Leader of the House of Lords

- Are you a good communicator
- Can you organise people?
- Do you enjoy public speaking?
- Can you give advice?

The Leader of the House is appointed by the Prime Minister. They are the main representative of the Government in the House of Lords. They respond to questions in the Chamber and read out any statements made by the Prime Minister in the House of Commons. The Leader of the House is also in charge of a team of about 25 government ministers.

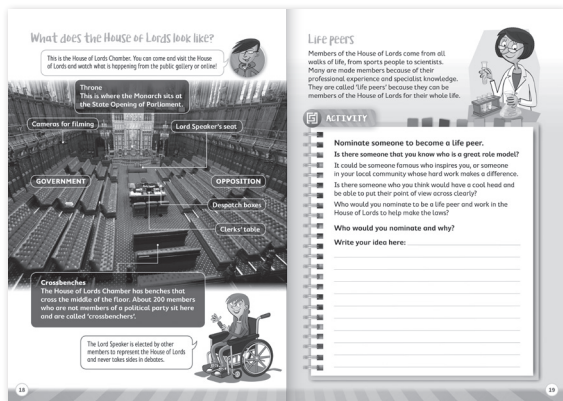
Member of a Lords Select Committee

- Are you well organised?
- Can you work under pressure and get things done quickly?
- Are you a team player, able to listen to others' opinions and explain your ideas clearly?
- Are you good at asking questions to find out information?
- Would you consider yourself an expert in a subject?

Many members of the House of Lords are also members of Select Committees. They have the important task of investigating different areas of work like health or schools. Select Committees are made up of members from different political parties and from crossbenchers (members who do not belong to any party). Select Committees make recommendations to the Government about how to make things work better. They do this by collecting evidence and talking to lots of people who have experience in the subject.



Who's who in the House of Lords?



You will need:

- Discover the UK Parliament p.18–19
- PCM 7

ACTIVITY PLAN

Getting started

- Read pages 18 and 19 as pupils follow in their books.

Finding out about the House of Lords Chamber

- Look at the image of the Chamber in the House of Lords. How would they describe it? What do they notice that is different to the House of Commons Chamber?
(Pupils can refer back to the House of Commons Chamber image on page 13)
- Remind pupils that one difference is the crossbenches in the House of Lords. Ask: 'Who sits on the crossbenches?'

(Answer: crossbenchers; members of the House of Lords who do not belong to a political party)

Ask pupils: 'How do you think having crossbenchers might affect debates?' Encourage pupils to think about the idea of 'impartiality'.

Finding out about life peers

- Write life peer on the board. As a class, ask pupils what this is and what types of people might be good at this job.
- Ask pupils to suggest people that they think have the qualities and expertise that would make them suitable to be nominated as a life peer. Pupils may include famous people such as their favourite authors or people from their local community.
- Make a list of pupils' ideas on the board.

Want to be a life peer? ★

- Ask pupils to look at the class list of people they would nominate as life peers. What qualities do they think each person has that would make them good at the role of life peer?

What qualities do you need?

- Working in pairs, give pupils PCM 7 Want to be a life peer?
- Read through the instructions on the sheet. In pairs, pupils should discuss and order the qualities from most to least important.
- Once pupils have ordered the qualities, they can use the 5 most important qualities to create a job description for a life peer.
- Share job descriptions as a class.

Extension

Pupils can look back at the class list of people they would nominate as life peers.

Ask them to think about whether their nominations have the right qualities.

Ask pupils to work in small groups to discuss which one person from the class list they would nominate as a life peer.

Challenge each group to explain to the rest of the class, why the person they have chosen should be nominated.

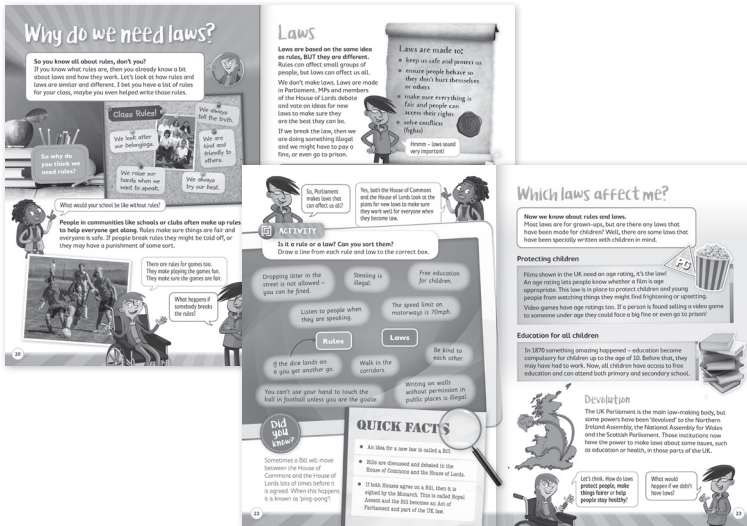
Want to be a life peer? 1

- 1 Read the list of qualities and discuss which ones you think someone needs to have to be nominated as a life peer.
- 2 Cut out the list and order them from most to least important. Add in any extra qualities that you think are missing.
- 3 Choose the five qualities you think are the most important. Use these qualities to help you write a job description for a life peer.



Well known
Famous
Lots of opinions
Lots of life experience e.g. worked as a doctor, teacher, in the community etc.
A good role model: they have done something that is inspiring to other people
Powerful
Has done something difficult or had to face changes
Good listener
Can talk clearly and with confidence
Has specialist knowledge
Calm under pressure
Polite and well mannered
Wants to help others and is charitable
Good at noticing detail
Always asks the right questions
Hard working

Why do we need laws?



You will need:

- Discover the UK Parliament p.20–23
- PCM 8

ACTIVITY PLAN

Getting started

- Establish prior knowledge. Write laws and rules on the board. Ask the pupils: 'Who makes the laws in the UK?' 'What's the difference between laws and rules?' Explain in this lesson they are going to find out about laws and how they are different from rules.

Finding out about rules and laws

- Read pages 20 and 21 about rules and laws as pupils follow in their books.
- Write the following questions on the board. Ask pupils to work in pairs to find the answers.
 - Why do we need rules?
 - Who can make rules?
 - Who makes laws?
 - What can happen if you break the law?
- Discuss answers as a class.

Finding out about how laws are made

- Ask pupils to read the Quick Facts and the Did you know? sections at the bottom of page 22 to find out the answers to the following questions:
 - What is ping pong?
 - What is an idea for a new law called?
 - Who signs Bills to make them become laws?
- Check answers as a class.
(Answer: a. ping-pong happens when a Bill is passed back and forth between the House of Commons and the House of Lords until both Houses agree, b. an idea for a new law is called a Bill, c. the Monarch signs Bills to make them law – it is called Royal Assent)

Create a Bill



- Tell the pupils that they are going to create their own Bill (an idea for a law).
- Write on the board: Topics for a new Bill: health, children, education, equality. As a class, ask pupils if they have any other ideas and add them to the list.

Create a Bill

- Working in small groups, provide pupils with PCM 8 Create a Bill!
- Model working through the worksheet. Use the following example or make up one of your own.

Topic for your Bill: Litter and cleaner parks.

What will your Bill do or achieve? My Bill will make sure that people using the park will keep it clean.

Why do we need it? In the summer lots of people have picnics and leave their rubbish behind.

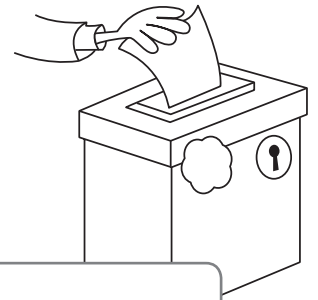
Who will the Bill affect? Everyone that uses the park. They will have to put their litter in the bin. How will you enforce your law? People will be fined if they drop litter and the money will pay for new playground equipment.

- Ask them to choose a topic for their Bill, either from the list on the board or their own idea. They should then work through the questions on their worksheet as a group.
- Ask each group to share their Bill with the rest of the class.
- Discuss which Bills they would like to become part of the law (an Act of Parliament).

Create a Bill!

1

Remember 'Bill' is the name for an idea for a new law.



Topic for your Bill

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What will your Bill do or achieve?

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Why do we need it? How could it help people?

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Who will the Bill affect? What must they do/not do?

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If your Bill becomes a law, how will you enforce it? Would there be a punishment for breaking the law?

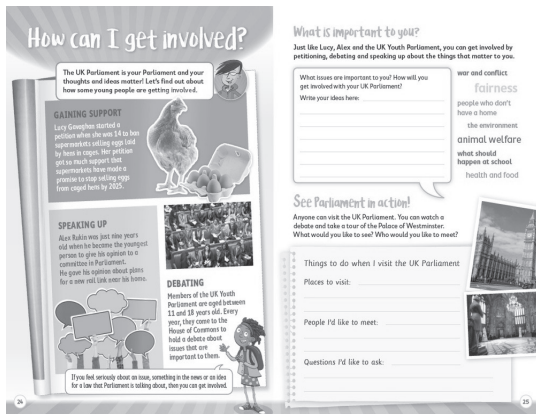
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How can I get involved?



You will need:

- Discover the UK Parliament p.24–25
- PCM 9

ACTIVITY PLAN

Getting started

- Read page 24 as pupils follow in their books.
- As a class, discuss:
 - times when they have presented their opinion in class or as part of the school council. How did they feel?
 - imagine how it might feel to present their views to a committee in Parliament or to start a petition to change the law.
 - consider what motivated the young people described on page 24.
- Tell pupils that they can be part of making change happen locally or even globally! They could campaign for something local like a change in the speed limit on roads where pupils walk and play, or they could become part of a larger campaign for the environment or equality for example.
- Ask pupils to work in pairs. Is there something that they think is wrong, unfair, should change or could be improved?
- As a class, take feedback. Write pupils' ideas on the board.

Getting involved in democracy ★

- Give pupils PCM 9 Getting involved with your UK Parliament and ask them to write about something they would like to change or improve. They can use the class list of ideas to help them.
- Ask pupils to think about ways they could raise awareness about the issues they have chosen. For example, they could make a poster, start a petition or create a short film to explain what they would like to change.
- Share ideas as a class. Ask pupils 'How would you feel if your actions made something change or improve?'

Extension
Challenge pupils to present their ideas to a partner class, at an assembly or to the school council.

How will you get involved with your UK Parliament?



Get involved with YOUR UK PARLIAMENT! 1



The issue I am interested in is

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What is happening now

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What I would like to change

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How I could share my ideas about this issue

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What I want to happen next

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What do you know?

1

Answers from pages 26 & 27 of the workbook.



UK PARLIAMENT QUIZ

- 1 What are the three parts of the UK Parliament?
Parliament is made up of three parts: the House of Commons, the House of Lords and the Monarch.
- 2 Who tried to blow up Parliament in 1605?
On 5th November, 1605, Guy Fawkes and several others planned to blow up King James in the House of Lords.
- 3 What object needs to be in the Chamber before debates can take place?
The mace because it represents the Monarch.
- 4 How do you become an MP?
In a general election, the person with the most votes in each area (called a constituency) becomes an MP.
- 5 How can you contact your MP?
MPs often use email to keep in contact with the people they represent and to find out their views. You could also write a letter or call them.
- 6 What do members of the House of Lords do?
Their job is to question and challenge the work of the Government. Members of the House of Lords spend lots of time examining ideas for new laws in detail.
- 7 When does parliamentary 'ping-pong' happen?
When a Bill moves between the House of Commons and the House of Lords lots of times before it is agreed.
- 8 How old do you need to be to vote in a general election?
You need to be over 18 years old to vote.
- 9 Who has to sign a Bill to make it into a law?
If both Houses agree on a Bill, then it is signed by the Monarch. This is called Royal Assent and the Bill becomes an Act of Parliament and part of the law.
- 10 How can you watch a debate in Parliament?
Anyone can visit the UK Parliament. You can come and watch a debate and take a tour of the Palace of Westminster.



WORD PUZZLES

NAAGM RCAAT = MAGNA CARTA

EVDILUTOON = DEVOLUTION

GWODUNPER LTOP = GUNPOWDER PLOT

YUPTEN BEETADS = PUTNEY DEBATES

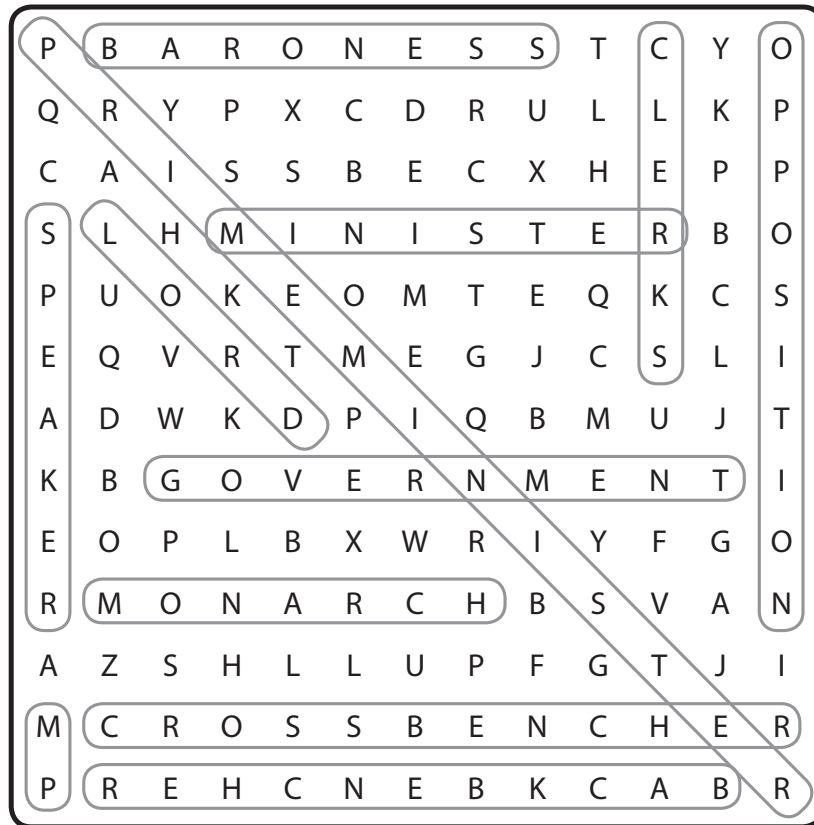
What do you know?

2

Answers from pages 26 & 27 of the workbook.



WORD SEARCH



SPOT THE DIFFERENCE

