



Curriculum Map

Subject:

Year group:

Time period	Autumn 1 Sept- Oct	Autumn 2 Nov - Dec	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Unit 1: Teacher 1: Purpose of Money Budgets and Forecasts Dealing with Unexpected Events</p> <p>Teacher 2: Personal Life Cycle Payment Methods Everyday Banking</p>	<p>Unit 1: Teacher 1 Dealing with Debt Earnings Case study preparation</p> <p>Teacher 2: Savings Products Borrowing Products Providers Consumer Protection Case study preparation</p>	<p>Teacher 1 Financial Planning Financial planning and Informed choices Dealing with unforeseen events</p> <p>Teacher 2 Needs, wants and Aspirations Savings and Investment products</p>	<p>Teacher 1 Ethics and Sustainability Sources of advice Making an Informed choice Case study preparation</p> <p>Teacher 2 Borrowing products Dealing with Long term risks Case study preparation</p>	Exam Preparation	Course completes in June, revision for resits only
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>How to approach MCQs The meaning of command words and how to answer 5, 10 and 20 mark questions To integrate case study material into answers Calculation of tax and NI How to interpret financial documents such as payslips; P60s; budgets and cashflows; bank statements How to draw up a budget/ cashflow forecast How to select an appropriate financial product for short, medium and long term How to deal with debt How to access financial support and advice and assess which kind of advice is most appropriate in differing circumstances</p>					
<p>Key Questions</p>	<p>What is the purpose of money? What is insurance? How can we budget for the medium term? What is the difference between essential, mandatory and discretionary spending? What are the stages of the personal lifecycle?</p>	<p>What are the main ways of dealing with debt (eg IVA, DRO) What is the minimum wage? What regulations exist to protect employees? What is a payslip/ P60/P45? How is Income tax calculated?</p>	<p>How can consumers plan / budget for the longer term? Why do consumers need to budget for the medium to long term? How do financial needs vary through the personal life cycle?</p>	<p>What is meant by business ethics? How can the financial sector demonstrate ethical and sustainable behaviour? What support and advice can consumers use to ensure they can meet</p>		



Curriculum Map

	<p>Apart from cash, how can we pay for goods and services, what are the pros and cons of these methods?</p> <p>What are the pros and cons of different bank accounts (eg basic, packaged)</p>	<p>Do basic rate taxpayers pay tax on the interest on their savings?</p> <p>What is APR/AER?</p> <p>What are the main financial organisations to offer savings/ borrowing products? How do they differ?</p> <p>What protection is there for consumers when buying financial products (eg the FSAFSCS)</p>	<p>Distinguish between savings and Investment products (eg cash ISAs v Unit trusts)</p> <p>How can consumers plan for unexpected events?</p> <p>What advice is there for consumers when buying financial products?</p> <p>What factors affect the suitability of the various financial products?</p>	<p>their financial aspirations in the long term?</p>		
<p>Assessment</p>	<p>Routine assessment after each unit by means of MCQ test on LIBF website</p> <p>Practice 5/10/20 mark questions set as hbl, or in class activities</p> <p>Knowledge tests by means of Quizizz at start of lessons</p> <p>Main assessment is summative in Jan and May – MCQs and written paper. Resit opportunity in March and June for unit 1 and 2 respectively</p>					
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy is developed through the range of writing tasks students complete throughout the course.</p> <p>Wider reading and research skills are encouraged, using posts on google classroom, case studies used in class and hbl research tasks, as well as directing students to the super curriculum</p> <p>The concepts covered require the development of a range of numeracy skills: % changes; interpretation of graphs; index numbers; calculating income tax and interest</p> <p>SMSC will be relevant when looking at the ethical impacts of financial institutions and sustainability, social motives for business v profits; the role of Government in regulating financial markets; whether financial markets should be regulated; issues around equity and taxation; understanding that Government policies require trade offs and their appropriateness which are dependent on one’s moral compass</p> <p>Character programme: Group work and presentations encourage initiative and independence in work. All lessons are pitched to be aspirational with high expectations of students learning and outcomes.</p>					