



Through this unit students will

- Know - use and distribution of limited and scarce resources, deciding on financial priorities, how to raise money and keep to a budget. Difference between personal and public use of money, taxes people pay, role of government in making decisions about use of public money.
- Understand the function's and use of money, the importance and practise of budgeting and managing risk
- Develop skills in critical thinking and debate political questions around daily money management and planning for the future, make informed choices about use of their money.
- Build on work that has gone before by link with maths
- Learn the following new vocabulary Freedom, responsibility, power, equality, economy, financial, analysis, scarcity, cost-benefit analysis, supply and demand. Recession

Week	Learning Question (s) and Success Criteria B, S, G	Outcomes (Activities for Teacher & Students)	Ideas for Resources	Homework Opportunity to practise prior learning	SMSC & Lit & Num links
1	<p>How the economy works? (Money raised by taxes to by for public services) Where does the money come from? (Taxes raised from peoples and business income, where does the money people earn come from) Who decides how it is spent? What is tax?</p> <p>B: Describe what 'public services' and 'tax' are and how they are connected S: Explain why we pay taxes,</p>	<p>Guess how much the gov spends per person in the UK in most recent financial year</p> <p>Brainstorming what the gov spends money on – explain that these are all <i>public services</i></p> <p>Come up with definition of 'public services'</p> <p>Teach that public services have not always existed – timeline activity / roleplay activity of key points in history – why services were introduced and how money was raised for them via taxes</p>	<p>Tes</p> <p><a href="#">Resources</a></p> <p><a href="#">PowerPoint</a></p>	<p>Finish for homework...write about whether taxes are fair.</p>	<p>British values New vocabulary Extended writing</p>

	using examples from history G: Argue your view on the fairness of the idea of tax	Write about whether taxes are fair.			
2	Who pays taxes? How much do we pay?  B: Identify three types of tax S: Explain why richer people pay more tax G: Give your view on how fair income tax in the UK is	Story activity: how many taxes can you find?  Matching activity: tax type and description  Discussion: why are excise duties sometimes called 'sin tax'?  Difference and preference re: national Vs local taxes - Piechart analysis: where does the gov get most of its money? Would you change this?  Calculate the income tax that certain people/characters pay  Teacher exposition: pizza example – to explain income tax (why the percentage increases)	<a href="#">Year 7\Lesson 2 - Who pays tax - resources.pptx</a> Resources  <a href="#">PowerPoint</a>		New vocabulary British values Note taking
3	What happens when there are cuts?  B: Recognise the difference between the 'public sector', 'private sector' and 'third sector' S: Explain why governments	Mind map on what happens  Look at a case study about government cuts (either austerity in Greece, or a local case study from the UK).  Write up on how this could	<a href="#">Resources</a>  Resources posted around classroom for crime investigation	Finish... Write up on how this could happen to a country and what measures could be taken to prevent it happening in the UK or what to do if it does happen.	Extended writing Notetaking New vocabulary

	<p>have been cutting public spending, using Greece as an example G: Use your learning to debate: 'cut spending or raise taxes?'</p>	<p>happen to a country and what measures could be taken to prevent it happening in the UK or what to do if it does happen.</p>	<p><a href="#">PowerPoint and resources</a></p>		
4	<p>Is it important to have a bank account?  B: Describe what a bank account is S: explain the different types of accounts G: what are the pros and cons of banks accounts</p>	<p>Name banks and building societies, extend beyond high street names, e.g. Islamic banking.  What is the importance of bank accounts. Students answer on worksheets (fact files).  How do you think banks generate money?</p>	<p><a href="http://www.moneymatterstome.co.uk/1-what-money-is-and-money-exchange/sub1/BANKING-WhathappensToYourMoney.htm">http://www.moneymatterstome.co.uk/1-what-money-is-and-money-exchange/sub1/BANKING-WhathappensToYourMoney.htm</a>  <a href="#">fact file 1</a> <a href="#">fact file 2</a> <a href="#">fact file 3</a> <a href="#">fact file 4</a></p>	<p>Finish writing at home...how do you think banks generate money</p>	<p>Notetaking New vocabulary Extended writing</p>
5	<p>How do we budget? How does the government decide where the money is spent?  B: Describe what 'the budget', 'the chancellor' and 'government departments' are S: Explain how the government divides up spending between different departments G: Suggest how you would divide up the budget, supporting your answer with</p>	<p>Brainstorm how government spends money.  Powerpoint  Discussion: what influences such decisions? Why do people disagree? What factors do you have to consider? (e.g. short Vs long term, number of people impacted, who will disagree and why)  What do the six main gov. depts. deal with? Table filling</p>	<p><a href="#">PowerPoint</a>  <a href="#">PowerPoint2</a>  <a href="#">Resources</a>  <a href="#">HW</a></p>	<p>Complete the worksheet</p>	<p>British values Extended writing New vocabulary</p>

	clear arguments	exercise with pair discussion  How would you divide up the budget?  Activity where they decide how money is spent at school. School given £10 000 a year for improvements. How should it be spent?			
6	Personal budgeting.  How do we budget?  B: Describe what a personal budget is S: Explain ways that you would create a budget G: Suggest how you would divide up the budget, supporting your answer with clear arguments	What do you already know?  Definitions  Tasks from work book including: Must have, want, non essential, personal daily budget  Tasks from work book including: Value for money	TES Resource  <a href="#">PowerPoint on personal finance</a>  <a href="#">Budget packs</a>	Finish worksheets	British values Personal values Notetaking New vocabulary
7	Assessment				

Year 8

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1	<p>What is credit and debt for individuals, nationally and internationally?</p> <p>B:describe what credit and debt is on all three levels S:Explain what credit and debt is on all three levels G:Pro and cons of credit and debt</p>	<p>Define words</p> <p>Student questions -What is going to happen if you do not pay up? – what may happen if you do not pay up? What could you do to meet you debt of £X?</p> <p>Case studies what should people do? Based on Scenario's.</p>	<p>PowerPoint Debt</p> <p><a href="#">Saving and borrowing scenario's</a></p> <p><a href="#">PowerPoint on situations</a></p>	Case study	<p>Notetaking</p> <p>New vocabulary</p> <p>Extended writing</p>
2	<p>What are financial services? What different finances do we have?</p> <p>B: describe what finances are</p>	<p>Mind map on what we need to spend money on...different finances</p> <p>PowerPoint on finances, budgets,</p>	<p><a href="#">PowerPoint</a></p>		<p>Notetaking</p> <p>Discussion</p> <p>Cooperation</p> <p>New vocabulary</p>

	<p>S: explain the different types of finances G: pros and cons of borrowing money from banks</p>	<p>payslips, and introduction to saving for bigger things (retirement).</p> <p>Discuss a story and what happens when you have to borrow money...what is the best way.</p> <p>Students discuss and have a class discussion</p>	<p><a href="#">Sheets on borrowing money...the best way</a></p>		
3	<p>What is interest? How do we save for holiday, rainy day, retirement, etc?</p> <p>B: describe what interest is S: explain the different types of interest G: ways to avoid debt</p>	<p>Confessions of a shopaholic small clip.</p> <p>Kids to answer questions and then create a budget for the girl.</p> <p>Students need to work out interest and how much more they would owe if they had a certain amount of debt.</p> <p>Write about how to avoid debt</p>	<p><a href="#">Confessions questions</a></p> <p><a href="#">Confessions budgeting</a></p> <p><a href="#">Interest</a></p> <p><a href="#">Interest resource</a></p>	<p>Finish writing...ways to avoid debt.</p>	<p>New vocabulary Notetaking Extended writing</p>
4	<p>Insurance Products we may need? Life insurance, travel insurance.</p> <p>B: describe what insurance is S: explain different types of insurance G: pros and cons of insurance</p>	<p>Mind map on what interest means.</p> <p>Story about insurance.</p> <p>Students will see how insurance works and how companies decide how much to give.</p> <p>Worksheet on insurance and the</p>	<p><a href="#">Teacher notes</a></p> <p><a href="#">Worksheet</a></p>	<p>Complete worksheet if not finished in class.</p>	<p>New vocabulary British values Note taking Cooperating math</p>

		reasons behind it.			
5	<p>how major infrastructure projects might be funded by the state</p> <p>Relationship between global and financial expenditure on aid, trade and security and defence and national interests.</p> <p>B: describe why businesses need funding and investment S: explain how business get funding G: pros and cons of investment</p>	<p>Create raising money activity</p> <p>Create a project and propose it to the class to get funding. Who wins.</p> <p>Get pupils to create innovative business plans, and present their ideas persuasively to compete for classmates' investment</p> <ul style="list-style-type: none"> <li>understand why businesses need investment and where this can be sourced from</li> <li>have developed their skills in preparing persuasive presentations</li> </ul>	<p><a href="#">Raising money teacher</a></p> <p><a href="#">Raising money worksheet</a></p>	Complete business plans	<p>New vocabulary</p> <p>British values</p> <p>Math</p> <p>Notetaking</p>
6	<p>how major infrastructure projects might be funded by the state?</p> <p>Continued....presentation...voting</p> <p>Relationship between global and financial expenditure on aid, trade and security and defence and national interests.</p> <p>B: describe why businesses need funding and investment S: explain how business get funding G: pros and cons of investment</p>	<p>Create raising money activity</p> <p>Create a project and propose it to the class to get funding. Who wins.</p> <p>Get pupils to create innovative business plans, and present their ideas persuasively to compete for classmates' investment</p> <ul style="list-style-type: none"> <li>understand why businesses need investment and where this can be sourced from</li> </ul> <p>have developed their skills in preparing persuasive presentations</p>	<p><a href="#">Raising money teacher</a></p> <p><a href="#">Raising money worksheet</a></p>	Study	<p>Debating</p> <p>New vocabulary</p> <p>Cooperating</p> <p>Business senses</p>
7	Assessment				

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