**Curriculum Mapping 2022-23 Subject: Finance Curriculum Leader (s) IMr**

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|  | **KS3 Curriculum**   1. Teaching crucial knowledge. 2. Exposing to key vocabulary. 3. Developing cultural capital. 4. Enabling the development of knowledge. 5. Challenging misconceptions. 6. Emphasising inter-connectedness. 7. Teaching and development of skills. | | | **KS4 Curriculum**   1. Transition to education after KS4 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and Accelerated Curriculum. 4. Guidance for next stage of education | | **KS5 Curriculum**   1. Transition to HE/FE/Employment (including apprenticeship). 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and KS4. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **Skills** |  |  |  |  |  | The qualification will encourage students  to:  •analyse financial information, financial services products and services and begin to make judgements about suitability for people in different circumstances  •develop an understanding of financial concepts and terminology to enhance financial literacy  •analyse, synthesise, evaluate and reflect  •demonstrate numeracy skills, including the ability to manipulate financial and other numerical data to reflect the conceptual activity of financial maths  •select appropriate data and information to make arguments  •structure and communicate ideas logically and coherently •increase their ability to work and learn independently. | The qualification will encourage students  to:  •analyse financial information, financial services products and services and begin to make judgements about suitability for people in different circumstances  •develop an understanding of financial concepts and terminology to enhance financial literacy  •analyse, synthesise, evaluate and reflect  •demonstrate numeracy skills, including the ability to manipulate financial and other numerical data to reflect the conceptual activity of financial maths  •select appropriate data and information to make arguments  •structure and communicate ideas logically and coherently •increase their ability to work and learn independently. |
| **Knowledge & Understanding**  **Key Topics per half Term** | T1  T2  T3  T4  T5  T6 |  |  |  |  | T1  UNIT 1  Unit 1: Financial Capability for the immediate and short term.  Topic 1: Purposes of money Topic 2: The personal life cycle Topic 3: Payment methods Topic 4: Everyday banking Topic 5 Saving Products. Topic 6: Borrowing products  T2  Topic 7: Providers Topic 8: Consumer Protection Topic 9: Budgets and forecasts Topic 10: Dealing with unexpected events Topic 11: Dealing with debt Topic 12: Earnings Exam preparation- Case study preparation and to ensure students are exam ready.  T3  Start with the Unit 1 MCQ and LAQ Assessments and retakes.  Unit 2: Financial Capability for the medium and the long term. Topic 1: Needs, wants and aspirations. Topic 2: Savings and investment products. Topic 3: Borrowing products. Topic 4: Dealing with long term risks. Topic 5: Financial planning  T4  Topic 6: Financial planning and informed choices. Topic 7: Dealing with unforeseen events Topic 8: Ethics and sustainability Topic 9: Sources of information and advice Topic 10: Making an informed choice  Exam preparation- Case study preparation and to ensure students are exam ready.  T5  Unit 2 Results and resits. MCQ and LAQ Assessments  T6  Unit 3 Financial capability for the Medium and Long Term  Topic 1 - Personal Financial Sustainability  Topic 2 - How the state can help  Topic 4 - Monitoring and Adapting Personal Financial Plans | T1  Unit 3 Financial capability for the Medium and Long Term  Topic 3 - The Impact of External Factors  Topic 5 - Good debt, Bad debt  Topic 6 - The Impact of Global Events and Ethics  Topic 7 - The Impact of recent Changes  T2  Unit 3 Revision  Pre-release Case Study – Go through and apply theory. Exam Questions that are specific to the case study chosen – peer assessed and teacher assessed  T3  Start with the Unit 3 MCQ and LAQ Assessments and retakes.  Unit 4  Topic 1 - The financial system  Topic 2 Competition in the financial services sector  Topic 3 Sustainability in the financial services sector  Topic 4 The impact of the media on the sustainability of the financial services industry  Topic 5 External influences on external providers and their products  T4  Topic 6 The impact of change and uncertainty on financial products  Topic 7 Marketing materials and their effectiveness  Topic 8 Attracting, retaining and satisfying customer  Topic 9 Market segmentation and product development.  Exam preparation- Case study preparation and to ensure students are exam ready.  Pre release Case Study – Go through and apply theory. Exam Questions that are specific to the case study chosen  T5  Unit 4 Retake preparation. |
| **Common Assessment of Progress and Performance**  **(CAPP)** |  |  |  |  |  | MCQ  Case Study Questions adapted accordingly  Tests on calculations  External exams Part A (MCQ) and Part B (LAQ, case study based)  Unit 1 Jan, Unit 2 May  Retakes – Unit 1 Feb, Unit 2 June | MCQ  Case Study Questions adapted accordingly  Tests on calculations  External exams Part A (MCQ) and Part B (LAQ, case study based)  Unit 3 Jan, Unit 4 May  Retakes – Unit 3 Feb, Unit 4 June |
| **Wider Curriculum including extracurricular opportunities**  **e.g SMSC ,Careers and Employability , Literacy and Numeracy** |  |  |  |  |  | CeFS provides a platform for progression through further or higher education. The financially related content of this qualification provides a foundation for continued study within the finance sector and a wide range of other business-related disciplines; students go on to study subjects such as accounting, business, finance and banking at university or through further vocational training.  CeFS develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal  finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion, by exploring social-economic trends and their relationship with an individual’s circumstances and attitudes. | DiFS provides a platform for progression through further or higher education. The financially related content of this qualification provides a foundation for continued study within the finance sector and a wide range of other business-related disciplines; students go on to study subjects such as accounting, business, finance and banking at university or through further vocational training.  DiFS develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal  finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion, by exploring social-economic trends and their relationship with an individual’s circumstances and attitudes. |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** |  |  |  |  |  | Students will be expected to make notes on the topic that will be taught in the upcoming lessons (readiness for university)  Students are taught how to do this in the first week of lessons.  Essays will be set every week for the students to complete. These will be either teacher or peer assessed.  Teamwork/group work and presenting back to the class their findings helping with their growth mindset – putting the students out of their comfort zone and building their self-confidence and resilience  Students will be asked to model answers on the whiteboard at the front as a group and individually. | Students will be expected to make notes on the topic that will be taught in the upcoming lessons (readiness for university)  Students are taught how to do this in the first week of lessons.  Essays will be set every week for the students to complete. These will be either teacher or peer assessed.  Teamwork/group work and presenting back to the class their findings helping with their growth mindset – putting the students out of their comfort zone and building their self-confidence and resilience  Students will be asked to model answers on the whiteboard at the front as a group and individually. |
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**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school