



Big Question

AoLE: Maths and Numeracy	Subject: Financial Maths Unit 1	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
Understand the key features, sources and uses of money	Learners will study various aspects of Financial education. Including Personal Financial Management, Careers in Finance and Money Management.	Percentage calculations. Money arithmetic.

What does progression look like in this 'Big Question'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	1.4 Calculate income from different sources using a payslip and use basic calculations to work out the true cost of spending	<p><b>Can compare and contrast types of accounts</b> Types of accounts (savings including ISAs and Junior ISAs; current; basic; mortgage offset; loan; packaged current accounts that for a monthly fee come with additional benefits) • How bank accounts work (statements; how to pay money in; paying-in slips; access; cheques; clearing cycle; cash and debit cards; overdrafts; telephone banking; online banking; mobile banking (apps)) • Joint and several liability Joint mandate • Signatures (power of attorney; instructions to banks / who can sign in different circumstances)</p> <p><b>Can evaluate different savings providers and draw judgements on which is best for a variety of different people</b> Savings providers (banks; building societies; post office including the size, structure and ownership of these; high street shops; supermarkets) • Other financial service providers (national savings and investments; savings stamps; Christmas clubs and credit unions including the size, structure and ownership of these) Distinguish between short-term savings and long-term investments • Savings (notice accounts; instant access; regular savings; ISAs and other types of savings • Investments (buying a property and pensions) • Access • Saving • Interest (AER) • Safety / security • Incentives • Information • Culture e.g. ethical finance / Sharia compliant • Risk</p> <p><b>Can describe the costs of purchases and why shopping around may be beneficial or not cost effective</b> Cost of purchases • Value for money (price comparison websites) • Shopping around (shop discounts; special offers; buying in bulk) • Buying the label • Opportunity cost • Taxes on spending (e.g. VAT and the insurance premium tax) • Hidden charges • Online shopping / can't see before you buy</p> <p><b>Can define the differences between different savings and investment products and compare and contrast the pros and cons for various individuals in their own life situation</b> Risk and reward • National savings and investments / premium bonds • Lottery • Gambling / losing your stake • Shares • Swapping / exchange • Variable rates (buy / sell; overtime; between providers) • Commission • Where to exchange money • Terminology (currency; types of currency e.g. euro, dollar, sterling; traveller's cheques; bureau de change; commission; exchange rate • Using cards abroad (credit, debit, pre-paid) • Travellers cheques • Term exchange rate risk</p> <p><b>Can conduct basic wage calculations and summarise deductions made through calculation</b> Basic wage calculations based on a case study (income tax as well as general</p>



		wage calculations) • Simple value for money / price calculations based on case studies • Understand how to make simple foreign exchange rate calculations based on case studies
Advancing	1.3 Identify the ways of storing, spending and exchanging money	<b>Can identify ways of storing money</b> Storing money • Mattress • Parents • Bank / Building society
Securing	1.2 Understand different deductions happen with different types of employment	<b>Can understand the different types of employment and describe how deductions are made</b> Types of employment: full and part time; casual; self-employed; shifts • Terminology: employees / employer • Definition of PAYE • Payslips • National insurance contributions (the concept / bands) • Income tax and tax codes (also self-assessment and different rules) • Personal allowance (how much can be earned before tax needs to be paid / what happens if a person starts work / goes from part-time to full-time employment – why tax might not be paid initially) • Gross / net pay deductions • Overtime • Sick pay • Minimum wage / Living Wage • Other documents (P45 and P60)
Beginning	1.1 Describe the characteristics, sources and uses of money	<b>Can recall the characteristics of of money</b> Easily recognised by everyone • Accepted by people and shops • Easy to carry around • Available in different amounts • Hard-wearing so it lasts a long time • Always worth the same amount • Metallic strip • Signature • Security features • Watermarks • Forgery • Legal tender and the right to refuse (including regional variances e.g. Scottish / Northern Irish • Old and damaged notes: • Phasing out of old denominations Introducing new ones • Time limit of acceptability • Changing old and damaged notes at the bank  <b>Can identify sources of money and compare benefits</b> State benefits • Education maintenance allowance • Job seekers allowance • Income support (in terms of lone parents / learners / pregnant women / caring for the sick and elderly • Employment and support allowance (formerly Income Support and Incapacity Allowance) • Child benefit • Basic state pension / workplace pensions • Investments • Gifts • Inheritance and its implications (wills / inheritance tax) • Learner loans

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
Local: How their spending choices affects the local economy National: Links to new CFW GCSE 2026 International: Financial education around the globe	Oracy: Conduct an interview. Online interview. Face to face interview and Group interview. Numeracy: Percentage calculations, use of a calculator, AER and APR calculations, TAX calculations. DCF: File management, password security, Google suite proficiency, online security,

Assessment (How will we know that students have learnt what we taught them)	
Formative assessment: End of block reviews created by maths faculty on Google forms, submitted and marked. Then reviewed by teacher as a class discussion to address misconceptions and errors. Mini online tests to test for understanding of a unit on LIBF website used at the end of a unit.	Summative assessment: End of module multiple choice online assessments. Written by LIBF.



Evaluation

Strengths

Areas for Development

Pupil Voice

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