



Topic:	Year group	Term
Economic wellbeing	3	Summer Term. (Kapow)

Background knowledge

Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money and the ethics of spending and thinking about potential jobs and careers.

What should I already know?

Pupils who are secure will be able to:

Explain where adults get money from.

Explain the difference between wants and needs.

Recognise that saving might be necessary to buy the things we want.

Explain that banks are a safe place to keep money.

Consider different factors when choosing a bank account.

Recognise that different jobs require different skills.

Statutory objectives / Key Skills	The Journey
<u>Skills</u> Discussing the range of feelings which money can cause. Discussing the different attitudes people have to money. Exploring the impact our spending can have on other people. Considering the advantages and disadvantages of different payment methods.	1. Ways of paying 2. Budgeting 3. How spending affects others 4. Impact of spending 5. Jobs and careers 6. Gender and careers
Outcomes	

Working towards: I understand the different ways we can pay for things. I understand the importance of budgeting. I understand that money can make us feel different emotions. I understand that lots of things can influence how we decide to spend our money. I understand that there are many jobs available. I understand that stereotypes exist about who might do certain jobs

Working at: I understand that even if I pay without cash I still need to have the money to cover the purchase. I can put together a budget. I can explain what emotions someone might feel in different situations. I can identify positive choices people can make when spending. I can identify jobs I might want to do. I can explain why these stereotypes might exist.

Working beyond: I can explain why people might choose certain ways to pay. I can explain that people spend and save in different ways. I can explain how people might try and change their negative feelings to a situation. I can explain why these things are positive. I can explain why I might be able to do a particular job. I can explain why gender should not be a factor in choosing a job

Key Vocabulary

Budget
Expense
Feeling

Qualification
Stereotype

Cross-curriculum links

English:

participate in discussions, presentations, performances, role play, improvisations and debates

Maths:

measurement

Assessment questions / outcomes

What different ways are there to pay for things?

What is a budget?

How can money make us experience different emotions?

How have we spent our money to have a positive impact on someone else?

What different jobs do we know about?

Do we have stereotyped ideas about which genders do which jobs?

British Values



Mutual respect