



**Secondary Key Stage 3 Schemes of Work**



**Year 7**

Subject: Citizenship	Year group: 7	Date: November 2022	Length of enquiry: Autumn Term
Domain:	Key Concepts:	Topic end point	
<p><b>What makes a good citizen?</b></p>	<p><b>Being a Good citizen (inc. SMSC):</b>                  What is a citizen and what is Citizenship?                  How can I be a good citizen?                  What can I do to help my environment?                  What does voluntary, service and charity mean?</p> <p><b>Being aware of our nation’s history and the impact on the present (inc. SMSC):</b>                  What is The United Kingdom and Great Britain?</p> <p><b>Being active in the democratic process (inc. SMSC):</b>                  How can I be part of my community?                  How do I get support and how can I give it?</p> <p><b>Beyond school (inc. SMSC)</b>                  What groups and communities am I and can I be part of?                  How do I get support and how can I give it?</p>	<p>The intent of this unit is for pupils to learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. Through thinking about what makes a good citizen, they will hopefully become more mature, independent and self-confident. Students will develop their sense of moral responsibility and begin to understand that their own choices and behaviour can affect their immediate, local or national communities. Students will learn how to take part in school and community activities. As they begin to develop into young adults, they will learn how to make more confident and informed choices about their environment; to take more responsibility, individually and as a group, for the good of their community.</p> <p>In this unit, students participate in many activities, such as planting, litter picking, selling poppies and writing to residents in a care home. This time should help the new Year 7 classes bond as a micro community and it should help students realise that there are many ways to be a good citizen. Being a good citizen does not have to cost and it may not take up much time. Small acts of kindness towards your neighbours goes a long way in building communities. Students should consider the impact of charity and themselves and the recipient.</p> <p>Through collecting the ‘badges’ simply by participating in lessons, students can celebrate their contribution as citizens. Their efforts will be rewarded in an end of term celebration.</p>	
<p>← Prior Learning Links</p>		<p>Future learning links →</p>	
<p>This unit builds upon key stage 2 National Guidance for Citizenship. This unit also builds upon pupils’ spiritual, moral, social and cultural (SMSC) development.</p>		<p>The outcome from this unit ‘what makes a good citizen?’ will be useful in every KS3 and KS4 Scheme of Work moving forward in Bank View. So too will the key vocabulary.</p>	

Assessment Objectives	Possible misconceptions	Big Four
<p>What is a community?          What is a citizen?          What makes a good citizen?          How can I contribute to my community?          How can I be a good citizen?</p>	<p>Community and citizenship are issues for adults.          I, one person, cannot have an impact on community.</p>	<p>*To be decided by the class teacher*</p>

<b>Subject: Citizenship</b>	<b>Year group: 7</b>	<b>Date: December 2022</b>	<b>Length of enquiry: Spring Term</b>
<b>Domain:</b>	<b>Key Concepts:</b>	<b>Topic end point</b>	
<b>Key events in the history of the UK political system</b>	<p><b>Being a Good citizen (inc. <u>SMSC</u>):</b>          Knowing the function of the two houses – the Commons and the Lords          Knowing that the UK is a democracy.</p> <p><b>Being aware of our nation’s history and the impact on the present (inc. <u>SMSC</u>):</b>          Having some knowledge of historical events (Magna carta, De Montfort, Henry VIII, Civil War and Cromwell) that shaped out political system.</p> <p><b>Being active in the democratic process (inc. <u>SMSC</u>):</b>          Awareness of what generations of people have endured to give me the right to vote and be part of the political process.</p> <p><b>Beyond school (inc. <u>SMSC</u>)</b>          Being able to understand terms possibly heard in the media – suffrage, commons, lords.</p>	<p>The intent of this unit is for pupils to learn about some key events in the history of the UK political system. For students in 7b, it is hoped that they will learn about the following historical events in enough detail to have a simple conversation about them and to simply state how each of the events impacted upon UK democracy:          King John and the magna carta          Simon de Montfort          Henry VIII and the reformation          Charles I, Cromwell and the Civil War</p> <p>For students in 7a, it is hoped that they would glean basic information about each of the events and be able to link it to something we see in parliament today. For example, the Magna carta set out basic laws for everyone to follow. We have laws today.</p> <p>It is intended that students, after completing this unit, will learn basic information which will enable them to understand their country’s political history. They will know about some events that have shaped the political system and be able to link those key events to the political system we see today. Although challenging, this ambitious unit is deigned to give Bank View students the cultural capital of their mainstream peers, therefore allowing them to participate in conversations and discussions outside of school and in later life. It is hoped that the impact of this unit will empower</p>	

	<p>Being able to meaningfully take part in potential future debates about the future of the UK's political system.</p>	<p>students when listening to the news, reading or going to a museum etc, if they know basic terms and information about UK's past. Students will also be prepared for any future development to the two houses.</p> <p>The implementation of this unit can be extremely varied to suit each class. Students may look at this entire unit through crafts and art, e.g., creating scrolls, figures or through dramatic enactments.</p>
<p>← Prior Learning Links</p> <p>This unit builds upon pupils' spiritual, moral, social and cultural (SMSC) development. In addition, this unit follows on from the previous Yr 7 unit 'what makes a good citizen?'</p>		<p>Future learning links →</p> <p>The outcome from this unit will be useful in every KS3 and KS4 Scheme of Work moving forward in Bank View. So too will the key vocabulary. Year 8 units 'elections', 'human rights' and 'people power' will all benefit from the content covered in this unit.</p>
<p>'Assessment Objectives</p> <p>What is a democracy?  How is the UK a democracy?  What is the House of Lords?  What is the house of commons?  What is the magna carta?  What is the magna carta and why is it known as the first step towards British democracy?  What to Simon de Montfort do to expand democracy?  What was the reformation? Why did it happen? How did it promote democracy?  Why did King Charles believe he was above the law? How did the civil war and Cromwell promote ideas of democracy?  What do you think were the big advances in UK democracy from what we have looked at over the term? Why?</p>	<p>Possible misconceptions</p> <p>It's history, I don't need to know this.</p>	<p>Big Four</p> <p>*To be decided by the class teacher*</p>

Subject: Citizenship	Year group: 7	Date: March 2023	Length of enquiry: Summer Term
Domain: <b>Law and Order</b>	Key Concepts: <b>Being a Good citizen (inc. SMSC):</b> Knowing the function of the police. Knowing the functions of the court system. Knowing what the law is. Knowing the age of criminal responsibility.  <b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b> Learning about the history of the police.  <b>Being active in the democratic process (inc. SMSC):</b> Understanding how they can help change law. Understanding how to follow the law.  <b>Beyond school (inc. SMSC)</b> Being able to how to contact the police, how the police can help them. Understanding the court system. Being able to understand issues of law and order they see on TV or hear in the media.	Topic end point The intent of this unit is for pupils to learn about the police, the court system, the judiciary and laws.  By the end of the unit, students should know that the British police's main aim is to keep people safe and prevent crime. They also have responsibilities to: investigate crime; arrest and charge suspects; collect evidence and act as witnesses in criminal courts. Police work is regulated carefully and precisely by laws and codes of behaviour. Officers work within a framework designed to promote fairness and justice. Police codes of practice enable citizens to know what to expect from police officers. Successful police work relies on public trust; if the public are confident that they will be treated fairly, then they are more likely to support and cooperate with the police.  Students will also know the job of the Crown Prosecution Service. (The police arrest and charge suspects but they do not make decisions about whether or not to prosecute.) Students will become familiar with the different types of court we have in the UK.  Finally, students will know that parliament makes the law. Judges interpret and implement the law but can also 'make law' themselves by matching laws to modern circumstances where necessary and establishing precedent.	
 Prior Learning Links		Future learning links 	
The content in this unit will complement the learning already undertaken in Year 7 – What makes a Good Citizen and The History of the UK Political System.		The content in this unit will help with (but is not essential to) the following KS3 units: Elections and Political parties, Human Rights, People Power and Democracy in the UK. This unit will also help with the WJEC units covered in Year 11.	
Assessment Objectives	Possible misconceptions	Big Four	

<p>What is a crime?          Why do we have police?          What is the role of the police?          What types of court are there in the UK?          What sentences can be given in the UK?          What are laws?          How are laws made?          What is the difference between civil and criminal law?          Can citizens change the law?          What should be the age of responsibility?</p>	<p>I hate the police          My family hates the police          The police are shown in the news as the bad guys</p>	<p>* To be completed by class teacher after deciding how to deliver the content *</p>
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## Year 8

<b>Subject: Citizenship</b>	<b>Year group: 8</b>	<b>Date: November 2022</b>	<b>Length of enquiry: Autumn Term</b>
Domain:	Key Concepts:	Topic end point	
<b>Elections and Political Parties</b>	<p><b>Being a Good citizen (inc. SMSC):</b>          Why do people vote? What can 'I' change?</p> <p><b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b>          What is role of the monarch in the UK?</p> <p><b>Being active in the democratic process (inc. SMSC):</b>          What is the Government and what is Parliament?          What is democracy and what is a parliamentary democracy?          What is the monarchy? What is their role in the UK?          Are they the same as the PM?          Who is the MP and what is their job?          Who are MPs and what are their jobs?</p>	<p>The intent of this first citizenship unit of Year 8 is to help provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, this unit in our students' citizenship education should foster their keen awareness and understanding of democracy, government and the electoral process. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens.</p> <p>Student's will know how to vote.          Student's will know there are different political parties and they can vote, when they are 18, for a political party whose mandates best suits them.</p>	

	<p>What is a political party?          What is the opposition?          What is a constituency?          What is a national and a local election?          What does it mean to vote? What is a polling station, a ballot and a ballot box?          What is First Past the Post?</p> <p><b>Beyond school (inc. SMSC)</b>          Knowing how to vote.          Learning about what each political party stands for.          Knowing I can contact my MP.</p>	<p>Student's will know that if they do not like their government, they can affect change by using their democratic right to vote.          Student's will know that that monarchy is a figure head.          Student's will know who the PM is and what their role is.          Student's will know what constituency they live in, who their MP is and they can write to them now and in the future is they have any issues.          Student's will know that the UK is a democracy. Student's will know the difference between parliament and government.</p>
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<p>← Prior Learning Links</p> <p>This unit builds upon all Year 7 Citizenship schemes of work – What makes a good citizen, The History of the UK political system and Law and Order.</p>	<p>Future learning links →</p> <p>The unit will lay the foundations of knowledge useful for every scheme of work to come in year 9. Additionally, the learning acquired in this unit will assist students to achieving their Humanities Entry Level award in KS4. Finally, the knowledge gleaned in this unit will aid students to engage as citizens and political participants long after they leave Bank View School.</p>
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Assessment Objectives	Possible misconceptions	Big Four
<p>What does it mean to vote?            How do we decide who will be our Prime Minister?            What political system does the UK use?            What are the names of the four main political parties in the UK?</p>	<p>The electoral process has nothing to do with me            All political parties are the same            I must have the same political views as my parents            I cannot change anything            I have no voice in the political process            Politics is something that just happens in London</p>	<p>*To be decided by the class teacher*</p>

Subject: <b>Citizenship</b>	Year group: <b>8</b>	Date: <b>December 2022</b>	Length of enquiry: <b>Spring Term</b>
Domain:	Key Concepts:	Topic end point	

<p><b>Human Rights</b></p>	<p><b>Being a Good citizen (inc. <u>SMSC</u>):</b> Think about how we can help people less fortunate Consider why human rights are universal</p> <p><b>Being aware of our nation’s history and the impact on the present (inc. <u>SMSC</u>):</b> UK and the relationship with the ECHR</p> <p><b>Being active in the democratic process (inc. <u>SMSC</u>):</b> Knowing that their vote can protect human rights and wealth distribution.</p> <p><b>Beyond school (inc. <u>SMSC</u>)</b> Students know their rights and responsibilities.</p>	<p>The intent of this unit is for students to understand what human rights are, know a little of the history of human rights and know how to keep human rights in the future.</p> <p>Students will be asked to think about key ideas of citizenship and the link to human rights, social justice and wealth distribution. In addition, students will be encouraged to consider if people could or should lose their human rights.</p> <p>Why we teach students at Bank View about Human Rights can be summed up in the following exert from the UN UK webpage:</p> <p>‘Human rights are fundamental rights and freedoms to which all humans are entitled. They represent protection of our basic needs, as well as the conditions we need to flourish as human beings. These rights have corresponding responsibilities, of governments to their citizens, and of individuals to each other and to their wider communities. It is important that young people understand these rights and responsibilities. This will help to protect them, empower them and enable them to become responsible and active citizens.</p> <p>Human rights are also part of British history, from the Magna Carta to the suffragettes. The Second World War was fought on these principles. Moreover, as a signatory to the UN Convention on the Rights of the Child (CRC), the UK is legally obliged to teach about children’s rights.’</p>
<p>← Prior Learning Links</p>		<p>Future learning links →</p>
<p>This unit builds upon all Year 7 Citizenship schemes of work – What makes a good citizen, The History of the UK political system and Law and Order.</p>		<p>The unit will lay the foundations of knowledge useful for every scheme of work to come in year 9. Additionally, the learning acquired in this unit will assist students to achieving their Humanities Entry Level award in KS4. Finally, the knowledge gleaned in this unit will aid students to engage as citizens and political participants long after they leave Bank View School.</p>
<p><b>Assessment Objectives</b></p>	<p><b>Possible misconceptions</b></p>	<p><b>Big Four</b></p>
<p>What are human rights? What is the UDHR? Why was the UDHR created?</p>	<p>We have them in UK, so I don’t need to know about them</p>	<p>*To be decided by the class teacher*</p>

<p>Why was the ECHR?          What is the CRC?          Should everyone be protected by human rights?          Could anyone forfeit their human rights?          Should human rights be attached to citizenship?          What is social justice?          What is relative and absolute poverty?          Should rich people pay more tax to help those less fortunate?          Should those who exploit others, lose their human rights?</p>	<p>Other people in the world are not my problem</p>	
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<p>Subject: <b>Citizenship</b></p>	<p>Year group: <b>8</b></p>	<p>Date: <b>March 2023</b></p>	<p>Length of enquiry: <b>Summer Term</b></p>
<p>Domain: <b>People Power and Different Opinions</b></p>	<p>Key Concepts:</p> <p><b>Being a Good citizen (inc. <u>SMSC</u>):</b>          What is representative democracy?          What is a protest?          What is a trade union?          What is a pressure group?          What is devolution?</p> <p><b>Being aware of our nation's history and the impact on the present (inc. <u>SMSC</u>):</b>          Which areas in the UK have devolved powers?          Why did this happen?</p> <p><b>Being active in the democratic process (inc. <u>SMSC</u>):</b></p>	<p>Topic end point</p> <p>The intent of this unit is for learners to develop their knowledge and understanding of their rights and responsibilities, especially as they apply to issues of representation and power. How important is representation in a democracy. What would the UK look like if people were not represented?</p> <p>Students to examine the role of pressure groups and trade unions in the UK. Why do they exist? How can students join them and how they lobby for change? How effective are trade unions and other pressure groups in supporting the rights, equalities and freedoms of citizens? Students are also to cast a critical eye of these groups – do they do more harm than good?</p>	



	<p>Knowing that there are ways to voice your opinion. Knowing that there are different ways to actively take part in a group designed to effect change.</p> <p><b>Beyond school (inc. SMSC)</b> Knowing how to peacefully campaign or protest to bring change.</p>	<p>Finally, students to look at the history of devolution. How in an attempt to command change, the regions of the UK have brokered increased powers.</p>
<p>← Prior Learning Links</p> <p>The content in this unit will complement the learning already undertaken in Year 7 and 8 – What makes a Good Citizen, The History of the UK Political System, Law and Order and Elections and Political Parties.</p>		<p>Future learning links →</p> <p>The content in this unit with help with (but is not essential to) the following KS3 units: Elections and Political parties and Human Rights. This unit will also help with the WJEC units covered in Year 11.</p>
<p><b>Assessment Objectives</b></p> <p>What is a protest? What is a Trade Union? What is a pressure group? Does the government need pressure groups? Are Trade Unions disruptive to society? What are the devolved regions of the UK? What extra powers did the devolved regions get after devolution?</p>	<p><b>Possible misconceptions</b></p> <p>What goes on in Scotland, Wales or Northern Island does not concern me. I don't need to know about politics Politics does not concern me My parents hate politics, so do I</p>	<p><b>Big Four</b></p> <p>* To be completed by class teacher after deciding how to deliver the content *</p>

## Year 9

Subject: Citizenship	Year group: 9	Date: November 2022	Length of enquiry: Autumn Term
Domain:	Key Concepts:	Topic end point	
The UK in World Affairs	<p><b>Being a Good citizen (inc. SMSC):</b> Understanding how citizens from all over the world share a history.</p>	The intention of this unit is for students to develop a greater awareness of the UK's place in the world. Many students may have heard in conversation the 'EU' or 'Commonwealth' being	



	<p><b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b>  British Empire  Commonwealth Empire  East India Company  American Independence  Boston Tea Party  Treaty of Rome  European Economic Community  Maastricht Treaty  Single European Act</p> <p><b>Being active in the democratic process (inc. SMSC):</b>  Understanding was a referendum is.</p> <p><b>Beyond school (inc. SMSC)</b>  What groups and communities am I and can I be part of?  How do I get support and how can I give it?</p>	<p>mentioned, perhaps only in relation to the sporting events; but do they actually know the history behind these institutions? This topic intends to prepare our students with the basic facts about key international historical events which have shaped, and continue to shape the future of the UK. In doing so, students will be better prepared to engage meaningfully with current affairs. Students will be able to partake in more conversations with peers of their own age. By participating in this unit, it is intended that students will have increased their cultural capital, will start to take an active interest in world affairs and even start watching or reading the news.</p> <ol style="list-style-type: none"> <li>1. Students should know that the UK belongs to, and leads the Commonwealth group of countries. Student's should be aware of the 'British Empire'.</li> <li>2. Student's should know that the UK has close ties with the USA.</li> <li>3. Students should know that the UK was once part of, and has since left the European Union.</li> </ol>
<p>← Prior Learning Links</p> <p>This unit will build upon learning from every single Key stage 3 Citizenship SOW.</p>		<p>Future learning links →</p> <p>This unit will build a strong foundation of understanding that will enable students to complete their Key Stage 4 SOW. For aexample, students will find that the informations gathered in this unit will help them complete 'Taking a role in society in the UK' and 'Changing Populations in the UK'.</p>
<p><b>Assessment Objectives</b></p> <p>What was the British Empire?  What was the East India Company?  What is the Commonwealth group of countries and who is the head of the group?</p>	<p><b>Possible misconceptions</b></p> <p>Does the commonwealth have any power?  Does Britain still have an Empire?  Why did the UK leave the EU?  Brexit, what was it about?</p>	<p><b>Big Four</b></p> <p>*To be decided by the class teacher*</p>

<p>How does American Independence link to the UK?</p> <p>What was the Boston Tea Party?</p> <p>What is a European Treaty?</p> <p>When do the UK join and leave the EU?</p> <p>Why did we join and why did we leave the EU?</p>		
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Subject: <b>Citizenship</b>	Year group: <b>9</b>	Date: <b>December 2022</b>	Length of enquiry: <b>Spring Term</b>
Domain:	Key Concepts:	Topic end point	
<b>Democracy beyond the UK</b>	<p><b>Being a Good citizen (inc. <u>SMSC</u>):</b> How does the UK protect its citizens? Knowing the privileges citizens have in the UK</p> <p><b>Being aware of our nation's history and the impact on the present (inc. <u>SMSC</u>):</b></p> <p><b>Being active in the democratic process (inc. <u>SMSC</u>):</b> Knowing how to protect our rights.</p> <p><b>Beyond school (inc. <u>SMSC</u>)</b> Being able to engage in debates about current affairs</p>	<p>The intention of this unit is for students to develop a greater awareness of other places around the world. Knowing how citizens live around the world will hopefully enable students to see how privileged they are in live in the UK.</p> <p>Students will know that the UK is a democracy, and be able to compare living here to autocratic states, where not everyone has access to human rights.</p> <p>This unit will hopefully inspire students, as British citizens, to take an active part in the democratic process in the future as they will want to protect their rights and liberties. In addition, students will begin to understand why people migrate to live in different countries. Students will explore why the UK and its acceptance of others, is a popular choice for those seeking asylum. It is hoped that students will develop a sense of empathy for those looking for refuge.</p>	
← Prior Learning Links		Future learning links →	

This unit will build upon learning from every single Key stage 3 Citizenship SOW.		This unit will build a strong foundation of understanding that will enable students to complete their Key Stage 4 SOW. For example, students will find that the informations gathered in this unit will help them complete 'Taking a role in society in the UK' and 'Changing Populations in the UK'.
<b>Assessment Objectives</b>	<b>Possible misconceptions</b>	<b>Big Four</b>
<p>What was the decision to host the world cup in Qatar controversial?</p> <p>Would you like to live in china? Answer this question considering the following: control of the media, covid restrictions, government control and the treatment of Uighur Muslims.</p> <p>Why is Great Britain so great? Where would you rather live; Russia, Qatar, China or UK and why?</p> <p>How would you feel as a minority living in these countries?</p>	<p>I live in the UK, other places don't concern me</p> <p>The news tells me to hate other people, especially refugees</p>	<p>*To be decided by the class teacher*</p>

<b>Subject:</b> Citizenship	<b>Year group:</b> 9	<b>Date:</b> April 2023	<b>Length of enquiry:</b> Summer Term
<b>Domain:</b> Money	<b>Key Concepts:</b> <b>Being a Good citizen (inc. SMSC):</b> Knowing about financial wellbeing and avoiding financial risk	<b>Topic end point</b> The intent of this unit is for students to know what banks are for. In the future, our students will more than likely use banks to manage their money. This unit hopes to make the process of managing their income smooth and stress-free.	

	<p><b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b></p> <p><b>Being active in the democratic process (inc. SMSC):</b> Knowing what tax and national insurance are used for.</p> <p><b>Beyond school (inc. SMSC)</b> Knowing what banks are available Knowing how to use an ATM, bank and different cards. Knowing about debt. Knowing about financial wellbeing Knowing how to budget</p>	<p>According to the Money and Pensions Service, a good financial education is important because:</p> <p>Research shows that financial education makes children and young people more likely to:</p> <ul style="list-style-type: none"> <li>Save money</li> <li>Have a bank account</li> <li>Be confident with money</li> </ul> <p>The Money and Pensions Service claim that their research also shows that a majority of children and young people say they find financial education useful.</p> <p>It is hoped that this scheme of work will support out students across other subjects, such as Life Skills, Maths, Travel Training and PSHee. The end point of this unit is for our student's financial education to have enhanced their financial wellbeing and prepares them to understand and manage their incomes as adults.</p> <p>To ensure this unit is impactful, we have designed the plan according to the best practice offered by the Bank of England, Money and Pensions Service and Young Enterprise.</p>
<p> <b>Prior Learning Links</b></p> <p>This unit will build upon learning from KS3 'Life Skills' and PSHee lessons.</p>		<p><b>Future learning links</b> </p> <p>This unit will build a strong foundation of understanding that will enable students to participate in KS4 Life Skills lessons. Additionally, this is unit will equip students for dealing with money in real life beyond school.</p>
<p><b>Assessment Objectives</b></p> <p>What is a salary? What is tax and national insurance for? What products can you get in a bank? What is the difference between a credit and debit card? What is a budget?</p>	<p><b>Possible misconceptions</b></p> <p>The government gives money, so I don't need to worry about it My family will always take care of me I'm in school, I don't need to know about this</p>	<p><b>Big Four</b></p> <p>* to be completed by the class teacher when activities have been decided *</p>

<p>How do you get into debt and what can happen as a result of debt? What is a mortgage? What is a currency? Where can I spend Euros? What money is used in America? What is a digital currency? How can I avoid financial scams?</p>		
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