

## LIBF Curriculum Sequence – Key Stage 5

		By the end of the term, students can:	Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 5	Year 13 Term 1	Year 13 Term 2	Year 13 Term 4
	KS4 prior learning									
	There is no prior learning needed for the qualification but a grade 5 in English and Mathematics would be beneficial. If students have previously studied level 2 courses with a focus on financial capability they will be prepared for this course.	<ul style="list-style-type: none"> <li>- Understand the value and purposes of money.</li> <li>• Understand the concept of the personal life cycle and the impact of external influences.</li> <li>• Understand the features of different types of financial services product.</li> <li>• Understand the role of key stakeholders in financial services provision.</li> <li>• Understand the characteristics of financial products for managing money.</li> <li>• Understand how to manage finance in the short term and the impact of poor decision making and unforeseen circumstances.</li> <li>• Understand the impact of legislation and regulations on earnings and the key features of income tax and National Insurance.</li> <li>• Understand an individual's financial needs through the various life stages.</li> </ul>	Topic 1 The 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 Unit 1 Pre-release case study Case Study prep Exam practise	Jan Part A and Part B Assessment Unit 2 Topic 1 Needs, Wants and Aspirations Topic 2 Savings and Investment products	Unit 2 Topic 3 borrowing Products Topic 4 Dealing with long term risks Topic 5 Financial Planning	Unit 2 Assessment Part A MCQ and Part B Revision and Exam Practise Analyse case studies and pre-release Topic Test MCQ External Exam Part A MCQ Part B Written	Unit 3 Topic 2: How the state can help Topic 3 The impact of external Factors	Unit 3 Topic 6 The impact of Global events and ethics Topic 7 The impact of recent changes Unit 3 Pre-release – Exam prep on the case study Exam practise	Unit 4 Topic 4: The impact of the media on the sustainability of the financial services industry Topic 5: External influences on financial services providers and their products Topic 6: The impact of change and uncertainty on financial products Topic 7 – Marketing materials and their effectiveness Topic 8 – Attracting, retaining and satisfying customers Topic 9 – Market segmentation and product development

			Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 6	Year 13 Term 1	Year 13 Term 3	Year 13 Term 5
			Topic 7 ProvidersTopic 8 Consumer ProtectionTopic 9 Budgets and Forecasts	Topic 10 Dealing with Unexpected eventsTopic 11 Dealing with DebtTopic 12 EarningsRevision and Exam Practice	Unit 2Topic 6 Financial Planning and informed choicesTopic 7 Dealing with unforeseen events	Unit 2Topic 8 Ethics and SustainabilityTopic 9 Sources of Information and AdviceTopic 10 Making an informed choice	Preparation for final re- sit Start Diploma Unit 3Re sit External ExamUnit 3Introduction to Diploma in Financial studies Topic 1: Personal financial sustainability	Unit 3 Topic 4 Monitoring and adapting personal financial plansTopic 5 Good debt, bad debt	Unit 3 Jan Assessment Part A MCQ and Part B writtenUnit 4 Topic 1: Personal financial sustainability 1.1 An overview of the Financial systemTopic 2: Competition in the financial services sector AssessmentTopic 3: Sustainability in the financial services sector assessment	Revision for Unit 4 ResitRe sit Unit JunePractice paper
What we want our students to know and remember	<i>How are you supporting transition of knowledge from KS5 FE/HE?</i>	Define the key tier 3 vocabulary:	Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 5	Year 13 Term 1	Year 13 Term 2	Year 13 Term 4
			• Acceptable • Recognisable • Stable • Divisible • Durable • Portable • Scarce but sufficient • Homogeneous- Intrinsic Value- a means of exchange- Inflation- Legal Tender- Means of exchange- AER	*Budget Surplus*Basic Bank Account*Cheque*Current Account*AER*Consumer Prices Index (CPI)*Inflation*Interest rate*Savings bond*Rate of return*APR*EAR*Standing order*Overdraft	*Affordability*Aspirations*Needs*Wants*Hire Purchase*Annuity*Assets*Bonds*Capital Gains Tax*Corporate Gains Tax*Endowment policy	*Equity*Default*Credit worthiness*Child Trust Fund (CTF)*Critical Illness Insurance*Inheritance tax*Individual savings account (ISA)*Risk tolerant*Risk averse*Arrears		*Benefit*Pension*Tax Credits*Unemployment*NI Contributions*Social factors*Political factors*Technological Factors	*Bank liquidity*Bank rate*Commodity*Emerging market*Gilts*Challenger bank*Equity loan*Remuneration Code	*Broadsheets*Expert bias*Financial Press*Subjective bias*Objective bias*Financial exclusion*Financial inclusion*Loan forbearance*Catastrophe bonds*Exogenous shocks*Ijara home purchaseplan*CSR
			Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 6	Year 13 Term 1	Year 13 Term 3	Year 13 Term 5
			* Credit Union *Bank *Mutual organisation *Building Society *Dividend *AER *Credit history *Financial Conduct Authority (FCA) *Prudential Regulation Authority (PRA) * Insurance * Demutualisation * N &I *Budget *Income *Expenditure *Mandatory	*Benefit *Life cover *Fronting *General Insurance *Redundancy *Individual Savings Account *Balance Transfer *Bankruptcy *Sequestration *Creditor *Assets *Credit History *P45 *P60 *Pension *Tax code	* Capital Growth *Bank Rate *Capita Sum *Investment trust *Open-ended investment company fund (OEIC) *Cash ISA (individual savings account) *Savings Bond *Debt Management Plan *Financial footprint *Secured Loan	*Affinity savings account *Culture (organisation) *Ethical investment *Ethics *Unit Trust *Universal Credit *Payday Loan *Depreciation *PAYE *Liquidity	*Assets * Cash-flow forecast *Contingency plan *Insolvency *Money-purchase pension scheme *Mortgage * Recession *Personal Debt	*Budget Variance *Budget Surplus *Budget Deficit *Cash-flow forecast *Contingency Planning *Loan to value *Good Debt *Bad Debt *Administrative order	*Divestment *Counterparties *Friendly society *HM Treasury *Oligopoly *Monetary Policy *Bad competition *Challenger banks *Concentration ratio *Customer inertia *Deleveraging *Leverage	*Bank liquidity *Bank rate *Commodity *Emerging market *Gilts *Challenger bank *Equity loan *Remuneration Code **Budget Variance *Budget Surplus *Budget Deficit *Cash-flow forecast *Contingency Planning *Loan to value *Good Debt *Bad Debt *Administrative order

			expenses * Essential expenses * Discretionary expenses							
		Recall the knowledge:	Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 5	Year 13 Term 1	Year 13 Term 2	Year 13 Term 4
	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.		<p>How does the knowledge build in complexity over time?</p> <ul style="list-style-type: none"> <li>- What is Money</li> <li>- What are the purposes of money</li> <li>- What are the features of money</li> <li>- What are the key stage of the personal life cycle</li> <li>- What are the internal influences on each stage of the (PLC)</li> <li>- What are the external influences on each stage of the (PLC)</li> </ul>	<p>How does the knowledge build in complexity over time?</p> <ul style="list-style-type: none"> <li>- What is a current account</li> <li>- What is a Direct Debt</li> <li>- What is a Standing order</li> <li>- What is AER</li> <li>- What are the different types of payment cards</li> </ul>	<p>How does the knowledge build in complexity over time?</p> <ul style="list-style-type: none"> <li>- How do needs, wants and aspirations change over the personal life cycle</li> <li>-What are the main types of financial product that are used to satisfy medium- and longer-term needs, wants and aspirations</li> <li>- How can internal factors that influence needs, wants and aspirations</li> <li>- What are the key reasons for saving/investing for the medium and long-term</li> <li>- What are the financial providers and agents that offer medium- and long-term products</li> <li>- What is the different between savings and investment products</li> <li>-</li> </ul>	<p>How does the knowledge build in complexity over time?</p> <ul style="list-style-type: none"> <li>- What are the main categories of people that use mortgages</li> <li>- How to the key terms 'loan to income' (LTI) and 'loan to value' (LTV) relate to how much a lender is willing to lend to a mortgage customer</li> <li>- What are the two ways that a mortgage can be paid back</li> <li>- What are the features of risk and how it is related to reward</li> <li>- What are the key factors that influence the impact of a risk on someone's life and understand how probability can affect the significance of a risk</li> <li>- What are the main purposes of financial planning and distinguish between 'planned' and 'unplanned' even</li> <li>- What are the key features of effective financial planning</li> <li>- How people can use tools such as budgets and cash flow forecasts to help plan for longer-term needs</li> </ul>	<p>How does the knowledge build in complexity over time?</p>	<p>How does the knowledge build in complexity over time?</p> <ul style="list-style-type: none"> <li>- What does the key term 'welfare state' and have a basic understanding of its history in the UK</li> <li>- Why the state provides a range of welfare benefits and services to its citizens</li> <li>- What is the difference between 'contributory' and 'non-contributory' benefits</li> <li>- What is meant by a 'PESTLE' analysis</li> <li>- What are the key political factors that affect financial services</li> <li>- How can political factors affect personal decision-making</li> </ul>	<p>How does the knowledge build in complexity over time?</p> <ul style="list-style-type: none"> <li>- What does the term 'globalisation' mean and list the key factors driving it</li> <li>- How does how globalisation affect the UK financial services industry</li> <li>- what are the knock-on effects for UK consumers</li> <li>- What does the term 'sustainable economy' mean</li> <li>- how this links to personal financial sustainability</li> <li>- What are the key sources of information and advice that can help consumers keep up-to-date with changes in financial services</li> </ul>	<p>How does the knowledge build in complexity over time?</p> <ul style="list-style-type: none"> <li>- What is meant by 'the media' and give a range of examples</li> <li>- What is the content offered by different media and their styles of presentation</li> <li>- What are the main types of media that report on financial stories and issues</li> <li>- What are the key external influences on financial services using the PESTEL analysis framework</li> <li>- What is meant by the 'political agenda' and describe how politics has influenced the financial sector</li> <li>- How do I complete a cost-benefit analysis of financial regulation in terms of its impact on provider</li> <li>- What is meant by 'change' and 'uncertainty' in relation to our lives and personal financial circumstances</li> <li>- What are the key features of risk and explain how it differs to the concept of uncertainty</li> <li>- what is the impact of risk</li> <li>- How can risk be measured in terms of the amount of</li> </ul>

										financial loss suffered
			Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 6	Year 13 Term 1	Year 13 Term 3	Year 13 Term 5
			How does the knowledge build in complexity over time?- What is a bank- What is a Mutual organisation- What is a credit union- What is Demutualisation- What is meant by the key term 'budget'- What are key elements of a budget, i.e. income, expenditure and balance- What are the different types of expenditure-How do I set out a budget- What does it mean to be either 'balanced', 'in surplus' or 'in deficit'	How does the knowledge build in complexity over time?- What are the main types of 'general insurance'- Why is there a the need for insurance- What are the key features of an insurance policy, i.e. premiums, full disclosure of information, policy documents and claims- What are the reasons why people get themselves into debt- How can people can increase their income and reduce expenditure- What are the pros and cons of several options for repaying debt after getting into difficulties- What is the national minimum wage for different age bands- What are the key entitlements of employees under the 'Working Time Regulations 1998'- how do you calculate how much income tax an employee will pay using the tax rates and bands for 2022/23	How does the knowledge build in complexity over time? - How budgeting can help achieve medium- and long-term plans- What is meant by the 'risk-reward spectrum'- How can the risk-reward spectrum applies to savings and investment, borrowing and insurance products- What are the key features of the 'financial footprint' and how this can affect someone's credit rating- How can someone get into a 'debt spiral' and summarise the help that providers can offer the individual- What is the impact that redundancy and separation/divorce can have on an individual's financial planning	How does the knowledge build in complexity over time?- What are the main stakeholders of a bank and describe what their stake – or interest – in the business is- W hat is meant by 'corporate social responsibility' and give examples of ethical and socially responsible investment- What does the the key term 'sustainability' mean- What is the need for financial advice- What are the range of sources of information and advice on financial products and planning- How do you rate these sources in terms of accessibility, reliability and impartiality	How does the knowledge build in complexity over time?- What does it means for an individual to have 'sustainable personal finances'- What is the link between budgeting and financial planning- What are the key ways of achieving long-term, sustainable personal finances- What is meant by 'flexible financial planning'- How can an individual should prioritise their spending, i.e. mandatory, essential, discretionary expenditure- What are the characteristics of a flexible financial plan	How does the knowledge build in complexity over time?- What are the financial planning process starts with SMART objectives- Be aware of your own attitude to financial planning- What are the steps involved in drawing up a budget and cash-flow chart- What it means to borrow and the reasons for borrowing- What the key benefits and costs of borrowing - Using examples, what is meant by good debt vs. bad debt	How does the knowledge build in complexity over time?- What are the main difference between the main financial providers in the UK- How do the other financial institutions such as the Bank of England, CMA etc. that play a role in the UK financial system- what is the key role and functions of the three main regulatory bodies – FPC; PRA; FCA – that make up the UK regulatory framework- What is meant by the 'degree of competition' within a market and 'barriers to entry' - How consumers could in theory increase their power in the market- Why is there is a need to promote more competition in banking for the benefit of consumers- What is the importance of a sustainable financial services system- What is meant by the key terms 'systemic risk', 'too big to fail' and 'bank resolution'- What the role of 'prudential regulation' in maintaining the sustainability of the financial system	



What we want our students to do	<i>How are you supporting transition of skills from KS4 to KS5?</i>	Demonstrate excellence in these skills:	Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 5	Year 13 Term 1	Year 13 Term 2	Year 13 Term 4
			<p>How do the skills build in complexity over time?</p> <p>Students will be required to;</p> <ul style="list-style-type: none"> <li>- Define what we mean by 'money';</li> <li>- Explain what money is in terms of its functions, features, value and purpose.</li> <li>- Define the personal life cycle and terms needs, wants and aspirations</li> <li>- Identify the key stages of personal life cycle</li> <li>- Distinguish between the key stages of the personal life cycle.</li> <li>- Distinguish between the external influences on key stages of the personal life cycle.</li> <li>- Analyse the effect of external influences on key stages of the personal life cycle</li> <li>- Differentiate between needs, wants and aspirations</li> <li>- Identify key features of current accounts;</li> <li>- Distinguish between different types of card payment; and</li> <li>- Compare different methods of transferring money.</li> <li>- Identify the key features of different types of current account; and</li> <li>- Evaluate lifelong financial planning, by understanding</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Describe the main functions of a current account</li> <li>- Identify the key factors to consider when choosing a current account</li> <li>- Compare and contrast the different types of current account</li> <li>- Identify the information presented on a bank statement</li> <li>- Justify why it is important to monitor statements on a regular basis</li> <li>- Explain the process of switching and closing accounts</li> <li>- Define what a 'savings product' is</li> <li>- Explain what is meant by 'return on savings' (interest rate and 'AER')</li> <li>- Identify the 7 factors that impact the interest rate offered by providers</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- State how needs, wants and aspirations change over the personal life cycle</li> <li>- Identify the main types of financial product that are used to satisfy medium- and longer-term needs, wants and aspirations</li> <li>- Examine the internal factors that influence needs, wants and aspirations</li> <li>- Describe how a range of marketing activities can influence people when choosing a financial product</li> <li>- Identify and describe some of the key trends in financial services</li> <li>- Examine how culture can influence financial planning in the UK</li> <li>- State the key reasons for saving/investing for the medium and long-term</li> <li>- Identify the financial providers and agents that offer medium- and long-term products</li> <li>- Distinguish between savings and investment products</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Identify the main categories of people that use mortgages</li> <li>- Explain the key terms 'loan to income' (LTI) and 'loan to value' (LTV) in relation to how much a lender is willing to lend to a mortgage customer</li> <li>- Describe the two ways that a mortgage can be paid back</li> <li>- Describe the features of risk and how it is related to reward</li> <li>- Explain why some people may have greater risk acceptance or tolerance than others and explain the term 'risk transfer'</li> <li>- Identify the key factors that influence the impact of a risk on someone's life and understand how probability can affect the significance of a risk</li> <li>- Describe the main purposes of financial planning and distinguish between 'planned' and 'unplanned' even</li> <li>- Identify the key features of effective financial planning</li> <li>- Describe how people can use tools such as budgets and cash flow forecasts to help plan for longer-term needs</li> </ul>	<p>How do the skills build in complexity over time</p>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Define the key term 'welfare state' and have a basic understanding of its history in the UK</li> <li>- Explain why the state provides a range of welfare benefits and services to its citizens</li> <li>- Distinguish between 'contributory' and 'non-contributory' benefits</li> <li>- Describe what is meant by a 'PESTLE' analysis</li> <li>- Summarise the key political factors that affect financial services</li> <li>- Analyse how political factors can affect personal decision-making</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Define the term 'globalisation' and list the key factors driving it</li> <li>- Describe how globalisation affects the UK financial services industry</li> <li>- Illustrate the knock-on effects for UK consumers</li> <li>- Define the term 'sustainable economy'</li> <li>- Explain how this links to personal financial sustainability</li> <li>- What are the key sources of information and advice that can help consumers keep up-to-date with changes in financial services</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Define what is meant by 'the media' and give a range of examples</li> <li>- Compare and contrast the content offered by different media and their styles of presentation</li> <li>- Summarise the main types of media that report on financial stories and issues</li> <li>- Recall the key external influences on financial services using the PESTEL analysis framework</li> <li>- Complete a cost-benefit analysis of financial regulation in terms of its impact on provider</li> <li>- Describe, using examples, what is meant by 'change' and 'uncertainty' in relation to our lives and personal financial circumstances</li> <li>- Identify the key features of risk and explain how it differs to the concept of uncertainty</li> <li>- Explain how the impact of risk can be measured in terms of the amount of financial loss suffered</li> <li>- Describe what is meant by 'effectiveness' in terms of the outcome of a marketing campaign</li> <li>- Explain the importance of</li> </ul>

			that people's everyday banking needs change as they pass through the various life							targeting specific consumer groups rather than trying to sell to the whole population - Give an example of marketing materials and summarise the type of information usually provided, including 'the small print' and regulatory requirements
			Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 6	Year 13 Term 1	Year 13 Term 3	Year 13 Term 5
			<p>How do the skills build in complexity over time</p> <p>Students are required to;</p> <ul style="list-style-type: none"> <li>- differentiate between different types of financial services provider; and</li> <li>- critically compare the communication methods used by financial services providers</li> <li>- explain the roles and limitations of: <ul style="list-style-type: none"> <li>- the Prudential Regulation Authority (PRA) and the Financial Conduct Authority (FCA);</li> <li>- the Financial Ombudsman Service, the Financial Services Compensation Scheme and the Competition and Markets Authority; and</li> <li>- the codes of conduct that providers set themselves.</li> </ul> </li> <li>- identify the key elements of a budget;</li> <li>- interpret a cash flow forecast for short-term financing;</li> <li>- describe some of</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- State the main types of 'general insurance'</li> <li>- Explain the need for insurance</li> <li>- Identify the key features of an insurance policy, i.e. premiums, full disclosure of information, policy documents and claims</li> <li>- Describe what is covered by buildings insurance and home contents insurance</li> <li>- Compare what is covered by the 3 types of motor insurance policies</li> <li>- Summarise ways to reduce an individual's motor insurance premium</li> <li>- State the reasons why people get themselves into debt</li> <li>- State what it means for someone to be insolvent</li> <li>- Identify the available solutions to deal with insolvency</li> <li>- Compare the pros and cons of the insolvency solutions</li> <li>- Identify how people can increase</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Describe how budgeting can help achieve medium- and long-term plans</li> <li>- Explain what is meant by the 'risk-reward spectrum'</li> <li>- Explain how the risk-reward spectrum applies to savings and investment, borrowing and insurance products</li> <li>- Describe what it means to build-in some flexibility in financial planning</li> <li>- Explain what is meant by key terms associated with debt such as 'equity withdrawal', 'over-indebted' etc</li> <li>- Describe the key features of the 'financial footprint' and how this can affect someone's credit rating</li> <li>- Explain how someone can get into a 'debt spiral' and summarise the help that providers can offer the individual</li> <li>- Analyse the impact that redundancy and separation/divorce</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Identify the main stakeholders of a bank and describe what their stake – or interest – in the business is</li> <li>- Describe what is meant by 'corporate social responsibility' and give examples of ethical and socially responsible investment</li> <li>- Define the key term 'sustainability' and summarise the key issues relevant to the financial services sector</li> <li>- Explain the need for financial advice</li> <li>- Summarise a range of sources of information and advice on financial products and planning</li> <li>- Evaluate a range of sources in terms of accessibility, reliability and impartiality</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Describe what it means for an individual to have 'sustainable personal finances'</li> <li>- Explain the link between budgeting and financial planning</li> <li>- Summarise the key ways of achieving long-term, sustainable personal finances</li> <li>- Describe what is meant by 'flexible financial planning'</li> <li>- Explain how an individual should prioritise their spending, i.e. mandatory, essential, discretionary expenditure</li> <li>- What the characteristics of a flexible financial plan</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- State that the financial planning process starts with SMART objectives</li> <li>- Recall and be aware of your own attitude to financial planning</li> <li>- Describe the steps involved in drawing up a budget and cash-flow chart</li> <li>- State what it means to borrow and the reasons for borrowing</li> <li>- Describe the key benefits and costs of borrowing</li> <li>- Illustrate, using examples, what is meant by good debt vs. bad debt</li> </ul>	<p>How do the skills build in complexity over time</p> <ul style="list-style-type: none"> <li>- Describe and distinguish between the main financial providers in the UK</li> <li>- Identify other financial institutions such as the Bank of England, CMA etc. that play a role in the UK financial system</li> <li>- Describe the key role and functions of the three main regulatory bodies – FPC; PRA; FCA – that make up the UK regulatory framework</li> <li>- Describe what is meant by the 'degree of competition' within a market and 'barriers to entry'</li> <li>- Explain how consumers could in theory increase their power in the market</li> <li>- Analyse why there is a need to promote more competition in banking for the benefit of consumers</li> <li>- Evaluate the importance of a sustainable financial services system</li> <li>- What is meant by</li> </ul>	

			<p>the key components of the cost of living in Britain; and</p> <ul style="list-style-type: none"> <li>- Evaluate lifelong financial planning, by understanding that the way people manage money changes as they move through the various life stages.</li> <li>- Identify some of the key items of expenditure that have become more expensive over the past 10 years</li> <li>- Explain how rising living costs affect the ability of households to manage their budget</li> <li>-</li> </ul>	<p>their income and reduce expenditure</p> <ul style="list-style-type: none"> <li>- Compare the pros and cons of several options for repaying debt after getting into difficulties</li> </ul>	<p>can have on an individual's financial planning</p>				<p>the key terms 'systemic risk', 'too big to fail' and 'bank resolution'</p> <ul style="list-style-type: none"> <li>- Explain the role of 'prudential regulation' in maintaining the sustainability of the financial system</li> </ul>	
Key assessment questions:			Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 5	Year 13 Term 1	Year 13 Term 2	Year 13 Term 4
			<p>Q1. Analyse the possible effect of external influences on somebody at the young stage of the personal life cycleQ2. Describe the characteristics that a local currency must have to be acceptable as money</p>	<p>Q1. Identify five key features of cash ISA savings account?Q2. Identify five key features of online savings accounts?Q3. Identify the key features of the return on savings accounts?Q4. Analyse how useful borrowing by overdraft might be to an unemployed person</p>	<p>Q1. Identify five main ways in which a savings product differs from an investment product?Q2. Identify five key factors to consider when choosing a savings account with either a bank or a building societyQ3. Analyse the factors that could affect the interest payments made on a mortgage</p>	<p>Q1. Describe how budgeting can play a key role in achieving a person's aspiration to buy a car Q2. Identify five key steps in the financial planning process.</p>		<p>Q1. Discuss how Economic Factors could impact on an Individual's financial decision makingQ2. Discuss how Political Factors could impact on an Individual's financial decision makingQ3. Discuss how Social Factors could impact on an Individual's financial decision makingQ3. Evaluate the impact of social factors on the demand for financial services</p>	<p>Q1. Evaluate the extent to which global events and developments have impacted on the financial industry, the financial consumer</p>	<p>Q1. Evaluate the extent to which weather patterns, climate change and natural disasters have affected the financial industry and the financial services consumer?Q2. Evaluate the impact social factors on the demand for financial services?</p>
			Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 6	Year 13 Term 1	Year 13 Term 3	Year 13 Term 5
			<p>Q1. Analyse why many financial providers are closing branches? Q2. Analyse the effect that changes in the cost of living could have on</p>	<p>Q1. Identify 5 ways to reduce the cost of Motor Insurance 2. State only five examples of what the premium of an endurance policy is based on</p>	<p>Q1. Discuss the potential benefits of budgeting as part of a financial plan to achieve particular objectives? Q2. Describe how an understanding of</p>	<p>Q1. Describe the advantages and disadvantages for the consumer of using the advice provided by charities and support organisations such</p>	<p>Q1. Describe how financial service providers can help educate an individual to become financially sustainable Q2. Explain how the</p>	<p>Q1. Discuss the ways in which a person could monitor the variances of a personal budget</p>	<p>Q1. Identify 5 of the responsibilities of the competitions and markets Authority Q4. analyse how important it is to continually assess</p>	

			Budgeting? Q3. Describe the role of the Financial Conduct Authority (FCA)?	Q2. Describe how tax codes are used by employers and employees	the risk pyramid could influence a person's attitude to financial planning Q3. Discuss the potential importance of budgeting as a way of reducing the likelihood of a person getting into debt.	as Citizens Advice Q2. Describe how you would assess if a data or information source is valid when proposing a financial decision or plan, using examples. (10 marks)	quality of customer service from financial service providers can support the financial sustainability of an individual		and reassess one's personal financial situation Q2. Evaluate the extent to which ethical considerations have impacted on the financial services industry and the financial consumer? Q3. Describe the different ways financial service providers can support the sustainability of an individual	
Disciplinary Rigour			Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 5	Year 13 Term 1	Year 13 Term 2	Year 13 Term 4
			Analyse financial information, financial services products and servicesConstruct well informed and reasoned arguments on the suitability for people in different circumstances Account for internal and external influences on a person's financial situationAdopt an enquiring, critical and reflective approach to the study of Financial studiesDevelop an understanding of financial concepts and terminology to enhance financial literacy 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	Analyse financial information, financial services products and servicesConstruct well informed and reasoned arguments on the suitability for people in different circumstances Account for internal and external influences on a person's financial situationAdopt an enquiring, critical and reflective approach to the study of Financial studiesDevelop an understanding of financial concepts and terminology to enhance financial literacy 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	Analyse financial information, financial services products and servicesConstruct well informed and reasoned arguments on the suitability for people in different circumstances Account for internal and external influences on a person's financial situationAdopt an enquiring, critical and reflective approach to the study of Financial studiesDevelop an understanding of financial concepts and terminology to enhance financial literacy 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	Analyse financial information, financial services products and servicesConstruct well informed 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internal and external influences on a person's financial situationAdopt an enquiring, critical and reflective approach to the study of Financial studiesDevelop an understanding of financial concepts and terminology to enhance financial literacy 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	Analyse financial information, financial services products and servicesConstruct well informed and reasoned arguments on the suitability for people in different circumstances Account for internal and external influences on a person's financial situationAdopt an enquiring, critical and reflective approach to the study of Financial studiesDevelop an understanding of financial concepts and terminology to enhance financial literacy 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



			well informed and reasoned arguments Structure and communicate ideas logically and coherently <i>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.</i>	well informed and reasoned arguments Structure and communicate ideas logically and coherently	well informed and reasoned arguments Structure and communicate ideas logically and coherently	well informed and reasoned arguments Structure and communicate ideas logically and coherently	well informed and reasoned arguments Structure and communicate ideas logically and coherently	well informed and reasoned arguments Structure and communicate ideas logically and coherently	well informed and reasoned arguments Structure and communicate ideas logically and coherently	well informed and reasoned arguments Structure and communicate ideas logically and coherently
			Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 6	Year 13 Term 1	Year 13 Term 3	Year 13 Term 5

[illegible]