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| Progression of skills and knowledge – ECONOMIC WELLBEING | | | | | | |
| Sub-strand | Year 1 | | Year 2 | | Year 3 | |
| Skills | Knowledge | Skills | Knowledge | Skills | Knowledge |
| Economic wellbeing | I can discuss how to keep money safe.  I can discuss what to do if we find money.  I am exploring choices people make about money.  I am developing an understanding of how banks work. | I know that coins and notes have different values.  I know some of the ways children may receive money.  I know that it is wrong to steal money.  I know that banks are places where we can store our money.  I know some jobs in school.  I know that different jobs need different skills. | I can identify whether something is a want or need. Recognising that people make choices about how to spend money.  I can explore the reasons why people choose certain jobs. | I know some of the ways in which adults get money.  I know the difference between a 'want' and 'need'.  I know some of the features to look at when selecting a bank account. | I can discuss the range of feelings which money can cause.  I can discuss the different attitudes people have to money.  I can explore the impact our spending can have on other people.  I can consider the advantages and disadvantages of different payment methods. | I understand that there are different ways to pay for things.  I know that budgeting money is important.  I understand that there are a range of jobs available.  I understand that some stereotypes can exist around jobs but these should not affect people's choices. |
| Key Vocab | . banks and building society, cash, earn, save, skill, spend, value | | Banks and building societies, cash, coins, earn, need, spend, notes, priority, save, want | | Budget, expense, feeling, qualification, save, spend, stereotype | |

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|  | Year 4 | | Year 5 | | Year 6 | |
|  | Skills | Knowledge | Skills | Knowledge | Skills | Knowledge |
| Economic wellbeing | I can explore the factors which affect whether something is value for money.  I can discuss some impacts of losing money.  I can identify negative and positive influences that can affect our career choices. | I know that money can be lost in a variety of ways.  I understand the importance of tracking money.  I know that many people will have more than one job or career in their lifetimes.  I know ways to overcome stereotypes in the workplace | I can discuss the risks associated with money.  I can make a budget based on priorities.  I can discuss the role of money in selecting a job.  I can discuss how income can change and the feelings associated with this. | I know that when money is borrowed it needs to be paid back, usually with interest.  I know that it is important to prioritise spending.  I know that income is the amount of money received and expenditure is the amount of money spent.  I know some ways that people lose money | I can recognise differences in how people deal with money and the role of emotions in this.  I can discuss some risks associated with gambling.  I can identify jobs which might be suitable for me. | I understand that there are certain rules to follow to keep money safe in bank accounts.  I know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.  I understand that different jobs have different routes into them.  I understand that people change jobs for a number of reasons.  I know that banks and organisations such as Citizens’ Advice can help with money-related problems |
| Key Vocab | Banks balance, bank statement, career, debit card | | Budget, discrimination, expenditure, income, discrimination, repayments, stereotypes | | Career, PIN, qualification | |