|  |
| --- |
| 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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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  |