

Stanborough



Curriculum Intent and vision for Finance

**Our vision for the Finance Curriculum
at Stanborough is:**

**To enable students to make informed
and confident decisions regarding
their finances.**

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Key Stage 5

What is your curriculum intent for Key Stage 5?

The Finance curriculum Intent is to ensure that students develop the knowledge and skills required for young people to make informed financial decisions. Finance introduces them to the risks and challenges involved in personal finance and aims to instill the tools for effective planning so that students can take ownership.

How does Key Stage 4 prepare students for Key Stage 5?

GCSE Business offered at Key Stage 4 covers some elements of personal finance and there are key transitional topics such as PESTAL, SWOT analysis and segmentation.

What do students cover in Key Stage 5? When do they study it?

Year 12

Some topics covered include:

- Understand the value and purposes of money.
- Understand the concept of the personal life cycle and the impact of external influences.
- Understand the features of different types of financial services product.
- Understand the role of key stakeholders in financial services provision.
- Understand the characteristics of financial products for managing money.
- Understand how to manage finance in the short term and the impact of poor decision making and unforeseen circumstances.
- Understand the impact of legislation and regulations on earnings and the key features of income tax and National Insurance.
- Understand an individual's financial needs through the various life stages.

Year 13

Some topics covered include:

- Understand how financial services providers work and the competitive environment in which they operate.
- Understand the importance of sustainability for financial services providers and systems.
- Understand the influences of external factors upon financial services providers and the impact on the products and services they provide.
- Understand the effectiveness of marketing materials produced by financial services providers.
- Understand approaches used by financial services providers to attract, retain and satisfy consumers.
- Understand how market segmentation and product development are used to meet the needs, wants and aspirations of financial consumers.

Why do they study it in that order?

As stipulated by the exam board due to when the exams are set i.e. unit 1 has to be covered from Sept – Dec due to unit 1 exams in January.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students regularly revisit prior learning to reinforce their learning. Each topic links into previous topics learnt hence the need to revisit.

The start of most lessons will recap on prior learning often generated from student homework. Students in Year 13 DipFs are taught throughout the course to draw upon their Year 12 CeFs knowledge as this is the foundation to their learning in Year 13. Students keep up to date with Finance news and the economy which is also something we embed into the lessons to keep the taught lessons up to date and relevant.

How do your curriculum choices contribute to the student's cultural capital?

The course gives students an insight into both personal finance and how financial decisions are based on the needs, wants and aspirations of individuals. Every single element of the course will be useful throughout life from interest rates to pensions.

Students have the opportunity to explore different financial roles from accountancy to stockbroking. They have opportunities to listen and engage with guest speakers, take part in prestigious finance competitions such as the 'Investor Challenge'. Many of our students have part-time jobs and are able to work out how much tax they should be paying, what their NI pays for, what their employment rights are and much more.

How do you prepare students for learning beyond Key Stage 5?

The KS5 courses offered prepare and lead students for higher education and can also support learners who want to progress directly to employment in finance related jobs / apprenticeships. We have conversations with all students who want to pursue a finance pathway and write students UCAS. We support our students with their own personal statements and make them aware of key open days for university / apprenticeships etc. We work collaboratively

with the LIBF and our successful students have been able to secure the limited placements at their university. We call in previous finance students as guest speakers who discuss their career pathways. We utilise websites such as Uni-Frog to further prepare students for learning beyond KS5.