

## Subject: Yr 13 Finance

**Year Group: YR 13 Finance**  
**Specification: Units 3 & 4**

| Lesson No                | Topic & Objectives   | Big Question – What will students learn?   | Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)  | Planned Assessment  | Homework or flipped learning resources<br><br>DODDLE resources  | Lit Num SMSC Codes |
|--------------------------|--|--|--|---|---|--------------------|
| <b>Week 1 Lesson 1-5</b> | Understand the importance of financial sustainability for individuals and the measures in place to support an individual's sustainability. | 1.1 Explain the importance of financial sustainability for individuals.  | Characteristics of flexible / sustainable financial planning • Mandatory and discretionary expenditure – setting priorities<br>Obstacles to successful, sustainable individual financial planning • Contingency planning for problems which may, or may not, occur   |   | <b>Flipped Learning:</b> Read Pages 1-21 from libf Unit 3 study text.<br><br>4 pages in order from the start of the topic to be read before the start of each lesson    | SP9, C5, M2, SO7   |
| <b>Week 2 Lesson 1-5</b> | Understand the importance of financial sustainability for individuals and the measures in place to support an individual's sustainability. | 1.2 Identify the measures taken by financial services providers to support an individual's financial sustainability. | Using financial products and services to achieve sustainable personal finances • Recap and link to sustainability: current accounts, savings products, short-term borrowing (overdrafts, personal loans, credit cards, HP finance, payday loans, credit unions, peer-to-peer internet lenders, student loans), mortgages, insurance, investments, occupational and personal pensions | Fortnightly assessment cycle from past papers – a mixture of case study and non-case study questions. | <b>Flipped Learning:</b> Read Pages 22-33 from libf Unit 3 study text.<br><br>This can be broken down into 2 pages of reading before each lesson starting from page 22. | SP9, C5, M2, SO7   |

|                                 |   |  |   |  |   |                         |
|---------------------------------|---|--|---|--|---|-------------------------|
| <p><b>Week 3 Lesson 1-5</b></p> | <p>Understand the importance of financial sustainability for individuals and the measures in place to support an individual's sustainability.</p> | <p>1.3 Explain how the state benefit system can support an individual's sustainability.</p> <p>Topic 2</p>                             | <p>The state benefits system: • Income Support and unemployment benefits • Sickness benefits (short-term/long-term) • Disability benefits and maternity benefits • Child Benefit • In-work tax credits • Housing and heating benefits • Universal Credit • Means-testing v universal entitlement • State pensions</p>                           |  | <p><b>Flipped Learning:</b> Read Pages 35-59 from libf Unit 3 study text.</p> <p>This can be broken down into 5 pages of reading before each lesson starting from page 35.</p>    | <p>SP9, C5, M2, SO7</p> |
| <p><b>Week 4 Lesson 1-5</b></p> | <p>Understand the key external financial factors influencing financial performance and the resulting effect on the consumer.</p>                  | <p>2.1 Analyse how external financial factors can affect personal decision-making.</p>   | <p>Outline of unavoidable problems which have a negative effect on personal finances (redundancy, ill-health, mental illness, disability, child-birth, low-paid employment, full-time study, retirement)</p>  | <p>Fortnightly assessment cycle from past papers – a mixture of case study and non-case study questions.</p> | <p><b>Flipped Learning:</b> Read Pages 63-97 from libf Unit 3 study text.</p> <p>This can be broken down into 6 pages of reading before each lesson starting from page 63.</p>    | <p>SP9, C5, M2, SO7</p> |
| <p><b>Week 5 Lesson 1-5</b></p> | <p>Understand the key external financial factors influencing financial performance and the resulting effect on the consumer.</p>                  | <p>2.2 Analyse data sources in order to assess the impact of external financial factors when making financial decisions and plans.</p> | <p>Further develop understanding of the key external events that affect personal financial planning (PESTEL analysis): • Political factors • Economic factors • Social factors • Technological factors • Environmental factors • Legal factors – changes in legislation / regulation relating to financial products, services and providers</p> |  | <p><b>Flipped Learning:</b> Read Pages 97 – 108 from libf Unit 3 study text.</p> <p>This can be broken down into 2 pages of reading before each lesson starting from page 97.</p> | <p>SP9, C5, M2, SO7</p> |

|                          |  |  |  |   |  |                  |
|--------------------------|--|--|--|---|--|------------------|
| <b>Week 6 Lesson 1-5</b> | Understand the need to monitor personal budgets and adapt plans in response to changes in circumstances. | 3.1 Explain how to monitor the variances of a personal budget.   | Reviewing priorities and making choices • Reviewing contingency plans  | Fortnightly assessment cycle from past papers – a mixture of case study and non-case study questions. | <b>Flipped Learning:</b> Read Pages 113 – 120 from libf Unit 3 study text.<br><br>This can be broken down into 1-2 pages of reading before each lesson starting from page 113. | SP9, C5, M2, SO7 |
|                          |  |  |  |   |  |                  |
| <b>Week 7 Lesson 1-5</b> | Understand the need to monitor personal budgets and adapt plans in response to changes in circumstances. | 3.2 Identify how personal financial plans can be adapted to respond to changes in circumstances.                               | Flexible financial planning • Establishing clear, measurable objectives • Planning for surplus or deficit • Writing it down – recording medium- / long-term plans • Planning for different time periods • Financial planning and the personal life cycle • Frequency of monitoring and reviewing plans • Comparing ‘planned’ and ‘actual’ income and expenditure • Analysing reasons for differences between ‘planned’ and ‘actual’ income and expenditure • Adapting plans to accommodate changes in personal circumstances |   | <b>Flipped Learning:</b> Read Pages 120 – 128 from libf Unit 3 study text.<br><br>This can be broken down into 1-2 pages of reading before each lesson starting from page 120. | SP9, C5, M2, SO7 |
| <b>Week 8 Lesson 1-5</b> | Understand the need to monitor personal budgets and adapt plans in response to changes in circumstances. | 3.3 Identify key sources of financial help available to individuals to cope with unforeseen changes to personal circumstances. | The informal processes used by individuals and providers to deal with debt problems, such as payment plans and freezing debts. Organisations that can help, eg StepChange Debt Charity, National Debtline. The formal processes for dealing with debt, such as county court judgments (CCJs), individual voluntary arrangements (IVAs), debt relief orders and bankruptcy.   | Fortnightly assessment cycle from past papers – a mixture of case study and non-case study questions. |  | SP9, C5, M2, SO7 |
| <b>Week 9 Lesson 1-5</b> | Understand the personal implications of debt and borrowing solutions for individuals in                  | 4.1 Explain the personal implications of debt for individuals in different circumstances and from different cultures.          | Perceptions of debt • Attitudes to debt and borrowing in different circumstances and different cultures • The impact of changing attitudes • Balancing the costs and benefits of debt • Understanding ‘financial footprints’ • Did too much debt cause the ‘credit crunch’?  |   | <b>Flipped Learning:</b> Read Pages 131-140 from libf Unit 3 study text.<br><br>This can be broken down into 1-2 pages of reading before each                                  | SP9, C5, M2, SO7 |

|                           |   |   |  |   |  |                  |
|---------------------------|---|---|--|---|--|------------------|
|                           | different circumstances and from different cultures.  |   |  |   | lesson starting from page 131.   |                  |
| <b>Week 10 Lesson 1-5</b> | Understand the personal implications of debt and borrowing solutions for individuals in different circumstances and from different cultures.      | 4.2 Compare and contrast different solutions for individuals in debt.   | <ul style="list-style-type: none"> <li>• ‘Good debt’ v ‘bad debt’: can increased borrowing help to maintain financial sustainability in some circumstances?</li> </ul>   | Fortnightly assessment cycle from past papers – a mixture of case study and non-case study questions. | <p><b>Flipped Learning:</b> Read Pages 140-149 from libf Unit 3 study text.</p> <p>This can be broken down into 1 -2 pages of reading before each lesson starting from page 140.</p> | SP9, C5, M2, SO7 |
| <b>Week 11 Lesson 1-5</b> | Understand the impact of global events, developments and ethical considerations upon the financial services industry and ultimately the consumer. | 5.1 Evaluate the impact of global events, developments and ethical considerations upon the financial services industry. | <ul style="list-style-type: none"> <li>• The impact of global events and ethics</li> <li>• The globalisation of financial services</li> <li>• International economic trends and issues</li> </ul>  |   | <p><b>Flipped Learning:</b> Read Pages 151-180 from libf Unit 3 study text.</p> <p>This can be broken down into 5-6 pages of reading before each lesson starting from page 151</p>   | SP9, C5, M2, SO7 |
| <b>Week 12 Lesson 1-5</b> | Understand the impact of global events, developments and ethical considerations upon the financial services                                       | 5.2 Analyse how global events, developments and ethical considerations impact on the financial services consumer.       | <ul style="list-style-type: none"> <li>• Worldwide cultural and social trends and issues (including Islamic banking and Sharia law)</li> <li>• Global demographics</li> <li>• Corporate commitment to ethical / socially responsible business practices and the impact on sustainable personal finances</li> </ul> | Fortnightly assessment cycle from past papers – a mixture of case study and non-case study questions. | <p><b>Flipped Learning:</b> Read Pages 180-190 from libf Unit 3 study text.</p> <p>This can be broken down into 2 pages of reading before each lesson starting from page 180</p>     | SP9, C5, M2, SO7 |

|                           |   |  |  |   |   |                  |
|---------------------------|---|--|--|---|---|------------------|
|                           | industry and ultimately the consumer.   |  |  |   |   |                  |
| <b>Week 13 Lesson 1-5</b> | Understand the impact on the consumer of changes that have occurred in the financial services industry in recent years. | 6.1 Analyse the impact on the consumer of changes to the financial services industry | Changes in the financial services industry - since the 1980s - since the 'credit crunch' - changes in technology - recent regulatory changes (UK/EU) • The impact of recent changes on personal financial sustainability | Fortnightly assessment cycle from past papers – a mixture of case study and non-case study questions. | <b>Flipped Learning:</b> Read Pages 193-213 from libf Unit 3 study text.<br><br>This can be broken down into 4 pages of reading before each lesson starting from page 193 | SP9, C5, M2, SO7 |
| <b>Week 14 Lesson 1-5</b> | <b>Revision and exam preparation for Unit 3 exams</b>   | Multiple choice and case study focus   |  |   |   |                  |