



## **National Curriculum in England**

### **Briefing document**

On 11<sup>th</sup> September 2013, the Department for Education published the National Curriculum, to be taught in all maintained schools in England from September 2014.

The National Curriculum purpose of study stresses the importance of mathematics as 'necessary for financial literacy and most forms of employment'.

Finance will be taught in mathematics at all key stages and in citizenship in Key Stages 3 and 4. The Key Stage 4 programme of study for mathematics, along with English and science, is still in draft stage and subject to public consultation.

In primary school mathematics, money is taught as a unit of measurement and in problem-solving. Statistics is introduced from lower Key Stage 2 for the first time, which is another good opportunity for teachers to introduce financial concepts to children. In English, financial vocabulary is to be taught in spelling, with pupils to learn the word and the meaning of words such as 'money', 'finance', 'commercial' and 'coin'.

In secondary school, finance is taught in mathematics through problem solving, ratio, proportion and rates of change but not in probability. However, the overall purpose of study for mathematics includes the application of an understanding of probability to the notions of risk and uncertainty, which can be taught effectively through financial examples. In citizenship, pupils will learn to manage their money, plan for future financial decisions, and understand the link between personal and public money such as income tax.

*If you would like more information about the finance elements of the new National Curriculum, or would like help, advice and support on the requirements for teaching from 2014, email [support@pfeg.org](mailto:support@pfeg.org) or telephone our Advisory Service on 0300 6660 127.*

## **Programme of study for Mathematics**

### **Primary School**

Key Stage 1 – money as a unit of measurement

Year One and Two pupils should:

- recognise and know the value of different denominations of coins and notes
- find different combinations of coins that equal the same amounts of money

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- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Notes and guidance (non-statutory)

- Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.

Lower Key Stage 2 -

Year Three pupils should:

- Add and subtract amounts of money to give change, using both £ and p in practical contexts

Notes and guidance (non-statutory)

- Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4

Year Four pupils should:

- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Estimate, compare and calculate different measures, including money in pounds and pence

Notes and guidance (non-statutory)

- Pupils build on their understanding of place value and decimal notation to record metric measures, including money

Upper Key Stage 2

Year Five and Six pupils should:

- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Notes and guidance (non-statutory)

- Pupils use all four operations in problems involving time and money, including conversions
- Pupils multiply decimals by whole numbers in practical contexts, such as measures and money
- Pupils are introduced to the division of decimal numbers by one-digit whole number, initially, in practical contexts involving measures and money

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## **Secondary School**

Key Stage 3 – pupils should develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics.

Year Seven, Eight and Nine pupils should:

- Use standard units of mass, length, time, money and other measures, including with decimal qualities
- Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics
- Use compound units such as speed, unit pricing and density to solve problems

NOTE: The programme of study for Key Stage 4 mathematics is currently in draft stage. **pfeg** will update the briefing with details of the curriculum for Year Ten and Eleven pupils when the programme is formally published.

## **Programme of Study for Citizenship**

The national curriculum for citizenship aims to ensure that all pupils are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Key Stage 3 pupils will be taught:

- the functions and uses of money, the importance and practice of budgeting, and managing risk

Key Stage 4 pupils will be taught:

- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.