




		Year:	8	Subject:	MBVE	Autumn 1	Autumn 2	Spring 1	
Intent	Subject Concepts (Substantive knowledge) 		<ul style="list-style-type: none"> Self-Identity 	What is your identity? What is a national identity?	Prior Learning: <ul style="list-style-type: none"> Identity- meaning National –what is definition of a nation What are some of the influences on an identity 		Prior Knowledge: <ul style="list-style-type: none"> 	Prior Knowledge: <ul style="list-style-type: none"> 	
			<ul style="list-style-type: none"> Financial understanding 		Prior Knowledge: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> 	What financial decisions do you feel you will need to make in the future and how might you manage your money? What financial products are available? How do they work? What are some Social and moral dilemmas around the use of money? How do businesses use finance and how can it affect you? If I were a Dragon..... deciding on projects in which to invest	Prior Learning: <ul style="list-style-type: none"> Money and its variety of sources in a Global economy That business provides services and meet needs. Basic maths- % + - = etc
			<ul style="list-style-type: none"> Understanding Democracy 	What is " PREVENT". Why is it important to understand their work? How do they help to limit extremism and radicalisation. Wat is this?	Prior Learning: <ul style="list-style-type: none"> Roles and responsibilities of an individual in society Main rights in society Who can influence rights 	What is Government and what are the different styles? How is the UK Government organised? What other types of Government are there? Who Governs the UK How is Parliament organised What are the main Political parties? How does voting work? How do other Governments impact on the UK- eg EU. What is commonwealth and how does it influence UK Democracy? How do we manage change in Democracy? Mock election	Prior Learning: <ul style="list-style-type: none"> The nations of the UK The main reasons for having rules and regulations What kind of decisions can affect people's lives Individual rights World as a global economy Freedom of speech and responsibilities 		Prior Knowledge: <ul style="list-style-type: none">
<ul style="list-style-type: none"> British Values 	What is a national identity? What are the origins of a multicultural Britain? How do we celebrate the different cultures that we find in the UK? How does the UK link to the rest of the world? How do we show mutual understanding and respect of cultures within our cultures?	Prior Knowledge: <ul style="list-style-type: none"> 	In terms of democracy- what is Britishness? How is this maintained? How is it threatened? extremism/ Radicalisation. How is this managed?	Prior Learning: <ul style="list-style-type: none"> UK parliament and government Rights and responsibilities Process of democracy and electoral reforms 		Prior Knowledge: <ul style="list-style-type: none"> 			
					Takeaway Learning: <ul style="list-style-type: none"> Key ways to identify selves Which key groups the student identifies with Which factors the student considers they are most influenced by 		Takeaway Learning: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> 	
					Takeaway Learning: <ul style="list-style-type: none"> 		Takeaway Learning: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> 	
					Takeaway Learning: <ul style="list-style-type: none"> What extremism is and how it can affect people What radicalisation is and how to recognise it What authorities and bodies- e.g. Prevent to support individuals in preventing extreme behaviour. 		Takeaway Learning: <ul style="list-style-type: none"> Parliament and organisation Government and organisation The electoral system in the UK Organisation of parliament, government and political parties The European union and the commonwealth and new relationships with uk Voting and democracy- processes and effectiveness 	Takeaway Learning: <ul style="list-style-type: none"> 	
					Takeaway Learning: <ul style="list-style-type: none"> 		Takeaway Learning: <ul style="list-style-type: none"> Democracy and British values Threats to British Values such as radicalism Prevent- and other methods to promote valid British 	Takeaway Learning: <ul style="list-style-type: none"> 	

			Discuss The crime where suitable			values and control extremism.		
		• Relationships	How do we show mutual understanding and respect of cultures within our cultures	Prior Knowledge: • Takeaway Learning:		Prior Knowledge: • Takeaway Learning:		Prior Knowledge: • Takeaway Learning:
		• Personal health, nutrition and Safety		Prior Knowledge: • Takeaway Learning:		Prior Knowledge: • Takeaway Learning:		Prior Knowledge: • Takeaway Learning:
		• Sexual Health		Prior Knowledge: Takeaway Learning:		Prior Knowledge: Takeaway Learning:		Prior Knowledge: Takeaway Learning:
		• Careers		Prior Knowledge: Takeaway Learning:		Prior Knowledge: Takeaway Learning:	What financial products are available? How do they work? What are some Social and moral dilemmas around the use of money? How do businesses use finance and how can it affect you?	Prior Learning: • Work provides opportunities to earn money. • Financial products vary. Global economy Takeaway Learning: • Salaries/ wages and ethics • Job roles available and financial recompense Business aspects of financing new products.
Disciplinary Knowledge			• Curiosity to understand the opinions of others, excellent discussion skills, tolerance, and respect	• Excellent Speaking and presentation skills. Awareness of the importance of pace, pitch and tone when presenting a spoken presentation.	• Creative and innovative ideas, ability to use imagination to develop concepts through to presentation. Presentation skills.			
Implementation	Common Misconceptions		• Having a clear national identity encourages racism, that extremism only occurs within one national identity or group, discussion opinions and holding different opinions causes conflict.	• That all laws which apply in UK are made in UK and apply only to the UK. Choosing to vote or not to vote makes no difference to the national outcome.	• The social and moral dilemmas around money.			
	Enabling or Adapting the Curriculum	SEND Students	• Can be given clear glossary to encourage an understanding of key terminology without confusion. Examples of cultural identities as visual resources around the world.	• Could be supported in confidence with specific skills for public speaking- support with posture, gesture and pace and volume. Confidence techniques.	• Can be given frameworks to support and understanding the range of financial products.			
		Disadvantaged Students	• Could be introduced to the subject using a range of fictional and factual case studies.	• Could be shown examples of different kinds of constituencies	• Can be given details of a range of salaries for different roles allowing them to become aspirational.			
		More Able Students	• Could be encouraged to participate in small group discussion work to characterise the different issues around culture	• Could prepare resources illustrating the sections of parliament and government which could be used in displays in the classroom- researching local MP and results for own constituencies for example.	• Could be asked to produce a written business model for their idea.			
	Literacy/Numeracy Skills 	Vocabulary	• Diverse, Society, Culture, Identity, Community, National Identity, Stereotypes, Multicultural, Migration, Post Colonial, Modern Britain, Initiatives, Prejudice, Discrimination, Protected Characteristics, Extremism, Radicalisation, Refugee, Crisis, Exploitation, Hate Crime,	• Government, Democracy, Communism, Dictatorship, Constitution, Parliament, Elected, Representatives, Monarch, Political Party, Debate, MP, Vote, European Union, Commonwealth, Referendum,	• Money, financial risk, Employment, budgeting, mortgage, loan, credit, debit, investment, saving, stocks and shares, stock exchange, risk, reward, debt, economic, competition, price, product, ethics, moral dilemma, trade, investment, viability,			
Reading:		• Could read texts relating to experiences of immigration and moving into a new culture e.g. "Windrush Child" by Benjamin Zephaniah	• Students could read examples of speeches written by acknowledged speechmakers and identify the features which make them memorable and effective.	• Could read inspiring case studies for financial idea. Could read details from banks on financial products.				

		Writing:	<ul style="list-style-type: none"> Students could be asked to write an imaginary piece about fitting into a new school/ community 	<ul style="list-style-type: none"> Students will prepare written support notes for the debate 	<ul style="list-style-type: none"> Students will prepare a written business concept. 												
		Oracy:	<ul style="list-style-type: none"> Students could participate in a debate about the pros and cons of multiculturalism 	<ul style="list-style-type: none"> Students could participate in a mock debate 	<ul style="list-style-type: none"> Students will give their ideas as verbal presentations. 												
		NUMERACY	<ul style="list-style-type: none"> Students could produce a display about the different cultural backgrounds of the class members- e.g., languages spoken/ countries inhabited which could be produced as graphs and charts. 	<ul style="list-style-type: none"> Students could explore past elections and look at the margins by which candidates win elections/ governments are formed. They could discuss the difference made small amounts of votes. This could be illustrated by the use of statistics. 	<ul style="list-style-type: none"> Students will use a range of numeracy skills to calculate the different kinds of financial benefits from a range of different products- e.g., interest rates, loan types etc, 												
	Digital Strategy 		<ul style="list-style-type: none"> Ipad could be beneficial in researching the cultures and traditions of different areas of UK and then of a variety of nations. Presenttion work could be prepared using ipad apps. 	<ul style="list-style-type: none"> Ipad to assist in statistical work about electoral results. 	<ul style="list-style-type: none"> Presentation materials and research. 												
	Home Learning		<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 												
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