

Beads, Bawbees and Banknotes – Links to Curriculum for Excellence

From the outset, the principles of Curriculum for Excellence were considered while developing the resource.

More flexibility, more choice...

We hope that the flexible structure of *Beads, Bawbees and Banknotes* will allow teachers and pupils to adapt the content to meet their needs and interests.

The four capacities

The varied content offers scope to develop many of the attributes and capabilities of the four capacities. The resource is designed to: encourage enquiry; provoke thought; stimulate discussion; make connections; develop knowledge and understanding of the world; inspire creativity; and promote problem solving...

An interdisciplinary approach

CfE aims to create better links between subjects so that pupils find learning more useful, relevant and motivating – both at school and for their future lives. *Beads, Bawbees and Banknotes* approaches the topic of money from various angles, and can support study in many curriculum areas. **A few suggestions are provided below.**

Many of these are illustrated in slide-show format under

Social Studies

Beads, Bawbees and Banknotes offers pupils the chance to **develop their understanding of the history, heritage and culture of Scotland**, as well as to **broaden their geographical and economic knowledge of the world**.

The resource has a distinctly Scottish slant. *Heads and Tails*, *Making Notes* and *Kists and Keys* all explore aspects of Scotland's financial heritage. *Setting the Scene* introduces the history of Scottish banking and reveals the story behind one of Edinburgh's most prominent landmarks – the Bank of Scotland Head Office.

Insights gained into the role of money in **society** can help to develop an understanding of **economy and business**.

The resource also includes many **different types of sources and evidence** for investigating Scotland's heritage: images of artefacts, maps, archival documents, prints etc. A visit to the Museum on the Mound can provide yet more opportunities.

I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. **SOC 2-02a**

Making Notes and *Kists and Keys* look at some of the ways in which money was historically protected from forgery and theft, inviting comparison with methods used today.

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. **SOC 2-04a**

What is Money? encourages an **appreciation of other cultures** and an understanding of how money was once used in different parts of the world. The *Where in the World?* activity sheet can be used to recap on the *diversity* of currencies viewed in the resource, or as a springboard for independent research.

An in-depth exploration of a currency or currencies from a *single* country e.g. China, Nigeria, Solomon Islands or Canada could assist with a comparative study.

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**

Technologies

Beads, Bawbees and Banknotes makes numerous links to technologies. For example it investigates the manufacture of coins and banknotes, the invention of anti-forgery features and the development of locking mechanisms.

Money is a fantastic example of an everyday product that has changed over time, and in response to technological development. The manufacture of coins is particularly well illustrated.

I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments. **TCH 2-01b**

The *In a Medieval Mint* activity sheet could be used to stimulate discussion on production methods and how they have changed.

Images and videos from all units could spark ideas for designing and building working models e.g. money-making machines or security devices.

Through discovery and imagination, I can develop and use problem solving strategies to construct models. **TCH 2-14a**

Pupils can use different elements of the resource, e.g. the PowerPoint presentations, videos, web links and image folders can all form the basis for their own presentations, programmes, documentaries or podcasts, on any aspect of money.

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**

Literacy and Gaelic

Beads, Bawbees and Banknotes presents opportunities for encouraging **talking**, promoting **reading** and informing **writing**. The presentation format can help to develop **listening** skills, inviting pupils to make connections between the spoken word and images on screen.

A specially translated version, available on Glow, can assist with the study of money in Gaelic.

The resource contains a wealth of different source material from which pupils can select information to create their own factual or imaginative texts.

Eye catching **images** can stimulate descriptive writing. **Historical facts** can contribute to informative writing. The *Metal Money* activity sheet could be used as the starting point for creating museum-style labels.

Other sources include:

- the Standard of Trade from York Fort Trading Post, 1715 – a **price list** in beavers (*What is Money?*);
- the wording on **coins and notes** (*Heads and Tails* and *Making Notes*);
- the enigmatic phrases of the **Telegraphic Code Book** (*Kists and Keys – Some More Ideas*);
- the promotional messages in **old advertisements** (*Kists and Keys - Additional Images*);
- the **Scots poem** *My First Bawbee* (*Heads and Tails – Some More Ideas*).

Pupils might like to research the many different words for money, collect sayings and songs about money, or write creatively about finding a Roman coin or a mysterious key...

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

The subject of money raises all kinds of interesting **issues** that can spark debate:

- What makes something valuable?
- Can money buy happiness?
- Would it be possible to live without money today?

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

Gaelic

All five Powerpoint presentations have been translated into Gaelic. They are available on Glow in the Gaelic resource section of the Financial Education Group.

The Gaelic presentations could inspire the search for Gaelic words, sayings or stories relating to money...

Expressive Arts

Beads, Bawbees and Banknotes provides high quality visual material that can inspire a range of Art and Design projects. The resource can also suggest ideas to explore within Drama.

High-resolution images of coins and notes invite the study of portraiture, national symbols and lettering.

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**

Projects featured in the **Some More Ideas** section of each unit suggest ways of using a range of media: drawing, painting, clay modelling, printmaking and collage.

The *Design a Coin* activity sheets, and the *Design the Reverse of a £20 Note*, could provide ideas for a design brief, as could the *Try your Hand at Forgery* sheet.

For more advanced study, the **Additional image folders** for *Heads and Tails* and *Making Notes* can reveal some of the design processes behind coins and notes.

Other stimuli for design projects might include the money boxes featured in *Kists and Keys*, and examples of wearable currencies in *What is Money?*.

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**

Drama

The human interest and intrigue surrounding the use of money lends itself to **dramatic** interpretation.

What is Money? and *Heads and Tails*, could inspire the enacting of unusual discoveries or transactions, *Making Notes* the passing of forged notes and the punishment of criminals, *Kists and Keys* the reporting of bold and violent robberies.

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. **EXA 2-14a**

Numeracy and Financial Education

Beads, Bawbees and Banknotes can provide a springboard for delivering many outcomes relating to **money**. It can also be used to assist with the development of **number and measurement**. And, it can support the implementation of **Financial Education**.

Looking at *What is Money?* can pave the way for exploring its value, and learning to use it wisely.

Discovering the difference between debit and credit can lead to a better understanding of the benefits and risks of using bank cards.

As pupils discover a wealth of different currencies, and how they were made and used, opportunities can arise for practicing: **addition** and **subtraction**; **multiplication** and **division**; and **fractions**.

And as money comes in so many shapes and sizes, there is scope for introducing **measurement**. The value of many currencies, in particular coins, was calculated by weight – with others it was length...

The resource can also be used to investigate **shape** and **symmetry**.

Financial Education

Although *Beads, Bawbees and Banknotes* focuses on money, it does not make links to every strand of financial capability. In some areas the links are very strong; in others the resource serves as a springboard for exploring related issues.

To deliver financial education in its broadest sense we suggest you use *Beads, Bawbees and Banknotes* in conjunction with other resources recommended by Education Scotland and pfeg:

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/index.asp>

<http://www.pfeg.org>

Outlined below are some of the ways in which the resource might be used.

• Financial Understanding

The units *What is Money?*, *Heads and Tails* and *Making Notes* can be used to explore: **The nature and role of money in society, including foreign currency.**

What is Money? and *Kists and Keys* could spark discussion about what we do with money, and therefore offer scope to look at **Taxation, spending, saving and investment.**

Elements of the resource might also be used to consider where money comes from, and thus introduce the idea of **Sources of income.**

The impact of advertising, ICT and the media could be introduced in the context of *Kists and Keys*. Advertisements used to promote saving by the Union Bank of Scotland in the 1930s, and the Halifax in the 1950s, could be compared with modern ones.

• Financial Competence

Most units provide scope for recognising and exploring different denominations of coins and banknotes. This might pave the way for activities related to keeping financial records and assessing value for money.

• Financial Responsibility

Kists and Keys opens up discussion about the need to keep money safe and to plan for the future. Another springboard for debate is the Museum's display of one million pounds – what would pupils do with it and why?

• Financial Enterprise

We hope that the broad knowledge pupils acquire in the process of investigating different forms of money - discussing how it is made, used, saved and ultimately destroyed – will inspire them to make money work for them!

Beads, Bawbees and Banknotes can help to develop an understanding of many useful concepts: value; supply and demand; design and function. It could therefore inform many enterprising activities e.g. designing, promoting and selling merchandise for a money museum or creating a currency for use at school...

Aspects of *What is Money?* could also introduce some of the ethical issues surrounding money, e.g. the impact of trade on traditional cultures and currencies. This could encourage research into social enterprises where profit is not necessarily the sole motive behind investment.

And finally...

Running a **Money Week** is becoming increasingly popular in schools across the UK, and *Beads, Bawbees and Banknotes* could play a role in this.

Elements of the resource could be used to launch a Money Week, or provide a summary activity at the end. Pupils could create exhibitions or presentations aimed at their families and the wider community.