

Topic: Government spending and taxation

Lesson 1: Government spending	KS or Year Group: Year 8
Resources: <ol style="list-style-type: none">1. Resource 1 – We get...2. Resource 2 – Table3. Resource 3 – Fill in the gaps4. Resource 4 – Answer sheet	Objectives: <ul style="list-style-type: none">• Pupils can discuss how public money is obtained.• Pupils can learn about some of the ways in which it is spent.

National Curriculum

Key Concepts: 1.1b, 1.2b, 1.2c

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c, 2.2d

Range and Content: 3h

Curriculum Opportunities: 4a, 4b, 4c

Lesson

Pupils learn about some of the ways in which the government spends money. They discuss whether it is fair that some citizens receive financial support.

Pupils discuss the types of financial assistance that eight characters receive from the government. They decide why money/funding is given and whether this is fair. Pupils complete a 'fill in the gaps' activity that tests their knowledge of government expenditure.

Starter

- Lesson objectives and outcomes are shared with pupils.
- Pupils are put into pairs and given copies of **Resource 1 – We get....**
- Each pair is asked to read the information on the sheet. A few volunteers are asked to comment on what they have read. Prompt questions from the teacher might include:

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- Were you aware that some children received money towards clothing? Is this fair?
 - Is there anyone on the sheet whose comments surprised you? Why?
 - Why do you think that the government gives some citizens money or free things?
 - Where do you think that the government gets its money from to help the people on the sheet?
- Those pupils who comment are openly praised.

Main activity

- Each pupil is given a copy of **Resource 2 – Table**.
- A volunteer is asked to read out the instructions and the example.
- Another volunteer is asked to suggest a sensible answer for the second row in the table.
- After 15 minutes, the teacher goes through the sheet with the whole class. Volunteers offer answers. Vocabulary that might be used to probe pupils at this stage includes: *appropriate, funding, financial assistance, vulnerable, fortunate, wage, poverty, equality, fairness, blame(less), need, rights and responsibilities*.
- Pupils who volunteered an answer are congratulated. The class is reminded that the confidence to feed back is an essential Citizenship skill.

Plenary

- Pupils are placed into mixed ability groups (which should take reading age into account).
- Each pupil is given **Resource 3 – Fill in the gaps**.
- Pupils are given 10–15 minutes to fill in the missing words.
- The teacher quickly goes through the answers (using **Resource 4 – Answer sheet**).
- Every pupil stands up. The challenge is to answer a question and thus be given permission to sit down. Pupils should aim to be seated by the end of the lesson.
- Questions might include:
 - Who decides how money is spent in the UK?
 - Name three types of people who receive money from the government.
 - Name something that the government gives for free to certain citizens.
 - Why does the government collect tax?

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- Who pays tax in the UK?
- Do you believe that it's fair for some people to receive free money or services from the government?
- What might happen if children from poorer families did not get free school dinners?
- What might happen if hearing-impaired people did not get support with their education?
- What might happen if people who stopped working did not receive a pension?

Aim high

- During the starter, high-achieving pupils should answer one of the teacher's questions in front of the class.
- During the main activity, high-achieving pupils should justify their opinions in the fourth column of the table.
- During the plenary, high-achieving pupils should be able to explain why the taxation system exists and comment on its perceived usefulness.

Assessment

In order for pupils to achieve certain levels within the lesson, the following should be considered:

Level 5:

Pupils can explain why the rights of taxpayers and those who receive government funding might conflict.

Pupils can give reasons for why they agree/disagree with taxation.

Level 6:

Pupils are aware that not everyone in the UK agrees about the way in which the government allocates its money.

Pupils can provide a persuasive argument about why some of the characters deserve to receive benefits or free services.

Level 7:

Pupils can evaluate the usefulness of allocating funding or free services to certain citizens.

Pupils can compare the rights (as far as government spending is concerned) of UK citizens with those of people in another country.

Level 8:

Pupils can show a detailed understanding of how certain citizens' access to government spending has changed over time.

Pupils can ask challenging questions about the roles that citizens can take in order to influence the way in which the government spends its money.

Check the web

www.direct.gov.uk

Summary of key learning

- Pupils can explain whether they believe that some citizens deserve to have money spent on them by the government.
- Pupils can describe some of the types of funding/benefits that are available in the UK.

Resource 1 – We get...

I'm Dave. I've got a free laptop because I'm dyslexic.

I'm Chie. I get a pension because I retired recently.

We're the Jones family. We get child allowance because Bradley is seven.

I'm Zesh. I have a free assistant to take notes for me at university because I am hearing impaired.

I'm Connie. I get money towards clothing because I live in a foster home.

We're the Cooper twins. We do our 'A' levels for free because we're 17.

I'm Nate. I get free school dinners because my mum does not have much money.

We're Jane and George. We get free bus travel because we're four.

Resource 2 – Table

Fill in the table below using Resource 1.

Don't forget to discuss your answers with a friend and to take your time with your writing.

Name(s)	What do they get?	Why do they get this?	What do I think?
Dave	A free laptop	Dave is dyslexic.	I think it's a good idea because of the spell check.

Resource 3 – Fill in the gaps

Use **Resource 1** to help you fill in the gaps.

The answers are provided at the bottom of the page.

The _____ spends lots of money every year. Some of this money comes from _____. The government expects working adults to pay taxes in order that people who need _____ support can get help. Quite a lot of people believe that they need the government's help with money.

Most people in the _____ are given something by the government. Some people are given money (this is usually called benefits). For example, parents are given money so that their child(ren) can be _____ properly. Some people who have disabilities are given money so that they can make _____ to their houses. Some people who do not have a _____ are given money so that they can afford to pay their bills.

The government does more than just give out money though. It also provides a lot of things for free. Every child in the UK is entitled to a free education and to free transport until (s)he reaches a certain age. Some children also _____ for free school dinners. In addition, some young people (for instance cared-for children) are able to get money towards _____. Adults in the UK get certain things for free too. Libraries are free to the public, as are many types of medical treatment. Also, there are plenty of museums and parks in the UK that do not charge any kind of entrance _____.

clothing financial government fee UK
adjustments job fed taxes qualify

Resource 4 – Answer sheet

The **government** spends lots of money every year. Some of this money comes from **taxes**. The government expects working adults to pay taxes in order that people who need **financial** support can get help. Quite a lot of people believe that they need the government's help with money.

Most people in the **UK** are given something by the government. Some people are given money (this is usually called benefits). For example, parents are given money so that their child(ren) can be **fed** properly. Some people who have disabilities are given money so that they can make **adjustments** to their houses. Some people who do not have a **job** are given money so that they can afford to pay their bills.

The government does more than just give out money though. It also provides a lot of things for free. Every child in the UK is entitled to a free education and to free transport until (s)he reaches a certain age. Some children also **qualify** for free school dinners. In addition, some young people (for instance cared-for children) are able to get money towards **clothing**. Adults in the UK get certain things for free too. Libraries are free to the public, as are many types of medical treatment. Also, there are plenty of museums and parks in the UK that do not charge any kind of entrance **fee**.