

Curriculum Economics Intent Statement

Our mission is to stimulate a life long passion for economics, by developing enquiring minds with unparalleled analytical tools to interpret the world around them. As global citizens they will understand all of the great challenges that face humanity. Economics is arguably the most powerful of the social sciences combining both creativity and rational thought. Our students will analyse and interpret data, build rational and logical arguments and provide clear, convincing judgements. As developing scholars our students will confidently use a wide range of mathematical skills, and balance these with strong communication, both written and verbal, to present holistic arguments. We will provide students with unparalleled economic tools, a lifelong thirst for knowledge and a greater understanding of the economic world around them.

Curriculum map for Economics

1) The key concepts

Micro and Macro

Economic World
Around Us

Types of Business

Production and Finance

Financial Independence
and Financial Markets

2) What all students should know by the end of the year

- What is microeconomics and macroeconomics
- Supply and Demand
- Economics Growth, GDP and real life examples
- Unemployment
- Inflation and interest rates

- Exchange Rates
- EU
- Brexit – arguments for and against
- Budget
- Pandemic Economic impacts

- Sole Traders
- Partnerships
- Private Limited Companies
- Public Limited Companies
- Franchises
- Co-Operatives
- Incorporated and Unincorporated structures

- Primary/Secondary and Tertiary Services
- Job/Batch and Flow production methods
- Break-Even Forecasts
- Break-Even Diagrams and how to construct them

- Debt
- Cash Flow
- Financial independence
- Tax and spending
- Financial Security

3) How these concepts are factored into your assessments?

- Short answer knowledge assessment questions
- Diagrams skills
- Understanding of the issues surrounding macroeconomics
- Knowledge based test
- Core assessment 1 on economic topics

- Explaining process of exchange rates
- Ability to form a discussion
- Understanding a range of perspectives
- Understanding of definitions
- Comprehension of reading through extended texts
- Knowledge based test

- Use of key terminology
- Appreciation of alternative ownership structures
- Core assessment 2 on all the previous economic topics

- Graph and Diagram skills
- Use of key terminology
- Ability to form a discussion
- Short answer knowledge assessment questions

- Financial issues decision making question.
- End of year assessment – which is core assessment 3 will be on macroeconomic questions, break-even diagrams, business ownership structures

KS3 Intervention Outline

Step 1 – Every half term, assessments recorded on SIMS outline students falling below expectations, including PP students. This is monitored by the HOD, in addition to which each member of staff informs the HOD of any concerns.

Step 2 – These students half a 1:1 mentoring session with the HOD, outlining a plan of work to help raise their achievements. These plans are monitored by the appropriate teacher

Step 3 – Parents are informed if the work plans are not followed sufficiently.

Step 4 – Students still not achieving expectations are provided an additional ‘intervention assessment’ following the end of term two assessments. This provides additional support prior to the end of year exams.

☒ Students should also be encouraged to use online resources such as BBC Bitesize and Tutor2U

☒ <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

☒ <https://www.tutor2u.net/>

☒ <https://www.bbc.co.uk/news/business>

Due to the short nature of the course all staff are encouraged to identify those students in need of support on an ongoing basis. Individual discussions between teaching staff and students is ongoing, especially in the more theoretical parts of the course.

PP students who are identified as needing intervention, at any stage, will be provided with additional resources:

☒ A range of alternative resources and texts are provided for lessons and homework.

☒ Mentoring by yr10 students following term one.

☒ Use of knowledge organisers.

☒ Parental contact.