

Chellaston Academy

A-Level Economics	Year 12 Curriculum
<p>Intent</p> <p>We aim to create the very best Economics and Business studies students. The aim of the Economics curriculum is to develop students' understanding of how the local / national / global economy works through analysing economic issues, problems and institutions that affect everyday life. The aim of the Business studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities. We do this by quality teaching which ensures students understand underlying Economic and Business theory which students apply to a variety of familiar and unfamiliar case studies. We want students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy. Students are constantly challenged to work collaboratively and independently when engaging in all lessons and class activities. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance in Economics and Business studies lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote discussion and encourage students to develop an enquiring mind.</p> <p>As a knowledge-based curriculum, we believe that knowledge underpins and enables the application of skills. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.</p> <p>Students undertake their work, whilst developing an increased understanding into current events happening globally. They are encouraged to have broad minds and an interest in global affairs. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.</p>	
<p>Implementation</p> <p>Collaborative, detailed and tailored curriculum planning is crucial in the department. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and can go beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum at both key stages. We continually assess the students and their progress on the course using common assessments taken at regular points throughout the course. These assessments confirm the previous knowledge taught through the course and develop examination skills and techniques in preparation for PPEs and Finals Examinations.</p>	
<p>Impact</p> <p>Through the assessment and analysis of student testing of knowledge and skill, we can fully explain the progress that each student is making and highlight any areas of improvement that we should be taking. We know our curriculum is working in the Economics and Business studies department as examination results are consistently among the highest in the school at A-level. The engagement of students in the department can be observed in lessons. The number of students choosing to study Economics and Business studies at A-Level are very high and a high proportion of our students go on to study related subjects further at university. More importantly, students frequently express their enjoyment of Economics and Business studies, the quality of teaching they have received and their appreciation of the knowledge and study skills they have gained from the department.</p>	
<p>Links to prior learning</p> <p>The course is new to students at Y10 and therefore the skills and knowledge to be taught are considered from a base point. There are subject skills in written work that are similar to many other option subjects for Y10 students. Some students have a good understanding of commercial issues facing business at the start of Y10 and they can incorporate this into their extended learning</p>	
<p>Links to future learning</p> <p>Many students develop an interest and appreciation of business which can be applied directly to further study at A-level in Business or Economics or else in the world of work through an apprenticeship.</p>	
<p>Links to other subjects and the wider curriculum</p> <p>The course develops students understanding of the wider world and looks in some detail at the economy and how this affects businesses and their workers. There is a significant part of the curriculum that is focused on ethics and the morality of business and this can be developed in the context of philosophy. The course develops all students written responses and will reflect the work that students complete on English in using connectives and developing their work to fully explain their thoughts and ideas. The Finance unit requires a solid understanding of maths and the learning of formulae. There is support for students on their maths to develop their calculation of percentages and profit levels.</p>	

<p align="center">Autumn 1 – Unit 1 - Business in the Real World</p> <p>Learning content: Students are introduced to the content of the course and introduced to Economics. This will cover both Macro- & Micro-economics as a course Students study Microeconomics Economic methodology The nature & purpose of economic activity Economic resources Scarcity, choice & the allocation of resources Production possibility diagrams The determinants of the demand for goods & services Macroeconomics The objectives of government economic policy Macroeconomic indicators Uses of index numbers The circular flow of income</p>		<p>Home Learning</p> <p>Research and reading using the- https://www.scoop.it/topic/economics-by-gav-king-8 for Business and Economics students. Past paper questions from course content and text book questions. Knowledge Organiser note preparation ahead of Knowledge Tests</p>	
<p>Assessment (In addition to Knowledge Tests) Micro 1 Assessment 1 Macro 1 Assessment 2 covering the learning content from Autumn 1 Term</p>			
<p>Wider curriculum</p>			
<p>Literacy Reading the news and economic articles</p>	<p>Numeracy Calculating and interpreting economic data</p>	<p>British Values</p>	<p>Employability Understanding the role of an economist</p>
<p>SMSC</p>	<p>Cultural Capital <i>Learning about the role of the bank of England and other key financial institutions</i></p>	<p>Character Education</p>	<p>P Development</p>

Autumn 2 - Unit 1 - Business in the Real World		Home Learning	
Learning Content:		Revision for PPE Research and reading using the https://www.scoop.it/topic/economics-by-gav-king-8 for Business and Economics students. Past paper questions from course content and text book questions. Knowledge Organiser note preparation ahead of Knowledge Tests	
Microeconomics Price, income & cross elasticities of demand The determinants of the supply of goods & services Price elasticity of supply The determination of equilibrium market prices The interrelationship between markets			
Macroeconomics Aggregate demand and aggregate supply analysis The determinants of aggregate demand Aggregate demand and the level of economic activity Determinants of short-run aggregate supply Determinants of long-run aggregate supply			
Assessment (In addition to Knowledge Organiser Tests) Micro 1 Assessment 2 Macro 1 Assessment 2 Y12 PPE 1			
Wider curriculum			
Literacy Reading the news and economic articles	Numeracy Drawing graphs to represent Demand and supply	British Values	Employability
SMSC Review of the tax system and an understanding of who pays tax and how much	Cultural Capital	Character Education	P Development

<p>Spring 1 – Unit 2 – Influences on Business</p> <p>Learning Content: Review of PPE</p> <p>Microeconomics Production & productivity Specialisation, division of labour Costs of production Economies & diseconomies of scale Average revenue, total revenue & profit Market structures The objectives of firms Competitive markets Monopoly & monopoly power The competitive market process How markets & prices allocate resources</p> <p>Macroeconomics Economic growth and the economic cycle Employment and unemployment Inflation and deflation The balance of payments on current account Possible conflicts between macroeconomic policy objectives</p>		<p>Home Learning</p> <p>Research and reading using the https://www.scoop.it/topic/economics-by-gav-king-8 for Business and Economics students. Past paper questions from course content and text book questions. Knowledge Organiser note preparation ahead of Knowledge Tests</p>	
<p>Assessment (In addition to Knowledge Organiser Tests) Micro 1 Assessment 3 Macro 1 Assessment 3 covering the learning content from Spring 1 Term</p>			
<p>Wider curriculum</p>			
Literacy <i>Reading/writing skills</i>	Numeracy	British Values	Employability <i>Research skills</i>
SMSC Development of an understanding of unemployment and the impact this has on personal a social level	Cultural Capital Explain the balance of economic gains and social costs	Character Education	P Development

Spring 2 – Unit 2 – Influences on Business Learning Content: Microeconomics The meaning of market failure Public goods, private goods & quasi-public goods Positive & negative externalities in consumption & production Merit & demerit goods Market imperfections An inequitable distribution of income & wealth Government intervention in markets Government failure Macroeconomics Monetary policy Fiscal policy Supply-side policies		Home Learning Research and reading using the https://www.scoop.it/topic/economics-by-gav-king-8 for Business and Economics students. Past paper questions from course content and text book questions. Knowledge Organiser note preparation ahead of Knowledge Tests	
Assessment (In addition to Knowledge Organiser Tests) Micro 1 Assessment 4 Macro 1 Assessment 4 covering the learning content from Spring 1&2)			
Wider curriculum			
Literacy <i>Reading/writing skills</i>	Numeracy Diagrams to explain the impact of government policy	British Values	Employability
SMSC Addressing poverty and inequality of income and wealth on society and ways to address this. Social mobility and aspirations	Cultural Capital The role of Government in the running of the economy and shaping society and the environment	Character Education	P Development

Summer 1 – Unit 3 – Operations Learning Content: Microeconomics Government intervention in markets Government failure Macroeconomics Monetary policy Fiscal policy Supply-side policies		Home Learning Revision for PPE Research and reading using the https://www.scoop.it/topic/economics-by-gav-king-8 for Business and Economics students. Past paper questions from course content and text book questions. Knowledge Organiser note preparation ahead of Knowledge Tests	
Assessment (In addition to Knowledge Organiser Tests) Micro 1 Assessment 5 Macro 1 Assessment 5 PPE for Y12 for Unit 1 & 2			
Wider curriculum			
Literacy <i>Preparation for PPE with extended writing, case study interpretation and modelling of answers</i>	Numeracy Data response and manipulation from the case study to provide an accurate interpretation of the numbers	British Values	Employability
SMSC	Cultural Capital	Character Education	P Development

Summer 2 – Unit 3 – Operations Learning Content: Introduction to A-Level Y13 Content Review of PPE Microeconomics Behavioural Theory Introduction to the Theory of the Firm Macroeconomics Economics Growth The Phillips Curve		Home Learning Research and reading using the https://www.scoop.it/topic/economics-by-gav-king-8 for Business and Economics students. Past paper questions from course content and text book questions. Knowledge Organiser note preparation ahead of Knowledge Tests	
Assessment (In addition to Knowledge Organiser Tests) Micro 2 Assessment 1 Macro 2 Assessment 1			
Wider curriculum			
Literacy	Numeracy	British Values	Employability <i>Jobs in the media</i>
SMSC Nudging behaviour for consumers and influencing them based on what is "right".	Cultural Capital	Character Education	P Development Appreciation of the value and utility we place on goods and services and how these are different. Understanding of our own and other's points of view