

KS5 Economics A - Year 12 Curriculum Overview

What is the KS5 Economics curriculum aiming to achieve?		
What do we want our Year 12 Economics students to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ul style="list-style-type: none"> To have students who are: Resilient and Confident learners Developed Extended Writing strategies Numerate and comfortable using a range of formula Inquisitive Problem Solvers 	<ul style="list-style-type: none"> Economics is a new course in Year 12, however, there will be similar skills developed in KS4 such as: Oral Literacy Extended Writing Strategies Develop numeracy Problem solving 	<ul style="list-style-type: none"> Encourage students read around the subject outside of lesson and to develop examination technique using the BLTHC approach in their home learning. Talk to students about the Business World and encourage students to engage in information about the UK economy and world economy.

How are we organising the Year 12 Economics curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Theme 1 – Supply and Demand, , Production Possibility frontiers, Specialisation + Division of labour, (1.1-1.2)	Theme 1 – Price Elasticities, Types of Economies – Free market, mixed and command economy, Market Failure (1.2-1.4)	Theme 2- Circular Flow of Income, AS+AD and Macroeconomic Objectives (2.1, 2.2)	Theme 2 -, Inflation, Unemployment, Taxation, Exchange rates and Multiplier effect Growth and causes of Growth (2.3-2.5)	Theme 2 - AS/AD and Multiplier effect (2.1, 2.4)	Theme 3 – Economies of scale, costs, revenues and profit and how businesses grow (3.1, 3.3)
Threshold Concepts	What is the basic economic problem? How can understanding the theory of Supply and Demand help alleviate this economic problem?	What is price elasticity and why is it important when pricing products and services? What impact on Supply and Demand does Elasticities play? How can the government intervene to reduce overconsumption of demerit goods?	What are the demand side and supply side policies to stimulate AS and AD?	What are the multiplier effects of Growth linked to save, tax, consume and import?	What are the demand side and supply side policies that help develop AS/AD in the economy?	What are the benefits developing Multi-National Company's (MNCs)? What are the drawbacks of MNCs on the domestic market? What are the output gaps and growth issues?
Skills	<ul style="list-style-type: none"> Resilience Confidence ICT skills Literacy Numeracy 	<ul style="list-style-type: none"> Resilience Confidence ICT skills Literacy Numeracy 	<ul style="list-style-type: none"> Resilience Confidence ICT skills Literacy Numeracy 	<ul style="list-style-type: none"> Resilience Confidence ICT skills Literacy Numeracy 	<ul style="list-style-type: none"> Resilience Confidence ICT skills Literacy Numeracy 	<ul style="list-style-type: none"> Resilience Confidence ICT skills Literacy Numeracy
Enrichment within the curriculum	Post Covid - Students will have the opportunity to listen to guest speakers from the Business World across the GCSE course. Students will be able to engage in enterprise activities as well as learning how Businesses operate from a variety of different videos. The opportunity to take part in the Young Enterprise is on offer as part of the Sixth Form enrichment programme.					
Cross curricular links	The Business & Economic curriculum makes links to a number of different subjects that students will study from other departments. Some examples of links are noted below: Mathematics: the use of data figure to come to judgements and illustration of statistics Geography: the link between globalisation and the impact on businesses and local people English: reading, writing - especially for extended written responses Psychology: consumer behaviour Sociology: trends in society					

Extra-curricular opportunities	Business students are encouraged to watch TV programmes such as The Apprentice and Dragon's Den. This is to help the students to become more aware of the world around them. Young Enterprise and University visits are important Extracurricular opportunities.
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What are the intended outcomes of the Year 12 Economics A curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Knowledge tests, P10 Exam Questions based on 4, 5, 8, 15 and 25 mark questions using command words.	Knowledge tests, P10 Exam Questions based on 4, 5, 8, 15 and 25 mark questions using command words.	Knowledge tests, P10 Exam Questions based on 4, 5, 8, 15 and 25 mark questions using command words.	Knowledge tests, P10 Exam Questions based on 4, 5, 8, 15 and 25 mark questions using command words.	Knowledge tests, P10 Exam Questions based on 4, 5, 8, 15 and 25 mark questions using command words.	Knowledge tests, P10 Exam Questions based on 4, 5, 8, 15 and 25 mark questions using command words.
Impact on personal development (SMSC)	Through the studies of ethics, students are able to learn about respecting the faiths, feelings and values of other countries and cultures. Students will be able to share opinions and reflect on sensitive and contentious issues such as child labour, global climate change and exploitation of developing countries. Students will be encouraged to make difficult moral decisions based on a range of ethical themes.					
Preparation for the next stage of education	In year 12, we develop A Level assessment questions, concepts, key vocabulary and command words. This is where we introduce the BLTHC approach to exam questions that develops context, balance, analysis and evaluation. We also develop resilience, independence, confidence and oral literacy by creating activities that incorporate DIRT responses. This helps students to choose on the path towards University, Apprenticeships or the World of Work.					