



love the journey

Curriculum Implementation 2024-25

Secondary

LCA Strand	Technology, Enterprise & Sport
Subject	Economics
Key Stage	Key Stage 5 (Chapter 12-13)

What are the key concepts taught?	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. This is done through teaching Micro and Macro Economic theory.
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What is the sequencing of units?	<ul style="list-style-type: none">• Y12- 1) Basic Micro, 2) Basic Macro• Y13- 3) Advanced Micro, 4) Advanced Macro
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How do we encourage pupils to see the links between different units and concepts?	Economics is generally a synoptic, scaffolded style subject where previous topics are used to understand new ones- teacher uses recall style mini assessments and the Paper 3 exam is on all topics covered in Year 12 & 13, so links are emphasised throughout. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.
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What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	Through adaptive teaching pupils are challenged at an appropriate level and their needs met e.g. giving additional tasks or re-visiting previous skills. We often use scaffolded tasks based on exam mark schemes to ensure students can operate at an appropriate level eg K for all, AN and EV for some. On topics such as PED, AD/AS, we use a feedback session to help adapt teaching to common misconceptions.
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>A variety of starter-based tasks designed to encourage recall of previous topics and to make links to future topics. Reflection is regularly encouraged through feedback forms as well as regular knowledge checks.</p> <p>Ch13 are tested throughout on Y12 content. Our curriculum design includes revisiting and building on existing knowledge. 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>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Guidance is regularly given on how to improve exam technique- essay style etc, and this is used to try and set targets for future work. Teacher feedback will often focus on how the current piece of work will help in future topics/work. SISRA used to monitor progress against targets.</p>
<p>What are the planned opportunities for developing Reading?</p>	<p>There is an Economics reading list.</p> <p>As the exam is case study based, there is a large amount of reading opportunity in and out of lessons. Teacher regularly sends articles of interest linked to course, which then form the basis of class discussion.</p> <p>Definitions and key words list is used regularly.</p>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Economics as a social science, requires high levels of numeracy and literacy- the exams take the form of numerical calculations and essays. This is built into the course throughout. Our students are constantly introduced to a wide variety of viewpoints from some of the most influential economists throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples. Students undertake this whilst developing an increased understanding into current events happening globally. SMSC is throughout the course, from issues of inequality, poverty to moral questions.</p>