



Curriculum and Progression Overview

Economics

Plymouth High School for Girls



Curriculum

Plymouth High School for Girls aims to be an outstanding Grammar School for the 21st century remaining true to the philosophy of the school's motto 'For Life Not School We Learn'.

A school which:

- Promotes a culture of high **aspiration** enabling personal and academic success
- Prepares students to **think confidently and independently**
- Provides an **outstanding education** for all, the key to this being high quality teaching
- Provides **enjoyment, excitement and challenge** for all, stimulating an enthusiasm for lifelong learning
- Prepares students to become **active citizens**, equipped to succeed in a world of rapid change

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The Curriculum

Intent

In September 2022, students will study the A Level Edexcel A Economics course. If you have never studied Economics before, you will have seen it in action on the News within articles about BREXIT, Eurozone Crisis, and the Cost-of-Living Issues. It is important in order to be successful that throughout the A Level you link the theory covered to real-world situations as this will allow you to analyse and evaluate concepts. You will get more out of the course if you are reading and using the prevailing economic climate in a global context.

- Our students will be entrepreneurial, independent learners, confident presenters and strong team players.
- We aim to achieve the highest student achievement which is our central purpose of teaching and assessment
- We aim to help students to develop a range of skills including independent learning and thinking skills to provide the best opportunities for students to develop
- Ensure that students are challenged and stretched within every lesson
- Students can go out into the world of work with the attributes necessary to be successful
- Give our students the opportunity to develop their skills and explore a wider learning context.

Implementation

Throughout KS5, we want our students to experience success in economics and develop the confidence to take risks, ask questions and explore ideas without fear of being wrong. They will therefore, enjoy exploring and applying economics concepts to a range of case studies and presenting their solutions to others in a variety of ways.

At all stages, the use of collaborative learning encourages students to reason logically and creatively through discussion of economic concepts and theories. Misconceptions and wrong answers are an opportunity to improve and deepen understanding of business concepts, this is achieved through the use of effective questioning and discussion.

- To develop a positive attitude to economics as an interesting subject in which all students gain success and enjoyment
- To develop economics understanding through systematic direct teaching of appropriate learning objectives
- To develop an ability in students to express themselves fluently, to talk about the subject with confidence, using correct mathematical language and vocabulary
- To develop and make connections across the curriculum, including the use of Thinking Maps between Micro and Macro Economics

- To develop the ability to think clearly and logically with independence of thought and flexibility of mind, including through the use of De Bono thinking hats.
- To develop their knowledge of facts and formulae, including mathematical skills and a quick recall of key theories and economic formulae
- We provide opportunities and feedback for students to improve work.
- Students will be provided with the use of technology and resources
- Students are supported through their studies with an open-door policy for students to obtain support, including through using classrooms on MS Teams

All economic lessons will incorporate the RESPECT curriculum.

The expectations around retrieval and salient slides (including reference to De Bono white hats) are already embedded within the teaching and learning. Retrieval slides should include (particularly in Year 13) reference to material throughout the two-year course, although teachers may use a range of retrieval tasks, the standard format will contain:

- A multiple-choice past examination question
- A fluency problem involving a calculation
- A question involving recall of an economic theory
- A flexibility question around the explanation of a problem given in context

Students are actively involved in every part of the lesson, with a clear focus on pace and challenge. There is an expectation of the use of a wide range of questioning techniques, beyond whole class and targeted questioning, such as think, pair, share, open-ended questioning and discussion.

Impact

In economics, as in other curricular areas, assessment forms an integral and ongoing part of learning and teaching. It is the gathering of evidence of both attainment and progression for the purpose of informing future planning, teaching and reporting. In working with students, our teachers continuously evaluate and make use of this assessment in planning future activities.

Assessment for Learning strategies are used on a regular basis. Formative and summative assessment will be used in the learning & teaching process:

- To share learning objectives and success criteria clearly with students
- To assess understanding through skilful questioning within lessons
- To give students clear and regular feedback in both verbal and written form
- To assist learners and teachers to identify the next steps in the learning process which will ensure progression
- To engage in the process of self and peer assessment

- On-going classwork and homework will be the main source of evidence, available through observation of:
 - Oral questioning and discussion
 - Practical tasks within the lesson, both those completed individually and those completed collaboratively
 - Students' written work and assessments
 - Students' ability to apply their understanding to case studies and the real world of business

Student Voice

Our curriculum design means that students are regularly exposed to examination material, and they are given opportunities for student lead revision, so all students have an active role in shaping their assessment preparation journey.

Review of formal and informal assessments gives a strong platform for students to understand their next steps and for teachers to react appropriately to the specific needs of the group or individual. It is an expectation that support, and extension are provided for those who have indicated that this a specific need for them, alongside teacher led support and extension.

Formal student voice via Teams will be collected, to ensure that opinions on our systems and policies for thinking, learning and assessment can be voiced and can be acted upon.

MS Teams is used consistently to upload lesson materials and guidance, but also to allow students to provide ad hoc feedback via discussion in the classroom feed, which contributes to an accessible curriculum for all students, even when accessing material remotely.

Feedback and Assessment system

Students are assessed at the end of each unit using Tutor2U assessments that have been written by experienced teachers and assessors. Each assessment comprises of 50 marks, made up of multiple choice, numerical problems, short and long answer essay questions, one of which involves evaluation of a range of options. Furthermore, previous examination questions are used in homework and mini assessments. Students are assessed at the end of each year using mock paper that take the form of a past paper

Written feedback is provided for each piece of homework. Students are expected to act on this feedback and are often encouraged to rewrite a piece when they have not met the required level. Verbal feedback is given regularly in lessons by the classroom teacher, while the department operates an open-door policy to encourage all students to utilise opportunities for 1:1 support outside of the lesson.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Introduction; Microeconomics: supply and demand	Microeconomics: elasticities; behavioural economics	Microeconomics: market failure and government intervention	Global economy: foreign exchange and international trade	Macroeconomics and macroeconomic policies	Global economy: measuring development
Year 13	SL: Revision of microeconomics HL: asymmetric information and market power as causes of market failure	Macroeconomics: Economics of inequality and poverty Global Economy: barriers to economic growth and development and sustainable development	Global economy and revision of macroeconomics: economic growth and economic development strategies	Revision: Independent research and presentations on policy-making		

Link to a visual learning journey: https://www.holcombegrammar.org.uk/site-hgs/assets/files/6383/economics_learning_journey.pdf

Learning Journey A Level Economics

Microeconomics

Types of Competition

You will learn why there are hundreds of firms producing carrots but only a few firms producing computer operating systems. You will develop your ability to use economics models to a greater degree through applying the principles of economic modelling you have learnt earlier in the course and applying these to a range of competition types from perfect competition through to monopoly.

Tick when complete ☐

Economics of the Firm

You will learn how firms generate an economic profit in a range of markets in addition to how and why some firms strive to achieve growth. You will develop your mathematical skills to calculate profits and your analytical skills in explaining the potential reasoning for business growth.

Tick when complete ☐

The Labour Market

You will learn how markets determine the wage level for different occupations. Why are bankers paid more than nurses and why are women paid less than men? You will develop your ability to critically assess specific microeconomic markets.

Tick when complete ☐

Government Intervention

You will learn how governments often intervene in markets to change the allocation of resources. You will develop your evaluative skills in assessing the likely success of a range of government interventions into markets. Why are cigarettes and alcohol so heavily taxed? Are the government worried about the nation's health or is it purely to maximise tax revenue?

Tick when complete ☐

Market Failure

You will learn the reasons that cause a market to break down and no longer provide an efficient allocation of resources. You will develop analytical skills to assess a range of markets efficiencies. This section seeks to answer questions such as who should pay for the pollution caused by cars and why do individuals not purchase their own street lights?

Tick when complete ☐

How Markets Work

You will learn how supply and demand interact in order to generate a market price in a range of markets. Society demands an efficient allocation of resources and you will understand how the markets achieve this. You will develop your ability to use economic models across a range of economic markets and scenarios.

Tick when complete ☐

Introduction to Economics

A synoptic introduction to general economics and key economic skills. You will develop critical maths skills such as calculating percentage changes & using index numbers.

Launch
Y12

Term
1

Term
2

Term
3

Term
4

Term
5

Term
6

Macroeconomics

Macroeconomic issues

You will learn how a government seeks to manage the macroeconomy within a global economy. You will also learn how financial markets are crucial to economic activity. The final element will be to look at how financial markets often work inefficiently and even lead to financial crises e.g. the Global Financial Crisis 2008.

Tick when complete ☐

Poverty and Inequality

You will learn how to measure inequality within and between societies. Importantly you will learn the strategies used to reduce poverty & inequality and develop your analytical and evaluation skills to explain why society is inequitable, how this is measured and the policies to overcome the issues.

Tick when complete ☐

International Economics

You will learn how all of the economies of the world interact. You will deeply focus upon your analytical and evaluative skills to be able to explain the key differences between countries such as the reasons some countries have joined the EU and why some countries choose to manage their exchange rate.

Tick when complete ☐

Emerging and Developing Economies

You will learn the economic differences between developed and developing countries, the factors that have hindered development for some countries and what can be done to overcome these factors. You will develop your ability to apply economics to a range of differing countries.

Tick when complete ☐

Macroeconomic Policies

You will learn how economic instruments such as, fiscal, monetary and supply side policies are used to manage the macroeconomic objectives. You will develop your evaluative skills in assessing the government's management of the macroeconomy using economic policy.

Tick when complete ☐

Modelling the Economy

You will learn a number of macroeconomic models including AD/AS diagrams and PPFs. You will develop your ability to use economic models specific to the macroeconomy. You will also develop your analytical skills to assess a range of economic possibilities.

Tick when complete ☐

Measuring the Economy

You will learn how the economy is measured using economic growth, unemployment, inflation and the balance of payments. You will develop your ability to read and interpret a range of UK economic data during this unit.

Tick when complete ☐



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key terms

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