



KS5 Curriculum: Economics

Curriculum Vision

AQA Economics:

The purpose of our curriculum in Economics is to inspire our students to secure strong academic outcomes and to instil in them a sense of joy and curiosity about the subject of Economics. We will aspire to achieve this by offering a broad and rich variety of opportunities to students to interface with the subject's content from a variety of perspectives, enabling students to grow into truly independent and driven learners.

Our curriculum is designed to give a broad and secure knowledge of the subject and to enlighten students about their place, relevance and importance within the world. Students are encouraged to question and to analyse and evaluate, making judgements and justifying their reasoning. We are committed to ensuring all pupils have high aspirations, make informed decisions relating to the world of work and have the transferable skills with which to secure their future success.

Curriculum Profile

Year 12

Autumn Term 1	Autumn Term 2
<p><i>Microeconomics</i></p> <p>3.1.1. Economic Methodology & the Economic Problem 3.1.2: price determination in a competitive market</p> <p><i>Macroeconomics</i></p> <p>3.2.1.1/3.2.1.2 Macroeconomic objectives and indicators 3.2.2.1 The circular flow model of income 3.2.2.3 The determinants of AD 3.2.1.3 Use of index numbers</p>	<p><i>Microeconomics</i></p> <p>3.1.2: Price determination in a competitive market. 3.1.3: Production, costs and revenues</p> <p><i>Macroeconomics</i></p> <p>3.2.2.5 Short run aggregate supply 3.2.2.6 Long run aggregate supply 3.2.2.2 Aggregate demand and supply analysis</p>

Spring Term 1	Spring Term 2
<p><i>Microeconomics</i></p> <p>3.1.4: Competitive and concentrated markets 3.1.5: The market mechanism, market failure, government intervention and government failure.</p> <p><i>Macroeconomics</i></p> <p>3.2.3.1 Economic growth and economic cycle 3.2.3.2 Employment and unemployment 3.2.3.3 Inflation and deflation</p>	<p><i>Microeconomics</i></p> <p>3.1.5: The market mechanism, market failure, government intervention and government failure.</p> <p><i>Macroeconomics</i></p> <p>3.2.3.5 Possible conflicts of macroeconomic objectives 3.2.3.4 The balance of payments on the current account</p>

Summer Term 1	Summer Term 2
<p><i>Microeconomics</i></p> <p>3.1.5: The market mechanism, market failure, government intervention and government failure (continued)</p> <p><i>Macroeconomics</i></p> <p>3.2.4.1 Monetary Policy 3.2.4.2 Fiscal Policy 3.2.4.3 Supply Side Policy</p> <p>Mock examination prep and introduction to Year 2.</p>	<p><i>Microeconomics</i></p> <p>4.1.2: Individual economic decision making</p> <p><i>Macroeconomics</i></p> <p>4.2.3.1 Year 2: Economic Growth 4.2.3.2 Year 2: Employment and Unemployment</p>

Year 13

Autumn Term 1	Autumn Term 2
<p><i>Microeconomics</i></p> <p>4.1.2: Individual economic decision making 4.1.3: Price discrimination in a competitive market (re-using concepts from Year 1)</p>	<p><i>Microeconomics</i></p> <p>4.1.4: Production, costs and revenues 4.1.5 Perfect competition, imperfectly competitive markets and monopoly</p> <p><i>Macroeconomics</i></p> <p>4.2.4.3 Monetary Policy</p>

<i>Macroeconomics</i> 4.2.3.2 Unemployment 4.2.3.3 Inflation/Deflation 4.2.3.4 Conflicts of Macroeconomic objectives	4.2.4.1/4.2.4.2/4.2.4.4 Financial Markets 4.2.5.1 Fiscal Policy 4.2.5.2 Supply Side Policy
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Spring Term 1	Spring Term 2
<i>Microeconomics</i> 4.1.6: Labour markets <i>Macroeconomics</i> 4.2.6.1 Globalisation 4.2.6.2 Trade (Free Trade and Protectionism) 4.2.6.3 Balance of payments	<i>Microeconomics</i> 4.1.7 The distribution of income and wealth 4.1.8 market failure, government intervention, government failure (revision and small additions to year1) <i>Macroeconomics</i> 4.2.6.3 Balance of Payments 4.2.6.4 Exchange Rates 4.2.6.5 Development

Summer Term 1	Summer Term 2
Revision and Examination technique	Public Examinations

Please note that this timeline may be subject to change.

Assessment and Feedback

All students will:

- have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Resources to support learning beyond the classroom

Economics Specification: [AQA | Subjects | Economics](#)

Econ Dal: [youtube.com/user/EconplusDal?cbrd=1](https://www.youtube.com/user/EconplusDal?cbrd=1)

Tutor2u: [Economics | Economics | tutor2u](#)

Econ help: [Economics Help](#)