

## (Economics) Curriculum Overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10 curriculum overview</b>	3.1.1.1 Economic activity 3.1.1.2 The factors of production 3.1.1.3 Making choices 3.1.2.1 Markets and allocation of resources 3.1.2.2 Economic sectors 3.1.2.3 Specialisation, division of labour, and exchange	3.1.3.1 Demand for goods and services 3.1.3.2 Supply for goods and services 3.1.3.3 Equilibrium price 3.1.3.4 Intermarket relationships	3.1.3.5 Price elasticity of demand 3.1.3.6 Price elasticity of supply 3.1.4.1 The importance of cost, revenue and profit for producers 3.1.4.2 Production and productivity	3.1.4.3 Economies of scale 3.1.5.1 The importance of market structures on producers and consumers 3.1.5.2 Competitive markets	3.1.5.3 Non-competitive markets 3.1.5.4 The labour market	3.1.6.1 Misallocation of resources 3.1.6.2 Externalities
<b>Skills</b>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues.</li> <li>• AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts.</li> <li>• AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues.</li> <li>• AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts.</li> <li>• AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues.</li> <li>• AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts.</li> <li>• AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues.</li> <li>• AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts.</li> <li>• AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues.</li> <li>• AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts.</li> <li>• AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues.</li> <li>• AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts.</li> <li>• AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.</li> </ul>

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<b>Personal Development links</b>	Students in economics are given various opportunities for personal development through an SMSC(Spiritual, Moral, Social, and Cultural development) based approach.	Students in economics are given various opportunities for personal development through an SMSC(Spiritual, Moral, Social, and Cultural development) based approach.	Students in economics are given various opportunities for personal development through an SMSC(Spiritual, Moral, Social, and Cultural development) based approach.	Students in economics are given various opportunities for personal development through an SMSC(Spiritual, Moral, Social, and Cultural development) based approach.	Students in economics are given various opportunities for personal development through an SMSC(Spiritual, Moral, Social, and Cultural development) based approach.	Students in economics are given various opportunities for personal development through an SMSC(Spiritual, Moral, Social, and Cultural development) based approach.
<b>Career links</b>	Investment Banker Accountant Investment Analyst Management consultant Financial consultant Actuary Economic researcher Social Media Manager Economist Data analyst Business Reporter Corporate lawyer Teacher	Investment Banker Accountant Investment Analyst Management consultant Financial consultant Actuary Economic researcher Social Media Manager Economist Data analyst Business Reporter Corporate lawyer Teacher	Investment Banker Accountant Investment Analyst Management consultant Financial consultant Actuary Economic researcher Social Media Manager Economist Data analyst Business Reporter Corporate lawyer Teacher	Investment Banker Accountant Investment Analyst Management consultant Financial consultant Actuary Economic researcher Social Media Manager Economist Data analyst Business Reporter Corporate lawyer Teacher	Investment Banker Accountant Investment Analyst Management consultant Financial consultant Actuary Economic researcher Social Media Manager Economist Data analyst Business Reporter Corporate lawyer Teacher	Investment Banker Accountant Investment Analyst Management consultant Financial consultant Actuary Economic researcher Social Media Manager Economist Data analyst Business Reporter Corporate lawyer Teacher

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<b>Year 11 curriculum overview</b>	3.2.1.1 Interest rates, saving, borrowing, spending and investment 3.2.1.2 Government income and expenditure 3.2.5.1 The role of money 3.2.5.2 The role and importance of the financial sector for the	3.2.2.1 Economic objectives of the government 3.2.2.2 Economic growth 3.2.2.3 Employment and unemployment 3.2.2.4 Inflation and price stability	3.2.2.5 Balance of payments 3.2.2.6 Distribution of income 3.2.3.1 Fiscal policy	3.2.3.2 Monetary policy 3.2.3.3 Supply-side policies 3.2.3.4 Policies to correct positive and negative externalities	3.2.4.1 Why countries trade and the importance of international trade to the UK 3.2.4.2 Exchange rates 3.2.4.3 Free-trade agreements including the European Union 3.2.4.4 Globalisation:	Preparation for GCSE exam with a focus on past exam practice and the making of individual student revision cards to recall and retain subject specific knowledge.



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<b>Year 12 curriculum overview</b>	3.1.1.1 Economic methodology 3.1.1.2 The nature and purpose of economic activity 3.1.1.3 Economic resources 3.1.1.4 Scarcity, choice and the allocation of resources 3.1.1.5 Production possibility diagrams 3.1.2.1 The determinants of the demand for goods and services 3.1.2.2 Price, income and cross elasticities of	3.1.2.6 The interrelationship between markets 3.1.3.1 Production and productivity 3.1.3.2 Specialisation, division of labour and exchange 3.1.3.3 Costs of production 3.1.3.4 Economies and diseconomies of scale 3.1.3.5 Average revenue, total revenue and profit 3.1.4.1 Market structures 3.1.4.2 The objectives of firms	3.1.5.1 How markets and prices allocate resources 3.1.5.2 The meaning of market failure 3.1.5.3 Public goods, private goods and quasi-public goods 3.1.5.4 Positive and negative externalities in consumption and production 3.1.5.5 Merit and demerit goods 3.1.5.6 Market imperfections 3.1.5.7 An inequitable distribution of income	3.2.1.1 The objectives of government economic policy 3.2.1.2 Macroeconomic indicators 3.2.1.3 Uses of index numbers 3.2.2.1 The circular flow of income 3.2.2.2 Aggregate demand and aggregate supply analysis 3.2.2.3 The determinants of aggregate demand 3.2.2.4 Aggregate demand and the level of economic activity	3.2.3.1 Economic growth and the economic cycle 3.2.3.2 Employment and unemployment 3.2.3.3 Inflation and deflation 3.2.3.4 The balance of payments on current account 3.2.3.5 Possible conflicts between macroeconomic policy objectives 3.2.4.1 Monetary policy 3.2.4.2 Fiscal policy 3.2.4.3 Supply-side policies	Preparation for AS Economics exam with a focus on past exam practice and the making of individual student revision cards to recall and retain subject specific knowledge.

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	<p>demand 3.1.2.3 The determinants of the supply of goods and services 3.1.2.4 Price elasticity of supply 3.1.2.5 The determination of equilibrium market prices</p>	<p>3.1.4.3 Competitive markets 3.1.4.4 Monopoly and monopoly power 3.1.4.5 The competitive market process</p>	<p>and wealth 3.1.5.9 Government failure</p>	<p>3.2.2.5 Determinants of short-run aggregate supply 3.2.2.6 Determinants of long-run aggregate supply</p>		
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues</li> <li>• AO2: students will be able to apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues</li> <li>• AO3: students will be able to analyse issues within economics, showing an understanding of their impact on economic agents</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues</li> <li>• AO2: students will be able to apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues</li> <li>• AO3: students will be able to analyse issues within economics, showing an understanding of their impact on economic agents</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues</li> <li>• AO2: students will be able to apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues</li> <li>• AO3: students will be able to analyse issues within economics, showing an understanding of their impact on economic agents</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues</li> <li>• AO2: students will be able to apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues</li> <li>• AO3: students will be able to analyse issues within economics, showing an understanding of their impact on economic agents</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues</li> <li>• AO2: students will be able to apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues</li> <li>• AO3: students will be able to analyse issues within economics, showing an understanding of their impact on economic agents</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues</li> <li>• AO2: students will be able to apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues</li> <li>• AO3: students will be able to analyse issues within economics, showing an understanding of their impact on economic agents</li> </ul>

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	<ul style="list-style-type: none"> <li>• AO4: students will be able to evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues</li> </ul>	<ul style="list-style-type: none"> <li>• AO4: students will be able to evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues</li> </ul>	<ul style="list-style-type: none"> <li>• AO4: students will be able to evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues</li> </ul>	<ul style="list-style-type: none"> <li>• AO4: students will be able to evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues</li> </ul>	<ul style="list-style-type: none"> <li>• AO4: students will be able to evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues</li> </ul>	<ul style="list-style-type: none"> <li>• AO4: students will be able to evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues</li> </ul>
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