	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 curriculum overview	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 resources3.1.6.2 Externalities
Skills	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.

Personal Development links	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.
Career links	Investment Banker					
	Accountant	Accountant	Accountant	Accountant	Accountant	Accountant
	Investment Analyst					
	Management consultant					
	Financial consultant					
	Actuary	Actuary	Actuary	Actuary	Actuary	Actuary
	Economic researcher					
	Social Media Manager					
	Economist Data analyst					
	Business Reporter					
	Corporate lawyer					
	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 curriculum overview	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 payments3.2.2.6 Distribution of income3.2.3.1 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.

	economy				benefits and drawbacks	
Skills	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions. 	 AO1: students will be able to demonstrate knowledge and understanding of economic concepts and issues. AO2: students will be able to apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: students will be able to analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.
Personal Development links	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.
Career links	Investment Banker					

Accountant	Accountant	Accountant	Accountant	Accountant	Accountant
Investment Analyst					
Management consultant					
Financial consultant					
Actuary	Actuary	Actuary	Actuary	Actuary	Actuary
Economic researcher					
Social Media Manager					
Economist Data analyst					
Business Reporter					
Corporate lawyer					
Teacher	Teacher	Teacher	Teacher	Teacher	Teacher

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 curriculum overview	 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.

	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	3.1.4.3 Competitive markets 3.1.4.4 Monopoly and monopoly power 3.1.4.5 The competitive market process	and wealth 3.1.5.9 Government failure	3.2.2.5 Determinants of short-run aggregate supply3.2.2.6 Determinants of long-run aggregate supply		
Skills	 AO1: students will be	 AO1: students will be	 AO1: students will be	 AO1: students will be	 AO1: students will be	 AO1: students will be
	able to demonstrate	able to demonstrate	able to demonstrate	able to demonstrate	able to demonstrate	able to demonstrate
	knowledge of	knowledge of	knowledge of	knowledge of	knowledge of	knowledge of
	terms/concepts and	terms/concepts and	terms/concepts and	terms/concepts and	terms/concepts and	terms/concepts and
	theories/models to show	theories/models to show	theories/models to show	theories/models to show	theories/models to show	theories/models to show
	an understanding of the	an understanding of the	an understanding of the	an understanding of the	an understanding of the	an understanding of the
	behaviour of economic	behaviour of economic	behaviour of economic	behaviour of economic	behaviour of economic	behaviour of economic
	agents and how they are	agents and how they are	agents and how they are	agents and how they are	agents and how they are	agents and how they are
	affected by and respond	affected by and respond	affected by and respond	affected by and respond	affected by and respond	affected by and respond
	to economic issues AO2: students will be	to economic issues AO2: students will be	to economic issues AO2: students will be	to economic issues AO2: students will be	to economic issues AO2: students will be	to economic issues AO2: students will be
	able to apply knowledge	able to apply knowledge	able to apply knowledge	able to apply knowledge	able to apply knowledge	able to apply knowledge
	and understanding to	and understanding to	and understanding to	and understanding to	and understanding to	and understanding to
	various economic	various economic	various economic	various economic	various economic	various economic
	contexts to show how	contexts to show how	contexts to show how	contexts to show how	contexts to show how	contexts to show how
	economic agents are	economic agents are	economic agents are	economic agents are	economic agents are	economic agents are
	affected by and respond	affected by and respond	affected by and respond	affected by and respond	affected by and respond	affected by and respond
	to economic issues AO3: students will be	to economic issues AO3: students will be	to economic issues AO3: students will be	to economic issues AO3: students will be	to economic issues AO3: students will be	to economic issues AO3: students will be
	able to analyse issues	able to analyse issues	able to analyse issues	able to analyse issues	able to analyse issues	able to analyse issues
	within economics,	within economics,	within economics,	within economics,	within economics,	within economics,
	showing an	showing an	showing an	showing an	showing an	showing an
	understanding of their	understanding of their	understanding of their	understanding of their	understanding of their	understanding of their
	impact on economic	impact on economic	impact on economic	impact on economic	impact on economic	impact on economic
	agents	agents	agents	agents	agents	agents

	• AO4: students will be					
	able to evaluate					
	economic arguments and					
	use qualitative and					
	quantitative evidence to					
	support informed					
	judgements relating to					
	economic issues					
Personal Development links	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.
Career links	Investment Banker					
	Accountant	Accountant	Accountant	Accountant	Accountant	Accountant
	Investment Analyst					
	Management consultant					
	Financial consultant					
	Actuary	Actuary	Actuary	Actuary	Actuary	Actuary
	Economic researcher					
	Social Media Manager					
	Economist Data analyst					
	Business Reporter					
	Corporate lawyer					
	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 13 curriculum overview	4.1.2.1 Consumer behaviour 4.1.2.2 Imperfect information 4.1.2.3 Aspects of behavioural economic theory 4.1.2.4 Behavioural economics and economic policy 4.1.4.3 The law of diminishing returns and returns to scale 4.1.4.4 Costs of production 4.1.4.5 Economies and diseconomies of scale 4.1.4.6 Marginal, average and total revenue 4.1.4.7 Profit	4.1.5.1 Market structures 4.1.5.2 The objectives of firms 4.1.5.3 Perfect competition 4.1.5.4 Monopolistic competition 4.1.5.5 Oligopoly 4.1.5.6 Monopoly and monopoly power 4.1.5.7 Price discrimination 4.1.5.8 The dynamics of competition and competitive market processes 4.1.5.9 Contestable and non-contestable markets 4.1.5.10 Market structure, static efficiency, dynamic	4.1.5.11 Consumer and producer surplus 4.1.6.1 The demand for labour, marginal productivity theory 4.1.6.2 Infuences upon the supply of labour to different markets 4.1.6.3 The determination of relative wage rates and levels of employment in perfectly competitive labour markets 4.1.6.4 The determination of relative wage rates and levels of employment in imperfectly competitive labour markets 4.1.6.5 The Influence of trade unions in	4.1.7.3 Government policies to alleviate poverty and to influence the distribution of income and wealth 4.1.8.7 Competition policy 4.2.3.1 Economic growth and the economic cycle 4.2.3.2 Employment and unemployment 4.2.3.3 Infation and defation 4.2.3.4 Possible conficts between macroeconomic policy objectives 4.2.4.1 The structure of fnancial markets and fnancial assets 4.2.4.2 Commercial banks	 4.2.5.1 Fiscal policy 4.2.5.2 Supply-side policies 4.2.6.1 Globalisation 4.2.6.2 Trade 4.2.6.3 The balance of payments 4.2.6.4 Exchange rate systems 4.2.6.5 Economic growth and development 	Preparation for A Level Economics exam with a focus on past exam practice and the making of individual student revision cards to recall and retain subject specific knowledge.
			4.1.6.6 The National Minimum Wage 4.1.6.7 Discrimination in the labour market 4.1.7.1 The distribution of income and wealth 4.1.7.2 The problem of poverty	monetary policy 4.2.4.4 The regulation of the financial system		
Skills	• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the	• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the	• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the	• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the	• AO1: students will be able to demonstrate knowledge of terms/concepts and theories/models to show an understanding of the	• 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	behaviour of economic agents and how they are	behaviour of economic agents and how they are	behaviour of economic agents and how they are	behaviour of economic agents and how they are	behaviour of economic agents and how they are
	affected by and respond					
	to economic issues					
	 AO2: students will be 	AO2: students will be	AO2: students will be	AO2: students will be	 AO2: students will be 	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					
	 AO3: students will be 	AO3: students will be	AO3: students will be	AO3: students will be	 AO3: students will be 	AO3: students will be
	able to analyse issues					
	within economics,					
	showing an					
	understanding of their					
	impact on economic					
	agents	agents	agents	agents	agents	agents
	 AO4: students will be 	• AO4: students will be	AO4: students will be	AO4: students will be	 AO4: students will be 	AO4: students will be
	able to evaluate					
	economic arguments and					
	use qualitative and					
	quantitative evidence to					
	support informed					
	judgements relating to					
	economic issues					
Personal						
Development	Students in economics					
links	are given various					
IIIKS	opportunities for personal					
	development through an					
	SMSC(Spiritual, Moral,					
	Social, and Cultural					
	development) based					
			acterspinent, based	acterspinent, based		acterophicity bused

	approach.	approach.	approach.	approach.	approach.	approach.
Career links	Investment Banker					
	Accountant	Accountant	Accountant	Accountant	Accountant	Accountant
	Investment Analyst					
	Management consultant					
	Financial consultant					
	Actuary	Actuary	Actuary	Actuary	Actuary	Actuary
	Economic researcher					
	Social Media Manager					
	Economist Data analyst					
	Business Reporter					
	Corporate lawyer					
	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher