

**CURRICULUM MAP**

<b>Subject</b>	<b>Economics</b>
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<b>Head of Department</b>	<b>Mr M Dunn</b>
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**SCHOOL INTENT****Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

**The school aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

Economics department at Rutlish school aims to provide students with the knowledge and skills to be successful global citizens. Through our sequences of learning experiences, students will continuously work out how the local, national and international economy works and how it can and will change in the future. The students will be prompted to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships within and between the main economic groups. The students will then utilize that knowledge and be equipped with the tools to think through a range of economic scenarios and propose justified solutions.

**KEY STAGE 4 RATIONALE/ INTENT**

At Rutlish School, opportunities are given throughout KS4 to reinforce and revisit topics studied during the KS3 programmes of study (e.g. the Year 9 Geography topic of Economic Development), thus ensuring pupil progress. The department aims to provide students with the knowledge and skills that radiate and build from their prior KS2 & KS3 knowledge to be well-versed economists by the end of Year 11.

We want our students to better understand the world of work and help them consider economic elements that will aid them in choosing their future career path, whether they decide to continue studying Economics or not, e.g. by studying labour markets (wage differentials), the causes & consequences of unemployment, the benefits of specialisation & globalisation etc.

We encourage students to reflect upon moral, ethical and sustainable issues that arise as a result of economic activities, e.g. inequality, externalities, monopoly power.

Numeracy skills are used frequently and these correlate to Mathematics where application of skills such as ratios, mean, median, percentage changes etc are utilised. Students are equipped with essential numeracy skills relevant to the subject that will help them later in life, e.g. calculating gross vs net pay, calculating income tax, stamp duty, calculating real vs nominal interest rates.

Literacy skills correspond to English Language through the use of PEEE paragraphs, analytical writing as well as decision making exercise through the use of problem solving skills. There is a strong onus on the use of key terminology and SPAGG.

**KEY STAGE 5 RATIONALE/ INTENT**

We wish to ensure that the course is student-centred, exciting, highly engaging and supportive to career progression and future learning for our learners. We have continued to use the exam board AQA whose A-Level course complements the GCSE course undertaken in year 10 and year 11. The students are very much empowered to take control of their own learning, maximising their potential through small group research projects and presentations.

We encourage wider reading, extending beyond the scope of any textbook, in order to raise awareness of real-world economic events & phenomena, make sense of these using the economic theories and concepts taught, and appreciate the effect of these on their future lives and careers, helping them to become life-long learners.







We work to develop students' ability to acknowledge, appreciate, and critique different sides of the debate over an issue, empowering students to critically assess the performance of the government's economic policies (e.g. intervention to correct market failures) so that they are better informed as future voters and citizens.



## YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KNOWLEDGE</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>
	Topic 1: Economic foundations Topic 2: Resource allocation	Topic 3: How prices are determined	Topic 4: Production, costs, revenue and profit	Topic 5: Competitive and concentrated markets	Topic 6: Market Failure	Topic 11: The role of money and financial markets  Topic 10: International trade and the global economy
<b>KEY SKILLS</b>	Ability to consider an issue from various perspectives (e.g. producer, worker)  Ability to depict an economic concept graphically and use diagrams to analyse.  Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.	Ability to depict an economic concept graphically and use diagrams to analyse.  Quantitative skills (numeracy)	Ability to apply learned economic concepts to real-world examples	Ability to apply learned economic concepts to real-world examples  Using chains of reasoning to analyse in detail and therefore write in length on an economic issue.	Ability to apply learned economic concepts to real-world examples  Ability to depict an economic concept graphically and use diagrams to analyse.  Ability to consider an issue from various perspectives (e.g. producer, worker)	Ability to consider an issue from various perspectives (e.g. producer, worker)  Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	Drawing upon KS3 Geography studies  Classroom Q&A sessions to get students into the habit of receiving different points of view.	Scaffolding of the steps required to draw the necessary diagrams allows for differentiation.  Drawing upon KS3 Maths studies  Use of mnemonics to enhance knowledge retention	Classroom reading of BBC News articles, linking these to theory taught	Classroom reading of BBC News articles, linking these to theory taught  Drawing upon KS3 English studies. Raising awareness of various connective phrases that can be used effectively to extend chains of reasoning.	Scaffolding of the steps required to draw the necessary diagrams allows for differentiation.  Call back to previous diagrams studied and practiced, to inform diagrams in topic currently being studied.	Classroom discussions to get students into the habit of receiving different points of view.  Drawing upon KS3 Geography studies
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender; class; ethnicity, etc.; different subjects	Decisions we make every day!  Geography: Factors of production  Careers: how an economist might advise the government (on a very macro level)  Careers: the benefits & drawbacks of worker specialisation	Understanding why prices of goods & services are what they are and why they change.  Maths: percentage changes	Working for private sector vs public sector.  Balancing profit motives with social/ethical/environmental objectives of firms	The perfectly competitive model is used as a theoretical yardstick against which we can compare real-world markets.  Why the government, for the most part, wants to make markets more competitive, how it does that, and implications for workers and consumers.  Equity considerations: large vs small firms	Equity considerations: how others are affected by an economic transaction between the producer and the consumer, and how/whether those people should be compensated.  Ethical issues re smoking, gambling etc.	Careers: what do bankers do?  How various savings and lending products work (e.g. crowdfunding, mortgages, pensions)  Geography: trade & protectionism  Effect of free trade on less developed countries as well as countries like the UK.  Impact of tariffs on workers and consumers.



<b>ASSESSMENTS</b> Summative and Formative as applicable	Formative most lessons, as a form of AfL  1 x summative to help ensure students are on the right course	Formative most lessons, as a form of AfL  1 x summative end-of-topic assessment	Formative most lessons, as a form of AfL	Formative most lessons, as a form of AfL  Mock: Paper 1	Formative most lessons, as a form of AfL  1 x summative end-of-topic assessment	Formative most lessons, as a form of AfL  1 x summative end-of-topic assessment
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
<b>SPECIALIST VOCABULARY</b>	<ul style="list-style-type: none"> <li>• Opportunity cost</li> <li>• Factors of production</li> <li>• Production Possibility Frontier</li> <li>• Division of Labour</li> </ul>	<ul style="list-style-type: none"> <li>• Equilibrium</li> <li>• Surplus</li> <li>• Shortage</li> <li>• Extension/contraction of demand/supply</li> <li>• Complements &amp; substitutes</li> <li>• Elasticity</li> </ul>	<ul style="list-style-type: none"> <li>• Productivity</li> <li>• Returns to Scale</li> <li>• Economies of Scale</li> <li>• Profit Maximisation</li> </ul>	<ul style="list-style-type: none"> <li>• Perfect Competition</li> <li>• Oligopoly</li> <li>• Barriers to Entry</li> </ul>	<ul style="list-style-type: none"> <li>• Externality</li> <li>• External costs/benefits</li> <li>• Third Parties</li> </ul>	<ul style="list-style-type: none"> <li>• Bonds</li> <li>• Liquidity</li> <li>• Exchange Rate</li> <li>• Protectionism</li> <li>• Tariff</li> <li>• Free Trade Agreement</li> </ul>
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>
	Topic 7: Introduction to the national economy  Topic 8: Government objectives	Topic 9: How the government manages the economy	REVISION	REVISION	EXAMS	EXAMS
KEY SKILLS	Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.  Ability to consider an issue from various perspectives (e.g. producer, worker)	Ability to apply learned economic concepts to real-world examples  Using chains of reasoning to analyse in detail and therefore write in length on an economic issue.	Exam skills	Exam skills		
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Classroom discussions to get students into the habit of receiving different points of view.  Drawing upon KS3 Maths studies  Role play to enhance understanding and knowledge retention, e.g. students imagined to be in various states of (un)employment, students imagined to be borrowing from / lending to each other	Classroom reading of BBC News articles, linking these to theory taught  Drawing upon KS3 English studies. Setting a target for number of connectives students use in their answers, to ensure adequate chains of reasoning.	A lot of past paper practice, referring to exemplar answers and mark schemes in advance before students attempt to write their own answers.	A lot of past paper practice, referring to exemplar answers and mark schemes after students have attempted to write their own answers, then identifying relative strengths & weaknesses of their work.		
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	How income tax is calculated  Equity issues surrounding the regressive nature of indirect taxation  Studying various types of unemployment, how these occur, and how workers can minimise the chances of this happening to them.  As a citizen, recognising what the government is trying to achieve with regards to the economy	As a citizen, recognising what makes for good government economic policy and what might be considered politically motivated.  The need for improved macroeconomic forecasting.				



	How interest rate & inflation changes affect them as savers and borrowers.					
<b>ASSESSMENTS</b> Summative and Formative as applicable	Formative most lessons, as a form of AfL	Formative most lessons, as a form of AfL  Mock: Paper 1 & Paper 2	Formative most lessons, as a form of AfL  1 x summative assessment (past paper)	Formative most lessons, as a form of AfL  1 x summative assessment (past paper)	GCSE exams	GCSE exams
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>		
<b>SPECIALIST VOCABULARY</b>	<ul style="list-style-type: none"> <li>Progressive &amp; regressive tax</li> <li>Direct &amp; indirect taxation</li> <li>Economic growth</li> <li>Cost-push and demand-pull inflation &amp; deflation</li> <li>Economically active</li> <li>Balance of Payments</li> </ul>	<ul style="list-style-type: none"> <li>Fiscal, monetary &amp; supply-side policy</li> <li>Expansionary / contractionary policy</li> <li>Base interest rate</li> <li>Quantitative Easing</li> <li>Budget deficit / surplus</li> </ul>	Revision of covered specialist vocabulary	Revision of covered specialist vocabulary		
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KNOWLEDGE</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>
	Topic 1: Economic methodology and the economic problem Topic 3: Price determination in a competitive market Topic 4: Production, costs and revenue	Topic 5: Perfect competition, imperfectly competitive markets and monopoly Topic 8: The market mechanism, market failure Topic 9: The measurement of macroeconomic performance	Topic 10: How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts	Topic 11: Economic performance	Topic 13: Fiscal policy and supply-side policies Topic 12: Financial markets and monetary policy Topic 6: The labour market	REVISION
<b>KEY SKILLS</b>	Quantitative skills (numeracy)  Ability to consider an issue from various perspectives (e.g. producer, worker)  Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.  Ability to depict an economic concept graphically and use diagrams to analyse.	Quantitative skills (numeracy)  Ability to consider an issue from various perspectives (e.g. producer, worker)  Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.  Ability to depict an economic concept graphically and use diagrams to analyse.	Quantitative skills (numeracy)  Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.  Ability to depict an economic concept graphically and use diagrams to analyse.  Using chains of reasoning to analyse in detail and therefore write in length on an economic issue.	Ability to apply learned economic concepts to real-world examples  Using chains of reasoning to analyse in detail and therefore write in length on an economic issue.	Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.  Ability to apply learned economic concepts to real-world examples	Exam skills
	<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	Drawing upon KS3&4 Maths & Geography studies.  Use of mnemonics to enhance knowledge retention.	Classroom Q&A sessions to get students into the habit of receiving different points of view.  Scaffolding of the steps required to draw the necessary diagrams allows for differentiation.	Repeated diagram drawing practice.  Drawing upon KS3&4 English studies. Raising awareness of various connective phrases that can be used effectively to extend chains of reasoning.	Classroom reading of BBC News articles, linking these to theory taught  Drawing upon KS3&4 English studies. Raising awareness of various connective phrases that can be used effectively to extend chains of reasoning.	Drawing upon previous study of markets to inform & enhance students' understanding of how these apply to labour.  Classroom viewing of videos/movies relating to financial markets especially (global financial crisis), attempting to link to content taught
<b>LINKS TO THE WORLD</b> i.e. links to careers, equality, gender, class, ethnicity, etc.; different subjects	Government & Politics: distinguishing between being objective vs subjective.  Decisions we make every day!  Geography: Factors of production  Careers: how an economist might advise the government (on a very macro level)  Careers: the benefits & drawbacks of worker specialisation	Working for private sector vs public sector.  Balancing profit motives with social/ethical/environmental objectives of firms  The perfectly competitive model is used as a theoretical yardstick against which we can compare real-world markets.  Why the government, for the most part, wants to make markets more competitive, how it does that, and implications for workers and consumers.	History: lessons learned from the Great Depression that continue to bear heavily on macroeconomic policy today (re how large a part should the government play in the economy).	The government, like everyone else, can't simultaneously achieve all of its objectives very easily and therefore has choices to make in terms of what to prioritise. Which objectives are most important to consumers? To workers?  As a citizen, recognising what the government is trying to achieve with regards to the economy. How can we tell if the economy is performing well?	As a citizen, recognising what makes for good government economic policy and what might be considered politically motivated. For example, understanding the rationale for counter-cyclical policy ("saving for a rainy day")  Careers: what do bankers do?  How various savings and lending products work (e.g. crowdfunding, mortgages, pensions)  Lessons to be learned from the global financial crisis	



	<p>Understanding why prices of goods &amp; services are what they are and why they change.</p> <p>Maths: percentage changes</p>	<p>Equity considerations: large vs small firms</p> <p>Equity considerations: how others are affected by an economic transaction between the producer and the consumer, and how/whether those people should be compensated.</p> <p>Ethical issues re smoking, gambling etc.</p>			<p>Careers: what do employers value that lead to higher wages being offered to labour market entrants? (occupational &amp; geographical mobility, transferable skills etc)</p> <p>Careers: the nature &amp; extent of (wage) discrimination in the workplace (especially along gender lines), the case for the minimum wage &amp; trade unions, working for a monopsonist vs working in a more competitive labour market, pursuing a career for financial reasons vs for a sense of vocation</p>	
<b>ASSESSMENTS</b> Summative and Formative as applicable	<p>Formative most lessons, as a form of AfL</p> <p>1 x summative to help ensure students are on the right course</p> <p>1 x summative end-of-topic assessment</p>	<p>Formative most lessons, as a form of AfL</p> <p>1 x summative end-of-topic assessment</p>	<p>Mock: Reduced Paper 1</p> <p>Formative most lessons, as a form of AfL</p>	<p>Formative most lessons, as a form of AfL</p> <p>1 x summative end-of-topic assessment</p>	<p>Formative most lessons, as a form of AfL</p> <p>1 x summative end-of-topic assessment</p>	<p>Mock: Paper 1 &amp; Paper 2</p> <p>Formative most lessons, as a form of AfL</p>
<b>FEEDBACK SUPPORTS LEARNING</b>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>
<b>SPECIALIST VOCABULARY</b>	<p>Opportunity Cost</p> <p>Production Possibility Frontier</p> <p>Elasticity</p> <p>Equilibrium</p> <p>Consumer / producer surplus</p> <p>Composite demand, derived demand, joint supply</p> <p>Division of Labour</p> <p>Law of Diminishing Marginal Returns</p> <p>Economies of Scale</p>	<p>Perfect competition</p> <p>Oligopoly</p> <p>Profit Maximisation / Satisficing</p> <p>Concentration Ratio</p> <p>Allocative &amp; productive efficiency</p> <p>Public goods</p> <p>Merit goods</p> <p>Externality</p> <p>Rival / excludable good</p> <p>Cost-push and demand-pull inflation &amp; deflation</p>	<p>Injections / withdrawals</p> <p>Multiplier, Accelerator</p> <p>Marginal Propensity to Consume</p> <p>Neoclassical vs Keynesian model</p>	<p>Economic Cycle</p> <p>Output gaps</p> <p>Phillips curve</p>	<p>Monopsony</p> <p>Marginal Revenue Product</p> <p>Fiscal, monetary &amp; supply-side policy</p> <p>Expansionary / contractionary policy</p> <p>Base interest rate</p> <p>Quantitative Easing</p> <p>Bond yield, coupon</p> <p>Liquidity</p> <p>Moral hazard</p>	
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					







## YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b> Topic 8 [continued]: Government intervention in markets	<b>UNIT OF WORK:</b> Topic 14: The international economy  Topic 2: Individual economic decision making (behavioural economics)	<b>UNIT OF WORK:</b> REVISION	<b>UNIT OF WORK:</b> REVISION	<b>UNIT OF WORK:</b> EXAMS	<b>UNIT OF WORK:</b>
	Ability to apply learned economic concepts to real-world examples  Ability to be critical about theoretical concepts taught.	Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.  Ability to apply learned economic concepts to real-world examples  Using chains of reasoning to analyse in detail and therefore write in length on an economic issue.	Exam skills	Exam skills		
KEY SKILLS	Ability to apply learned economic concepts to real-world examples  Ability to be critical about theoretical concepts taught.	Gain & retain knowledge and understanding of newly-taught concepts specific to the subject.  Ability to apply learned economic concepts to real-world examples  Using chains of reasoning to analyse in detail and therefore write in length on an economic issue.	Exam skills	Exam skills		
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Encourage wider reading via The Economist subscription. Flag up relevant articles in lessons, post links to MS Teams.  Drawing upon KS3-5 English studies. Students encouraged to explore various ways to demonstrate evaluation in their essays. Key phrases to help them with this are highlighted. Reference to exemplar answers to model this style of writing.	Improve students' understanding & knowledge retention by encouraging them to self-reflect on instances in their lives when they have demonstrated various biases.  Drawing upon KS3-5 Geography studies.  Drawing upon KS3-5 English studies. Setting a target for number of connectives students use in their answers, to ensure adequate chains of reasoning.	A lot of past paper practice. Reading through exemplar answers and completing a checklist of skills demonstrated, as well as referring to mark schemes, in advance of students attempting to write their own answers. Once written, self- or peer-assessment & class feedback.	A lot of past paper practice. Students self- or peer-assess, benchmarking their answer against provided exemplars. Reflect by identifying relative strengths & weaknesses of their work, and sharing with class.		
LINKS TO THE WORLD <small>i.e. links to careers; equality; gender; class, ethnicity, etc.; different subjects</small>	Government & Politics: arguments surrounding how large a role the government should play in the national economy  Environmental & ethical considerations re the depletion of common resources, how to establish property rights, the appropriateness of permit trading  Ethical issues surrounding price discrimination. Is it justified sometimes?	Geography: trade & protectionism  Effect of free trade on less developed countries as well as countries like the UK.  Impact of tariffs on workers and consumers.  Careers: new fields that indicate the future path of the subject (i.e. behavioural economics)				





	Geography: Common Agricultural Policy as an example of a price floor. Justification & consequences of this.	Psychology: the biases inherent within us as consumers, workers, and being aware of these.				
<b>ASSESSMENTS</b> Summative and Formative as applicable	Formative most lessons, as a form of AfL	Mock: Paper 1, Paper 2 & Paper 3  Formative most lessons, as a form of AfL	Formative most lessons, as a form of AfL  1 x summative assessment (past paper)	Formative most lessons, as a form of AfL  1 x summative assessment (past paper)	A-Level exams	N/A
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 		
<b>SPECIALIST VOCABULARY</b>	Privatisation / nationalisation Property rights, pollution permits Price ceilings / floors	Anchoring Choice architecture Nudges Comparative advantage Current account deficit/surplus Primary/secondary income Exchange Rate systems Free Trade Agreement, customs union, optimal currency area Devaluation Deflation				
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					