**The Nottingham Emmanuel School – *Economics* Curriculum Map (2022-2023)**

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| Intent statement | | | **Wisdom**: The KS5 Economics curriculum allows students to develop essential knowledge and understanding of different areas of macro and micro-economic performance and how they relate to each other. It aims to encourage students to develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods whilst developing confidence in a variety of practical, mathematical and creative thinking and problem solving skills. They will be able to analyse data and build evaluative arguments and relate their learning to the world around them at a local, national and international level.  **Hope:** Students will develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject and to be ambitious in their aims. Students will ultimately have a sound understanding of the economic and political environment, which they can build on either through apprenticeships or further study.  **Dignity:** This will be achieved through a curriculum that is designed to promote independence in every learner, enabling them to reach their full potential, whilst preparing them for their future higher education and careers choices. Student independence is achieved through flipped and interleaved learning, formative and summative assessments and self-extended learning.  **Community**: The development of collaborative learning through group work and team study on case s economic case studies allows a supportive and nurturing environment to create a culture of learning within the economics curriculum. | | | | | | |
| Diversity across the curriculum | | | Our curriculum represents the diversity of our students by learning about a range of economies, representing a diverse range of cultures with a variety of socio-economic backgrounds. Students will study developed and developing economies and learn about the impact of government policy on human behaviour and levels of inequality in society. The curriculum will equip them with the relevant skills and knowledge to be successful. | | | | | | |
|  |  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
|  | Covid recovery | ***Covid Recovery***  *Development of oracy and literacy skills specific to economics. Reading encouraged and wider research on the subject to build economics awareness.* | | | | | |
| Year 13 | Title and objectives | **Review of year 12 and year 13 development of content** | ***The labour market*** | **Economic performance and financial markets** | **The International economy** | **Exams** |  |
| Core knowledge | Economic methodology and the economic problem  Individual economic decision making review  Price determination in a competitive market review  Production, costs and revenue  *Perfect competition, imperfectly competitive markets and monopoly- review* | The demand for labour, marginal productivity theory  The Influence of trade unions in determining wages and levels of employment  The national minimum Wage  *The distribution of income and wealth, poverty and inequality*  The market mechanism, market failure and government  intervention in markets | *The measurement of macroeconomic performance.*  *Financial markets and monetary policy.*  Fiscal policy and supply-side policies | Globalisation  Trade  The balance of payments  Exchange rate systems  Economic growth and development | Year 13 revision and exams |  |
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| Skills | *Introduction to, and embedding of, A2 content and exam skills; interleaved with AS content.* | Mock exams pre-xmas, lots of exam skills to be developed. | Exam skill development and evaluation and analysis practice. Research skills and review of current information | Research of different world economies. Development of exam skills and a focus on evaluation. | Revision and exam practice |  |
| Covid recovery | ***Covid recovery***  *Spaced retrieval and flipped learning on year 12 content. Creation of glossaries. Development of literacy through supported essay writing.* | | | | | |
| Careers | Discuss how economist skills can be related to careers, | Relate the labour market to different careers that could be pursued. | Discuss different government roles and the careers within government. |  |  |  |