

Stanborough



# **Curriculum Intent and vision for Economics**

**Our vision for the Economics curriculum at Stanborough is that the students who study economics understand the importance and the relevance of the subject in relation to the problems we face at both a micro and a macro level across the globe.**

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**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

## **Key Stage 5**

### **What is your curriculum intent for Key Stage 5?**

Our curriculum Intent is to ensure that students gain a full understanding of key economic theories and principles as they complete the A Level course. We expect students to be apply to apply their knowledge and understanding of economics to make sense of what is happening in the local, regional, national and international economy at the moment. We want students to both think like economists and offer solutions from economics in relation to key issues faced at the moment. We also want students to develop and love for and a respect for the subject (which includes its limitations) through their study of the subject over the course of their studies.

### **How does Key Stage 4 prepare students for Key Stage 5?**

Economics is not offered at Key Stage 4, but many students who take the subject have studied Business Studies at GCSE level and therefore have an understanding of some key principles of business operation, pricing policies and some basic macroeconomic understanding

### **What do students cover in Key Stage 5? When do they study it?**

Year 12	Year 13
Economic methodology Price determination Production, costs and revenue Behavioral economics Measuring economic performance How the macroeconomy works Economic performance Financial markets Macroeconomic policy	Market failure Market structure Distribution of wealth and income The labour market The international economy

### **Why do they study it in that order?**

Careful thought is given in terms of the teaching of key components to ensure that Year 12 provides students with a basic grounding in key economic principles and concepts. Year 13 has a stronger focus on the application of these basic concepts in terms of studying more 'applied' topics that allow students to use their economic understanding to analyse key issues such as inequality and globalization.

### **How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

The nature of the subject demands that students are regularly and routinely revisiting prior learning to reinforce their learning. The start of most lessons will recap on prior learning. In year 13, regular multiple choice tests are given and students are always encouraged to select knowledge and understanding from across the specification when they are planning and writing their extended answers. Students are taught throughout the course to think like economists and draw upon all of the knowledge they have to analyse an issue or answer a question. It is also made very clear to them that the learning in economics is often very sequential, hence students must be continually reinforcing and embedding their prior learning.

**How do your curriculum choices contribute to the student's cultural capital?**

As a natural part of virtually all lessons students are encouraged to look at what is happening in the world at all levels and to try and understand the issue and often the solution through the eyes of an economist. This not only helps their learning, but also, it shows them the relevance and significance of the subject in today's society.

**How do you prepare students for learning beyond Key Stage 5?**

Regular reference is made to the study of Economics and related subjects during the course and the skills and knowledge needed for success in this area. Students are encouraged to talk to staff about further study in the subject. Students who have gone on to study the subject are used and referred to as part of the teaching.