



St George's School
ECONOMICS
KS4 Curriculum

<p>PRIOR KNOWLEDGE <i>Knowledge and skills developed in KS3</i></p>	<p>No prior knowledge required. Students will use quantitative skills including calculating percentages, percentage changes and simple addition and subtraction (for example calculating costs and profits). They will also draw simple diagrams using data.</p>
<p>COURSE DELIVERY & STRUCTURE <i>How the curriculum is delivered</i></p>	<p>Lessons: Students will have 5 lessons per fortnight in both Year 10 and 11</p> <p>Grouping: Students will be taught in mixed ability groups</p> <p>Structure: Most of Year 10 is spent learning the 'MICRO' side of the course. From May half term onwards (of Y10) pupils will move onto the 'MACRO' side of the course. Each side of the course is split into topics that take 2-3 weeks each.</p> <p>Prep: Pupils will be given 2 pieces of prep per week. These will typically include learning key terms, conducting research into firms, markets or macro-economic indicators, answering questions in writing and revising for end of section tests.</p>
<p>QUALIFICATION <i>Exam Board, aim and objectives</i></p>	<p>GCSE (9-1) Economics (J205) OCR</p> <p>Qualification aims and learning outcomes:</p> <ul style="list-style-type: none">❖ understand how markets operate and the roles of consumers, producers or workers within markets❖ understand how the economy works nationally and globally and the levers employed by governments to reach desired social and economic objectives❖ actively engage in the study of Economics to develop as effective, self-motivated students, and as critical, reflective thinkers with enquiring minds, able to distinguish between fact and opinion❖ understand and apply their economic knowledge and skills to investigate current and historical economic situations and issues in a range of national and global contexts❖ build economic arguments, making informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data❖ understand the perspectives of different economic agents, including consumers, producers and government in relation to economic activity
<p>ASSESSMENT <i>Internal monitoring and final assessment</i></p>	<p>Internal Assessment: As well as assessed prep, pupils will complete a written assessment at the end of each section of work. These end of section tests increase in difficulty over the course and reflect exam style questions.</p> <p>Final assessment: 2 equally weighted papers; 1 Micro and 1 Macro, both 1 hour 30 mins each. They will test pupils using a variety of question styles including MCQs (multiple choice questions), short answer questions (explain, state, calculate, illustrate) and longer answer questions (evaluate)</p>
<p>BREADTH <i>Opportunities, trips, wider reading, cultural capital</i></p>	<p>Pupils may choose to visit the Bank of England to see for themselves where Monetary Policy decisions are made. Pupils are encouraged to engage with the news so they can see some theory in practice. We will also direct pupils to appropriate websites and social media to help develop their understanding.</p>

	SUBJECT KNOWLEDGE <i>Overview of topics</i>	SKILLS & STRATEGIES <i>Procedural knowledge</i>
Autumn Y10	<p>Introduction to economics</p> <p>Supply and demand</p> <p>Price determination</p>	<p>Strong focus this term on learning key terms (create a key terms/ definitions glossary)</p> <p>Lots of diagram drawing to help illustrate the role of markets, the interaction of supply and demand and how prices are determined</p>
Spring Y10	<p>Competition</p> <p>Production</p> <p>Labour Market</p> <p>Financial Markets</p>	<p>Learning key terms continues to be central in this section</p> <p>Pupils will use their quantitative skills in this section to calculate production costs, revenue and profit. They will also continue to use diagrams to analyse scenarios</p> <p>Pupils will develop their economic writing skills by explaining why things happen and the impact of changing variables</p>
Summer Y10	<p>Economic Growth</p> <p>Unemployment</p> <p>Distribution of income</p>	<p>As above plus pupils will begin to think about the question of 'fairness'. They will develop strategies to give and explain their own opinion on topics such as taxation</p> <p>Analysing data, e.g. looking at GDP and finding trends, anomalies, relationships between variables</p>
Autumn Y11	<p>Price stability</p> <p>Fiscal Policy</p> <p>Monetary Policy</p> <p>Revision and preparation for mock exam</p>	<p>As above plus:</p> <p>Focus on development of evaluative skills (as well as continuing all the skills above). For example, which is greater...?...the likely costs or benefits?; what does success depend upon?; how may the impact differ between the short-term and long-term?</p>
Spring Y11	<p>Limitations of markets</p> <p>International trade and the global economy</p> <p>Exchange rates</p> <p>Globalisation</p>	<p>All skills will be developed and refined</p>
Summer Y11	<p>Revision, consolidation and exam preparation</p>	<p>Timed practice</p> <p>Retrieval and recall practice</p> <p>Interleaving of topics</p>