



Economics A-level Curriculum Overview

Exam Board: Edexcel

Course Outline:

Studying Economics at Reach Academy presents a wonderful opportunity for students to understand the real issues of the way that markets work within the global world, and how this affects the choices that governments make in terms of monitoring and stimulating economic growth. They will have a particular insight into the way that the UK functions within this paradigm, especially the way in which the public make choices in terms of employment and purchasing power, which affect supply and demand.

By learning about the historical context of key figures such as John Maynard Keynes, Adam Smith, Friedrich and Marx, we ensure that students are well rounded Economists such that if they wish to pursue the subject at degree level they have a solid foundation for extended studies.

As a school committed to equality of opportunity there will be a moral view identifying how choices affect fair play and the balance of inequality through creating poverty. We will also learn lessons from the late George Floyd and how society can identify opportunities through government intervention and the free market to promote racial equality and acceptance. The real issues of Brexit on the UK will be looked in context with the global economy to ensure that students are equipped with contemporary examples when applying their knowledge and skills in exams.

It is expected that nearly all students will go on to study at university, with a significant number going on to study Economics and pursue a career in a related industry.

What knowledge have we selected in our curriculum and why?

1. Knowledge-rich:

The Economics curriculum seeks to give pupils a robust base in economics theories and concepts. Every lesson begins with a do now retrieval practice which gives students an opportunity to individually reflect on learning outcomes from previous units, therefore strengthening the recall of knowledge.

2. Backwards planned:

In our all-through sequencing of our curriculum, knowledge is built upon as pupils progress through the school. So pupils will, for example, learn first core elements of economics in both their macro and



microeconomics lessons such as: The economic problem and rational decision making (micro) and the role of economic growth (macro). We ensure students cover the core principles of the Pearson exam board curriculum rigorously whilst doing so in an order that supports their interests and abilities in the subject.

3. Carefully resourced:

We regularly reflect on and enhance the quality of the central resources on our drive and classroom each year. We have meticulously compiled a student handbook which guides students into core textbooks, revision guides as well as how to take economics beyond this through relevant podcasts, videos and wider reading.

We provide exam tailored advice with the use of exam topic trackers and expert tuition exam style case studies, both of which allow students to practise exam context and questions during lessons, using scaffolding, exemplar and peer answers to foster a strong, long-term understanding of macro and micro economic concepts in an ever changing global environment.

This is reinforced by encouraging use of supplementary resources such as Uplearn and Economist subscriptions as well as Economic Review, which further drives independent reading and reflection whilst incorporating real world economics and exam guidance.

4. Aspirational, inclusive and diverse:

Aspiration in our curriculum is seen through our use of only high quality exemplar answers as well as the reflection of concepts that encourage thought beyond the curriculum. We aim to strengthen their ability to interrogate data and apply concepts in exam questions.

As a small school, we know our pupils well and make excellent use of past and present data to inform our future planning and delivery of lessons. We effectively implement seating plans to allow learners to benefit from a mix of abilities, interests and backgrounds amongst their peers. Economics also works closely with other staff and parents to adapt delivery to take into account any SEN, language or other learning needs.

Economics also requires students to build a database of local, national and global economic issues, which gives additional opportunities to explore the diverse economic challenges faced in different contexts. This is supported by first class exposition, worked examples and guidance through technical illustrations, calculations and concepts, which students can build on through the use of intellectually stimulating group research and discussions.

5. Rigorously assessed:

We follow a careful programme of regular and systematic assessments, making use of both verbal and written feedback in lessons and core assessments.

There are more regular short-assessments on key vocabulary, calculations and use of diagrams as well as timed essays targeted at specific learning outcomes and skills. This is supported by a programme of longer assessments which offer opportunities for more depth of analysis and evaluation, whilst crucially providing effective preparation for their final exams. Outside of lessons



students are given a range of homework tasks such as building on notes, researching and analysing current affairs and exam practice on a weekly basis. We model the use of effective plans when writing essays, as well as the use of high quality peer and teacher written answers. Students are encouraged to mark these to build an examiner's mindset, which can then be applied to their own learning to enhance exam skills.

6. Regularly evaluated and reflected upon.

The Economics team meet regularly to ensure consistency across lessons, reflecting carefully on which resources and teaching strategies are working well and which require adapting. This includes assessment of how students perform across different teaching activities, assessments and parts of the curriculum. This data is shared with the Senior Leadership Team to allow us to further incorporate the right resources and teaching and learning strategies to maximise learning outcomes for all students.

Our coaching system builds on this by ensuring all instructors are observed regularly, allowing a weekly action step to be implemented to enhance teaching, but also to give teachers an opportunity to learn from each other's inspirational delivery. We encourage students to share their reflections on the subject and are making more use of student feedback too to allow a two way process to improving our overall delivery.

Curriculum

Year 1 Study

Theme 1: Introduction to Markets and Market Failure

Theme 2: The UK Economy- Performance and Policies

Year 2 Study

Theme 3: Business Behaviour and the Labour Market

Theme 4: Global Perspective

Assessment Information

Students will be writing an externally set exam at the end of the two-year programme for A-level. This will include:

1. Paper 1: Markets and business behaviour *Paper code: 9EC0/01 35% of the total qualification.
2. Paper 2: The national and global economy *Paper code: 9EC0/02 35% of the total qualification.



3. Paper 3: Microeconomics and Macroeconomics *Paper code: 9EC0/03 30% of the total qualification.

Teaching and Learning Styles

There will be a variety of teaching and learning styles such as group discussion, case study analysis, independent & group research, presentation, role play, mini projects, independent learning, class discussion with varied class and exam practice activities, student-led teaching, and out-of-school learning activities. Students are also given home learning as a form of extended learning to strengthen their understanding of a taught topic and encourage independent learning.