



## Economics Curriculum Intent

### Subject vision

The global economy is relevant to all students. Whether a consumer, an employee, an employer or a global citizen, the need to understand the relationships between governments, firms and the consumers across international borders is integral in developing well informed, inquisitive individuals who can be successful in their future careers and lives.

The intention of the Economics department at Helsby High School is to deliver a curriculum which helps students to explain the world that they live in and decisions that are made by economic agents. This is achieved by exploring current and historic economic thinking and analysis. It is a curriculum which helps the students meet or exceed their aspirations. Students are encouraged to have an inquisitive mind and to develop an eagerness to embrace complex ideas and differing views of the world. Through teaching both within the classroom and beyond, students develop resilience, critical thinking and independence of thought, enabling them to enter the workplace as self motivated, independent individuals with enquiring minds.

### We deliver our curriculum intent on a subject level by:

**KS3 N/A**

**KS4: N/A**

**KS5: A Level Economics (OCR).** This course is divided into two key elements: Microeconomics and Macroeconomics. Microeconomics helps students develop an understanding of markets, market structures and business objectives. Macroeconomics is how the Macroeconomy functions on both a domestic and global level, and develops an understanding of the objectives, limitations and conflicts of macroeconomic policies. The course is designed to engage students through topics and issues that are relevant in today's society, and students are encouraged to consider the moral, ethical and sustainability issues that arise as a result of economic activity in a range of national and global contexts. Students will learn how to use and interpret quantitative evidence to justify economic decisions as well as to critically reflect on the limitations of data.

**Enrichment: Certificate in Financial Studies (London Institute of Banking and Finance).** This course is equivalent to half an Advanced Level qualification and is offered to Year 12 students. It teaches young people the core disciplines of financial education. Students are encouraged to become responsible borrowers and sensible savers, and to appreciate the need for financial planning throughout their life.

Students are encouraged to enter national competitions e.g. Budget Challenge or IEA essay competition.

In Economics students '**Achieve success**' by:

Encouraging high aspiration and a love of learning	<ul style="list-style-type: none"> <li>• Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department.</li> <li>• The curriculum is not only intended</li> </ul>
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	<p>to challenge and stretch all our students to achieve their best academically, but also to motivate them to develop transferable positive work ethics which can be beneficial to them in the future.</p> <ul style="list-style-type: none"> <li>• Economies change and develop over time. Students are encouraged to reflect upon how Economies can grow over time and the contribution which they can make to this as self-motivated, critical thinkers both in the world of work and an academic setting.</li> </ul>
Maximising progress and potential	<ul style="list-style-type: none"> <li>• A wide range of resources and teaching strategies are used to ensure that students have a comprehensive knowledge of the specifications. Varying teaching sources are used to encourage independent learning and self-study.</li> <li>• Techniques to help develop long-term memory and help students' master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy.</li> <li>• Regular exam level assessed work is used to advise on how to improve work and encourage reflection on key strengths.</li> <li>• Regular end of unit tests set at exam standard are used to inform progress and action strategic support for our students.</li> </ul>
Providing rewarding learning experiences	<ul style="list-style-type: none"> <li>• Real world data responses are used to encourage students to engage with complex, challenging quantitative data. Developing the skills of analysis and manipulation of a range of datasets.</li> <li>• Students will develop the knowledge and skills needed to analyse data, think critically about issues, and make informed decisions.</li> <li>• Educational visits to the financial centre in London enable students to fully immerse themselves in the political and economic environment where central decision making is made.</li> </ul>
Offering diverse opportunities	<ul style="list-style-type: none"> <li>• Our economics department is well resourced to give every student irrespective of their socioeconomic background the opportunity to</li> </ul>

	<p>excel.</p> <ul style="list-style-type: none"> <li>• All students are given revision guides and knowledge books to help them to learn independently.</li> <li>• Students are offered a range of online resources to develop independent learning skills.</li> <li>• Our students have access to examination materials, workstations to research, and well-qualified teachers with expert knowledge in the subject.</li> <li>• Extended opportunities are provided through participation in the IEA Essay Competition and support in academic writing.</li> </ul>
Recognising and celebrating all achievement	<ul style="list-style-type: none"> <li>• Individual student progress is regularly communicated. Students are aware of their Target Grades and personal aspirations are discussed. Success is celebrated in class, within school and recognition of achievements are sent home.</li> <li>• Regular email contact is made to recognise exception achievement and effort.</li> <li>• We know our curriculum is working in Economics as examination results are consistently above the national average and among the best in the school. This is regularly celebrated with students to raise aspirations.</li> </ul>

In Economics, students '**Value Others**' by:

Contributing to a safe school environment	<ul style="list-style-type: none"> <li>• Economics lessons take place in safe, organised, well managed classrooms.</li> <li>• Students are encouraged to articulate views and opinions in an appropriate manner to ensure all students feel safe and secure within the classroom environment.</li> <li>• Students are reminded of safety when using ICT facilities to research topics.</li> </ul>
Showing tolerance, respect and fairness	<ul style="list-style-type: none"> <li>• The economics curriculum helps students to understand the differing situations of people within our own economies through the study of poverty and income inequality. This helps to develop empathy and an understanding of people in varying situations. Development Economics helps the understanding of challenges faced around the world</li> </ul>

	<p>and the need for support across nations. This allows students to reflect upon their own situations and how they can be tolerant of others who are less fortunate.</p> <ul style="list-style-type: none"> <li>• The curriculum is designed to understand a range of differing viewpoints, weighing up their relative merits and coming to reasoned conclusions. Skills which can be applied in the workplace and society.</li> </ul>
Listening to and respecting others' views	<ul style="list-style-type: none"> <li>• Regular topical debates and discussions will help students to learn to listen to others and gain an open minded approach to their studies. Stereotypes are challenged and students are encouraged question other people's viewpoints without undermining them.</li> <li>• Understanding varying views on Economic policy and how Political viewpoints differ within an economy and across economies encourage students to think broadly and consider alternative options.</li> </ul>
Appreciating and embracing diversity	<ul style="list-style-type: none"> <li>• Students learn about discrimination within the workplace, the economic arguments against it, and the negative impact it may have on the economy.</li> <li>• Studying globalisation helps students to understand the inter relatedness of economies and the interdependence of differing countries and cultures and how greater global harmony can lead to better outcomes for all.</li> </ul>
Being an active member of our school and local community	<ul style="list-style-type: none"> <li>• Our economics curriculum offers all our students the opportunity to analyse the impact individual activities can have on the spiritual, moral, social and cultural developments of their generation and society at large.</li> <li>• Students will develop confidence in their own financial and economic understanding so that they contribute positively to the life of the school, to their local community, and to the wider environment.</li> <li>• Students develop in depth knowledge and understanding of sustainability and development, and the importance of balancing current society's needs with that of future</li> </ul>

	generations.
Co-operating with others	<ul style="list-style-type: none"><li>• Research tasks and projects will encourage team work and peer support.</li><li>• We encourage collaborative work but at the same time persuade our students to cultivate independent and research approach to learning.</li><li>• The Economics Student Ambassador Programme encourages collaborative work between the peer groups as well as with the teacher community.</li></ul>