



love the journey

## Curriculum Implementation 2025-26

### Secondary

LCA Strand	Technology, Enterprise & Sport
Subject	Economics
Key Stage	Key Stage 5 (Chapter 12-13)

What are the key concepts taught?	The aim of the Economics curriculum is to develop students' understanding of how the local / national / global economy works through analysing economic issues, problems and institutions that affect everyday life. This is done through teaching Micro and Macro Economic theory.
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What is the sequencing of units?	<p>The delivery of Edexcel Economics A is structured to develop students' analytical, quantitative, and evaluative skills through a progressive, interconnected curriculum. The course is taught over two years and follows a thematic approach, ensuring students build a secure understanding of core economic concepts before applying them to real-world contexts.</p> <p>Economics A is organised into four themes which are taught in a logical sequence:</p> <ol style="list-style-type: none"><li><b>1. Theme 1: Introduction to Markets and Market Failure</b> Students begin with microeconomic foundations—scarcity, demand and supply, elasticities, price mechanisms, and market failure. This theme introduces key analytical tools and diagrams that underpin later learning.</li><li><b>2. Theme 2: The UK Economy – Performance and Policies</b> This theme introduces key macroeconomic indicators, government objectives, aggregate demand and supply, and policy instruments. Students start to apply data, interpret charts, and link theory to the UK's current macroeconomic performance.</li><li><b>3. Theme 3: Business Behaviour and the Labour Market</b> Building on Theme 1, students examine market structures, revenue and cost theory, business objectives, labour market theory, and the regulation of markets. This theme strengthens</li></ol>
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	<p>long-chain microeconomic analysis and evaluation.</p> <p><b>4. Theme 4: A Global Perspective</b></p> <p>The course concludes with global macroeconomics—trade, globalisation, international competitiveness, exchange rates, development, and financial markets. This theme helps students integrate micro and macro frameworks and apply them to global issues.</p>
How do we encourage pupils to see the links between different units and concepts?	<p>Economics is generally a synoptic, scaffolded style subject where previous topics are used to understand new ones- teacher uses recall style mini assessments and the Paper 3 exam is on all topics covered in Chapters 12 &amp; 13, so links are emphasised throughout. 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 into our departmental curriculum.</p>
What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	<ul style="list-style-type: none"> <li>• Scaffolded notes, structured paragraph frames, and worked examples are provided early in Chapter 12.</li> <li>• These supports are gradually removed to develop independence.</li> <li>• Stretch tasks include unseen data-response practice, evaluation drills, and enrichment readings.</li> <li>• Students who need additional support receive targeted intervention sessions and model-answer breakdowns.</li> </ul>
What are the planned opportunities for retrieval and reflection by pupils?	<ul style="list-style-type: none"> <li>• Regular <b>low-stakes quizzes</b> on definitions, diagrams, quantitative skills, and recent content.</li> <li>• <b>Interleaved end-of-topic tests</b> revisiting earlier themes (e.g., Theme 1 content revisited in Theme 3).</li> <li>• <b>Spiral exam practice</b>, especially applying Theme 1–3 knowledge to Theme 4 synoptic questions.</li> <li>• <b>Exam reflection sheets</b> where students analyse strengths, misconceptions, and create improvement targets.</li> <li>• <b>Model-answer comparisons</b>, allowing pupils to refine reasoning and evaluation chains.</li> <li>• <b>Cumulative revision tasks</b> (flashcards, mind maps, diagram redraw practice).</li> </ul>
What are the opportunities for feed forward by the teacher post assessment outcomes?	<p>Guidance is regularly given on how to improve exam technique- essay style etc, and this is used to try and set targets for future work. Teacher feedback will often focus on how the current piece of work will help in future topics/work. SISRA used to monitor progress against targets.</p>

<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> <li>• Use of real-world economic articles, Bank of England blogs, OBR summaries, and contemporary policy analysis.</li> <li>• Data-response practice requiring interpretation of charts, tables, and extracts.</li> <li>• Guided reading of pre-release/context material for Paper 3.</li> <li>• Annotation of articles to identify economic arguments, assumptions, and evidence.</li> <li>• Building vocabulary for specialist economic terminology.</li> </ul>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Structured writing frames for <b>analysis and evaluation</b>.</li> <li>• Explicit teaching of <b>economic chains of reasoning</b> and linking paragraphs.</li> <li>• Modelling high-quality essays.</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Regular practice of <b>indices, percentage change, elasticity calculations, cost/revenue functions, and AD/AS data</b>.</li> <li>• Graph and diagram drawing with accuracy and interpretation.</li> </ul> <p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>• Debates on policy choices (e.g., interest rate decisions, austerity vs spending).</li> <li>• Think-pair-share to articulate economic reasoning verbally.</li> </ul> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>• Exploring inequality, living standards, environmental sustainability, ethical growth, development, and government decision-making.</li> <li>• Understanding how policy choices affect <b>society, groups, and regions</b>, including UK regional divides.</li> </ul>