	ECONOMICS					
YEAR GROUP	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
			¥12			
KNOWLEDGE	Theme 1: Markets, consumers and firms	Theme 1: Markets, consumers and firm	Theme 2: The wider economic environment	Theme 2: The wider economic environment	Theme 2: The wider economic environment	Revision and AP/AS level exam preparation
	Scarcity, choice and potential conflicts in the UK.	The role of credit in the economy in the UK.	Topic:	Life in a global economy	Introduction to macroeconomic policy	
	Students will need to have knowledge and understanding of the following:	Students will need to have knowledge and understanding of the following:	Business growth and competitive advantage in the UK.	Students will need to have knowledge and understanding of the following:	Students will need to have knowledge and understanding of the following:	Theme 3: The global economy
	- Introduction to Economics - The economic problem	 Role of banks in the economy Risk and liability 	Students will need to have knowledge and understanding of the following: Lessons:	 Globalisation Developed, emerging and developing economies 	 Possible macroeconomic objectives Policy instruments 	Globalisation
	Business objectives	 – Risk and liability – Types and sources of credit and the impact of credit within the economy 	- Methods of growth	 Developed, emerging and developing economies International trade 	 Policy instruments The nature and impact of the following on the economy, firms and economic 	Globalisation
	-Enterprise, business and the economy	- Types and sources of credit and the impact of credit within the economy	- How small firms compete	- Exchange rates	agents	- Growing economies
	-Stakeholders (economic agents) and their objectives	- The relationship between revenue and costs	- Research and development (R&D) and innovation	- The economic cycle	- Potential policy conflicts and trade-offs	
	- Role of an entrepreneur in the economy	- Profit and loss	- Price elasticity of demand (PED)	- Employment and unemployment		
	– Stakeholders – Demand	 Business survival and cash flow The wider economic environment 	 Competing on price Types of non-price competition 			
	- Supply	- Market failure and externalities	- Income elasticity of demand (YED)			
	- Price determination	- Government intervention and failure	- Productivity			
	- Understanding the consumer		- Efficiency and			
	- The competition		- Impact on costs and sales revenue			
SKILLS	(Students will start to learn and start to develop skills introduced to them in	(Students will continue developing key skills introduced to them in term 1A).	Students will need to have the following skills:	Students will need to have the following skills:	Students should continue to develop and build on the skills taught across the	Students should continue to develop and build on the skills taught across the
SKILLS	this first term of the academic year 1A)	Skills that will be develop, includes an understanding of the benefits of markets	Students will need to have the following skills. Students continue to develop skills introduced in term 1 and content from last	students will need to have the following skills.	course so far. By this stage, students must be able to do the following:	course so far. By this stage, students must be able to do the following:
	Skills that will be develop, includes an understanding of the benefits of markets	and the reasons why they may fail; understand the implications of market	year. As well as building the following.	Students continue to develop skills introduced in term 1 & term 2a. Plus	Skills that will be develop, includes an understanding of the benefits of markets	\$
	and the reasons why they may fail	failure for individuals, firms and government, and recognise the possibility of	Skills that will be develop, includes an understanding of the benefits of market		and the reasons why they may fail; understand the implications of market	Skills that will be develop, includes an understanding of the benefits of markets
	Distinctions between natural and social sciences -ability to interpret normative political statements from positive economic ones -broad understanding of the	government failure use the aggregate demand/aggregate supply (AD/AS) model and data to understand why supply-side and/or demand-side policies	and the reasons why they may fail; understand the implications of market failure for individuals, firms and government, and recognise the possibility of	Skills that will be develop, includes an understanding of the benefits of markets and the reasons why they may fail; understand the implications of market	failure for individuals, firms and government, and recognise the possibility of government failure use the aggregate demand/aggregate supply (AD/AS)	and the reasons why they may fail; understand the implications of market failure for individuals, firms and government, and recognise the possibility of
	political statements from positive economic ones -broad understanding of the economy and how it affects everyday life.	model and data to understand why supply-side and/or demand-side policies may be seen as appropriate ways of managing an economy.	failure for individuals, firms and government, and recognise the possibility of government failure use the aggregate demand/aggregate supply (AD/AS)	and the reasons why they may fail; understand the implications of market failure for individuals, firms and government, and recognise the possibility of	government failure use the aggregate demand/aggregate supply (AD/AS) model and data to understand why supply-side and/or demand-side policies	failure for individuals, firms and government, and recognise the possibility of government failure use the aggregate demand/aggregate supply (AD/AS)
	Students gain insight (via case	may be seen as appropriate ways or managing an economy.	model and data to understand why supply-side and/or demand-side policies	government failure use the aggregate demand/aggregate supply (AD/AS)	may be seen as appropriate ways of managing an economy. Students will also	model and data to understand why supply-side and/or demand-side policies
	studies) into the role of the entrepreneur, and the careers available. As well as		may be seen as appropriate ways of managing an economy.	model and data to understand why supply-side and/or demand-side policies	need to consider the possible impact of macro-economic policies; recognise the	may be seen as appropriate ways of managing an economy. Students will also
	assemblies/ seminars to gain knowledge of other areas of potential		Students will also need to consider the possible impact of macro-economic	may be seen as appropriate ways of managing an economy.	issues the government faces in managing the macro-economy; argue for	need to consider the possible impact of macro-economic policies; recognise the
	occupational opportunities.		policies; recognise the issues the government faces in managing the macro-		different approaches. As well as being able to identify criteria for success and	issues the government faces in managing the macro-economy; argue for
			economy; argue for different approaches; and identify criteria for success and evaluate effectiveness. Along with it be able to develop the ability to apply and		evaluate effectiveness. Work experience. As well as assemblies/ seminars to gain knowledge of other	different approaches. As well as being able to identify criteria for success and evaluate effectiveness
			evaluate errectiveness. Along with it be able to develop the ability to apply and evaluate economic models as represented in written, numerical and graphical		areas of potential occupational opportunities. Students gain insight (via case	evaluate errectiveness.
			forms; interpret and evaluate different types of data from multiple sources; and	4	studies) into government roles, careers.	
			propose and justify possible responses to economic issues.		https://www.parliament.uk/visiting/virtualtour/	
			Lastly, to develop an understanding of the role and impact of the financial			
			sector recognise the assumptions, relationships and linkages of the possible impacts of macroeconomic policies apply and evaluate economic concepts,			
			theories, methods and models to a wider range of contexts			
			theories, methods and models to a wider range of contexts			
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YEAR GROUP	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
YEAR GROUP	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
YEAR GROUP	HALF TERM 1		HALF TERM 3 Y13 Theme 4 Making Markets Work	HALF TERM 4	HALF TERM 5	HALF TERM 6
		HALF TERM 2 Theme 3: The global economy & Theme 4 Making Markets Work Multinational & Employment Patterns	Y13 Theme 4 Making Markets Work Poverty & Spectrum of competition	Theme 4 Making Markets Work Business Regulations & market Failure		
	Theme 3: The global economy Growing economies Students will need to have knowledge and understanding of the following:	Theme 3: The global economy & Theme 4 Making Markets Work Multinational & Employment Patterns Case study release topic:	Y13 Theme 4 Making Markets Work Poverty & Spectrum of Competition Students will need to have knowledge and understanding of the following	Theme 4 Making Markets Work Business Regulations & market Failure Students will need to have knowledge and understanding of the following	Theme 4 Making Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following	
	Theme 3: The global economy Growing economies Students will need to have knowledge and understanding of the following: – Growing economies	Theme 3: The global economy & Theme 4 Making Markets Work Multinational & Employment Patterns Case study release topic: the UK Economy	Y13 Theme 4 Making Markets Work Poverty & Spectrum of competition Students will need to have knowledge and understanding of the following Poverty and inequality	Theme 4 Making Markets Work Busines: Regulations & market Failure Students will need to have knowledge and understanding of the following Busines: regulation	Theme 4 Making Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following – Risks and Uncertainty	
	Theme 3: The global economy Growing economies Students will need to have knowledge and understanding of the following: - Growing economies interpreting index numbers	Theme 3: The global economy & Theme 4 Making Markets Work Multinational & Employment Patterns Caes study release topic: the UK Economy Students will need to have knowledge and understanding of the following:	Y13 Theme 4 Making Markets Work Poverty & Spectrum of competition Students will need to have knowledge and understanding of the following – Poverty and inequality – Reducing poverty	Theme & Making Markets Work Business Regulations & market Falure Students will need to have knowledge and understanding of the following – Business regulation – Arguments for and against regulation	Theme 4 Making Markets Work Risk and Uncertainty Skudents will need to have knowledge and understanding of the following – Risk and uncertainty – The role of the financial sector	
	Theme 3: The global economy Growing economies Students will need to have knowledge and understanding of the following: – Growing economies	Theme 3: The global economy & Theme 4 Making Markets Work Wuldivational & Employment Patterns Case study release topic: It to UK Economy Students will need to have knowledge and understanding of the following: – The impact of multitational corporations (MNCs)	Y13 Theme 4 Making Markets Work Poverty & Spectrum of competition Students will need to have knowledge and understanding of the following Poverty and inequality	Theme 4 Musing Markets Work Business Regulations & market Fairue Students will need to have knowledge and understanding of the following – Business regulation – Arguments for and against regulation pricing strategies	Theme 4 Making Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following – Risks and Uncertainty	
	The global economy Growing economies Students will need to have knowledge and understanding of the following: - Growing economies interpreting index numbers - Trade and growth - Trade policy and trade negotiation - Trade policy and trade negotiation	Theme 3: The global economy & Theme 4 Making Markets Work Multinational & Employment Patterns Case study release topic: the UK Economy Students will need to have knowledge and understanding of the following: – The impact of multinational corporation (MNCs) – Ethical Stude – Controlling MNCs – Employment patterns	Y13 Theme 4 Musing Markets Work Poverty & Spectrum of competition Students will need to have knowledge and understanding of the following Poverty and inequality Reducing poverty Reducing povert	Theme 4 Musing Markets Work Business Regulations & market Faire Students will need to have knowledge and understanding of the following = Business regulation - Arguments for and against regulation pricing strategies = Business objectives and pricing decisions – Productive and allocative efficiency	Theme 4 Making Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following – Risks and uncertainty – The role of the financial sector – The role of the entrati bank	
	Theme 3: The global economy Growing economies Students will need to have knowledge and understanding of the following: – of conving economies interpreting drow numbers – of conving economies – Trade policy and trade negotiation – Trade policy and trade negotiation – Trade policy and trade negotiation	Theme 3: The global economy & Theme 4 Making Markets Work Wallhautional & Employment Patterns Case study release topic: the UK Economy The UK Economy The Instance of the Instance of the following: - The Impact of multinosicoal corporations (MNCs) - Employment patterns - Employment patterns - Wage rates	Y13 Theme 4 Making Markets Work Poertry & Spectrum of competition Students will need to have knowledge and understanding of the following Poertry and Speculity Poertry and Speculity The inspect of insquality on economic agents — The inspect of insquality on income and wealth — Spectrum of competition — Spectrum of competition — Barriers to entry	Theme 4 Making Markets Work Business Regulations & market Falure Students will need to have knowledge and understanding of the following – Arguments for and against regulation – Arguments for and against regulation – Business Objectures and pricing decisions – Productive and allocative efficiency – Externalities	Theme 4 Making Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following – Risks and uncertainty – The role of the financial sector – The role of the entrati bank	
	The global economy Growing economies Students will need to have knowledge and understanding of the following: - drowing economies interpreting index numbers - Trade and growth - Trade policy and trade negositation - Exchange rate changes - Conditions that prompt trade	Theme 3: The global economy & Theme 4 Making Markets Work Multinational & Employment Patterns Case study release topic: the UK Economy Students will need to have knowledge and understanding of the following: – The impact of multinational corporation (MNCs) – Ethical Stude – Controlling MNCs – Employment patterns	Y13 Theme 4 Musing Markets Work Poverty & Spectrum of competition Sludents will need to have knowledge and understanding of the following Poverty and inequality Reducing poverty Patients of inequality on economic agents Patientistionion of income and wealth Spectrum of competition Barriers to entry Oligopoly	Theme 4 Musing Markets Work Business Regulations & market Faire Students will need to have knowledge and understanding of the following Business regulation Arguments for and against regulation pricing strategies Business objectives and pricing decisions – Productive and allocative efficiency – Externalities – Market failure in society	Theme 4 Making Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following – Risks and uncertainty – The role of the financial sector – The role of the entrati bank	
	Theng 3: The global economy Growing economies Students will need to have knowledge and understanding of the following: – Growing economies interpreting index numbers – Trade plots – Trade plots, and trade negotiation – Trade plots, and trade negotiation – Condangs rate Changes – Condangs that Changes – Condens that growing to add	Theme 3: The global economy & Theme 4 Making Markets Work Wallhautional & Employment Patterns Case study release topic: the UK Economy The UK Economy The Instance of the Instance of the following: - The Impact of multinosicoal corporations (MNCs) - Employment patterns - Employment patterns - Wage rates	Y13 Theme 4 Making Markets Work Poertry & Spectrum of competition Students will need to have knowledge and understanding of the following Poertry and Speculity Poertry and Speculity The inspect of insquality on economic agents — The inspect of insquality on income and wealth — Spectrum of competition — Spectrum of competition — Barriers to entry	Theme 4 Making Markets Work Business Regulations & market Falure Students will need to have knowledge and understanding of the following – Arguments for and against regulation – Arguments for and against regulation – Business Objectures and pricing decisions – Productive and allocative efficiency – Externalities	Theme 4 Making Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following – Risks and uncertainty – The role of the financial sector – The role of the entrati bank	
	The global economy Growing economies Students will need to have knowledge and understanding of the following: – Growing economies Interpreting index numbers – Trade and growing – Trade and gro	Theme 3: The global economy & Theme 4 Making Markets Work Multituitational & Employment Patterns Case study release topic: the UI Economy - The impact of multitational corporations (MNCs) - Ethical Susar - Controlling MNCs - Ethical Susar - Controlling MNCs - Wage rate - Wage rate - Minimum wage legislation Students will need to have the following stills:	Y13 Theme 4 Muking Markets Work Powerty & Spectrum of competition Students will need to have knowledge and understanding of the following Powerty and insequality - Reducing coverty - Reducing coverty	Theme 4 Making Markets Work Business Regulations & market Failure Students will need to have knowledge and understanding of the following – Arguments for and against regulation pricing strategies – Business objectives and pricing decisions – Productive and allocative – Business objectives and pricing decisions – Productive and allocative – Durations objectives and pricing decisions – Productive and allocative – Durations – Durations – Productive and allocative – Durations – Productive and Pricing decisions – Productive and allocative – The ADJAS model Students will need to have the following skills:	Theme 4 Making Markets Work Risk and Uncertainty Students will neet to have knowledge and understanding of the following – Risk and uncertaintarly – The role of the enancial sector – The role of the enancial sector – The Global Financial Crisis Students will need to have the following skills:	Revision and A level exam preparation
KNOWLEDGE	Theme 3: The global economy Growing economies Students will need to have knowledge and understanding of the following: - Growing economies interpreting index numbers - Trade and growth - Trade policy and trade negotiation - Trade policy and trade negotiation - Exchange rate changes - Conditions that prompt trade - Assessing the potential of afflerent economies - Assessing the potential of afflerent economies - Assessing will need to have the following stills: Students shuld continue to develop and build on the stills taught across the	Theme 3: The global economy & Theme 4 Making Markets Work Multinational & Employment Patterns Case study release topic: the UK Economy Students swill need to have knowledge and understanding of the following: — The impact of multinational corporation (MNCs) — Thim Statem Markets — The Theme of the Statem Statem — Wage rates — Minimum wage legislation Students will need to have the following skills: Students will need to have the following skills:	Y13 Theme 4 Musing Markets Work Powerty & Spectrum of competition Students will need to have knowledge and understanding of the following Powerty and inequality on economic agents - Redicting powerty - Redicting powerty - Redicting powerty - Redicting powerty - Redicting powerty - Redicting powerty - Redicting powerty	Theme 4 Musing Markets Work Business Regulations & market Fairue Students will need to have knowledge and understanding of the following — Agguments for and against regulation pricing strategies — Business objectives and pricing decisions – Productive and allocative efficiency — Esternalities — Murket failure in nocety — Policets deal with market failure — The AD/AS model Students will need to have the following skills: Students will need to have the following skills:	Theme 4 Musing Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following – Risk and uncertainty – The role of the Grancial sector – The Global Financial crisis – The Global Financial Crisis Students will need to have the following skilts Students continue to develop skills introduced in term 1.8.2. Plus content	Revision and A level exam preparation Students will need to have the following skills:
KNOWLEDGE	The global economy Growing economies Students will need to have knowledge and understanding of the following: – Growing economies interpreting index numbers – Trade and growing – Conditions that prompt trade – Conditions that prompt trade – Conditions that prompt trade – Responding to global demand Students will need to have the following suits: Students should continue to develop and build on the skills taught across the students will need the type. By this stage, students	Theme 3: The global economy & Theme 4 Making Markets Work Multinational & Employment Patterns Case study relase topic: the UK Economy - The impact of multinational corporations (MNCs) - Ethical Susa - Controlling MCs - Ethical Susa - Controlling MCs - Monomer and Susa - Controlling MCS - MCS - Monomer and Susa - Controlling M	Y13 Theme 4 Muking Markets Work Powerty & Spectrum of competition Students will need to have knowledge and understanding of the following Powerty and insequality - Reducing coverty - Reducing coverty - Reducing coverty - Reducing coverty - Reducing coverty - Spectrum of competition - Oligooptic - Market failure Students will need to have the following stills: Students continue to develop stills introduced in term 1 and content from last year. As well as building the following	Theme 4 Making Markets Work Business Regulations & market Failure Students will need to have knowledge and understanding of the following – Arguments for and against regulation pricing strategies – Business objectives and pricing decisions – Productive and allocative effects – Business objectives and pricing decisions – Productive and allocative effects – Business objectives and pricing decisions – Productive and allocative effects – Business objectives and pricing decisions – Productive and allocative effects – Products to deal with market Allaure – The AD/St model Students continue to develop skills: introduced in tern 1 & term 2a. Plus Students outiness, park - Net alla building the following.	Theme 4 Making Markets Work Risk and Uncertainty Students will need to have knowledge and understanding of the following – Risk and uncertainty – The role of the central bank – The Global Financial Ectors – The Global Financial Crisis Students will need to have the following skills: Students continue: to develop skills introduced in term 1.8.2. Plus content delivered last year. A well as building the following	Revision and A level exam preparation Students will need to have the following skills Students continue to develop akills introduced in term 1.8.2 & term 3a. Plus content delevela larger Ar, we lass lating the following.
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