Intent (Aims and purpose)

We aim to create the very best Economic students. The aim of the Economic curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities.

We do this by quality first teaching which ensures students understand underlying Economic and Business theory which students apply to a variety of familiar and unfamiliar case studies. We want students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy.

Our curriculum goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable.

Our curriculum in Economics supports the ethos statement of the school. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance in Economic lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind.

As a knowledge based curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.

Cultural Capital is embedded throughout the Social Sciences curriculum. Our students are constantly introduced to a wide variety of viewpoints from some of the most influential economists and entrepreneurs throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples. Students undertake this whilst developing an increased understanding into current events happening globally.

In addition to our aims, our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

Implementation

Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. 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. To complement the schemes of work students also engage in Economic through arranging student revision conferences with senior examiners and other experienced practitioners. These activities allow students to gain valuable insight into the subject and the demands of the examination.

In Economics we also implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice. The department make full use of the Microsoft teams for education and all students use this to access the departmental resources both in lessons and remotely.

Impact

We know our curriculum is working in the Economic department as examination results are consistently above the national average and among the best in the school at A-level.

The quality of teaching and learning in Economics and Business has been praised during learning walks by both external and internal observers.

The engagement of students in the department can be observed in lessons and recorded in student voice. The number of students choosing to study Economics at A-Level are very high and a number of our students go on to study the subjects further at university.

More importantly, students frequently express their enjoyment of Economics, the quality of teaching they have received and their appreciation of the knowledge and study skills they have gained from the department