

## Economics Department: Curriculum Overview 2025-26

### **Curriculum Intent:**

In Social Sciences, our aims are for all students

- To develop an understanding of the complexities of the society that we live in with a particular focus on understanding why and how we act and the consequences of this.
- To show tolerance and respect for others.
- To provide qualifications and skills that will prepare students for life after Fullbrook and equip them with knowledge that they will use for the rest of their life.

In Economics the curriculum intent is:

- To prepare all students for their lives in the working world through the study of Economics. We recognise that not all students will be entrepreneurs or work in businesses, but know all of us are impacted by the business and economic environment. We want to inspire students to be successful in their careers and have a positive impact on the community.
- For all students to gain an understanding of the processes involved in producing and distributing the goods and services required by consumers, in the context of the efficient use of economic resources.

Year 12	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
<b>Topic</b>							
<b>Skill</b>	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	
<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>Micro</b></li> <li>• 4.1.1 Economic Methodology &amp; the Economic Problem</li> <li>• 4.1.2. Individual Economic Decision Making</li> <li>• 4.1.3 Price Determination in a Competitive Market</li> <li>• <b>Macro:</b></li> <li>• 4.2.1 Measurement of macroeconomic performance</li> <li>• 4.2.2 How the macroeconomy works: the circular flow of income, aggregate demand &amp; aggregate supply analysis and related concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Micro: 4.1.3</b></li> <li>• Price Determination in a Competitive Market (cont)</li> <li>• <b>Macro: 4.2.2</b></li> <li>• How the macroeconomy works: the circular flow of income, aggregate demand &amp; aggregate supply analysis and related concepts (cont)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Micro:</b></li> <li>• 4.1.3 Price Determination in a Competitive Market (ctd.)</li> <li>• 4.1.8 The Market Mechanism, Market Failure &amp; Govt Intervention in Markets</li> <li>• 4.1.3 Price Determination in a Competitive Market (ctd)</li> <li>• 4.1.2. Individual Economic Decision Making (ctd)</li> <li>• <b>Macro</b></li> <li>• 4.2.2 The macroeconomic process: income circular flow, aggregate demand &amp; supply analysis; related concepts (ctd)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Micro</b></li> <li>• 4.1.4 Production, Costs &amp; Revenue</li> <li>• <b>Macro</b></li> <li>• 4.2.3 Economic Performance – Economic Growth</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Micro</b></li> <li>• 4.1.4 Production, Costs &amp; Revenue (cont.)</li> <li>• <b>Macro</b></li> <li>• 4.2.3 Economic Performance – Economic Growth (ctd) and Unemployment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Micro:</b></li> <li>• 4.1.4 Production, Costs &amp; Revenue (cont.)</li> <li>• <b>Macro:</b></li> <li>• 4.2.3 Economic Performance - Unemployment (ctd)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues. This includes drawing appropriate diagrams.</li> <li>• Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues. This includes solving numeric problems.</li> <li>• Analyse issues within economics, showing an understanding of their impact on economic agents.</li> <li>• Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues.</li> </ul>
<b>Feedback Points</b>	Tutor2U assessment booklet for Economic Methodology & Economic Problem with exam style questions covering AO1-AO4. b.9-mark past exam question on the determinants of demand.	9 mark and 15 mark past exam questions on SRAS and supply-side shocks. End of autumn term 2 macro test-past exam multiple choice questions.	Formal Assessment 1. Tutor2U assessment booklet for price determination comprising exam style questions which cover AO1-AO4.	Worksheets: 1. for production and productivity using T2U AQA Economics resources. 2.The division of labour using T2U AQA Economics resources. 3.Long run average cost and economies of scale using T2U AQA Economics resources.	Microeconomics: 15 mark & 25 mark past A Level questions on 'shut down price' model and evaluation of profit. Macroeconomics: 25-mark past exam question on evaluating policies to combat unemployment.	Formal Assessment 2 Micro and Macro economics: 2-hour examination: a) MCQs b)Macroeconomics c) Microeconomics. Constructed from past exam questions and marked using approved standardised mark scheme	
<b>Key Questions/skills</b>	<ul style="list-style-type: none"> <li>• Specific quantitative skills: Calculate, use and understand ratios, fractions, percentages and changes; Understand and use the terms mean, median and relevant quantiles; Construct and interpret a range of standard graphical forms; Calculate and interpret index numbers; Make calculations to convert</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their knowledge and understanding of calculating elasticity values for demand and supply, and continue to develop knowledge and understanding of the quantitative skills identified in autumn term 1, and their ability to accurately apply these</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop knowledge and understanding of the quantitative skills identified in autumn terms 1 &amp; 2, as well as ability to accurately apply all of these skills to a range of familiar and unfamiliar situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop knowledge and understanding of how to accurately calculate cost, revenue and profit (marginal, average, totals), continue to develop all the quantitative skills identified in autumn terms 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing the quantitative skills identified in autumn &amp; spring terms, including ability to achieve the 4 assessment objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing the quantitative skills identified in autumn &amp; spring terms, including ability to achieve the 4 assessment objectives.</li> </ul>	

	from money to real terms; Interpret, apply and analyse information in written, graphical and numerical forms	to a range of familiar and unfamiliar situations.					
<b>Standardised Homework</b>	Homework based on content covered in lessons Will often be in the form of extended essays. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks						

Year 13	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
<b>Topic</b>					<b>Revision</b>	<b>Revision</b>	
<b>Skill</b>	AO1, AO2, AO3, AO4	AO1, AO2, AO3 AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	
<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>Micro:</b></li> <li>• 4.1.5 Perfect Competition, Imperfectly Competitive Markets and Monopoly.</li> <li>• <b>Macro:</b></li> <li>• 4.2.3</li> <li>• Economic Performance – Inflation &amp; Deflation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Micro:</b></li> <li>• 4.1.8 The Market Mechanism, Market Failure &amp; Govt Intervention in Markets.</li> <li>• 4.1.7 Distribution of Income &amp; Wealth: Poverty &amp; Inequality</li> <li>• <b>Macro:</b></li> <li>• 4.2.5 Fiscal and Supply-Side Policies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Micro:</b></li> <li>• 4.1.8 The Market Mechanism, Market Failure &amp; Govt Intervention in Markets (ctd)</li> <li>• <b>Macro:</b></li> <li>• 4.2.4 Financial Markets &amp; Monetary Policy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Micro:</b></li> <li>• 4.1.6 Labour Market</li> <li>• <b>Macro:</b></li> <li>• 4.2.6 The International Economy</li> </ul>	Micro: Revision & preparation for papers 1 and 3 Macro: Revision & preparation for papers 2 and 3.	Revision of paper 1, 2 and 3	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues. This includes drawing appropriate diagrams.</li> <li>• Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues. This includes solving numeric problems.</li> <li>• Analyse issues within economics, showing an understanding of their impact on economic agents. Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues.</li> </ul>
<b>Feedback Points</b>	Microeconomics: a. 15 mark & 25 mark past A Level questions on monopolistic competition. b. 15 mark past A Level question on natural monopolies. c. Past A Level questions on price discrimination and d.nationalisation & privatisation. (c and d 15 and 25 mark questions) All the above use AQA mark schemes. e.Teacherproduced worksheet on oligopoly using T2U AQA Economics resources. Macroeconomics: a.25-mark past exam question-evaluating policies to correct inflation. b.15-mark past exam question on reducing the NRU. c.25 mark past exam question: evaluating macroeconomic policy conflicts	Formal Assessment 1 Microeconomics a.three x 15 mark & 25 mark past A Level questions on maximum & minimum prices, indirect taxes, and subsidies. AQA mark schemes. b. Teacher-produced worksheet on public goods using T2U AQA Economics resources. c. 15 mark & 25 mark past A Level questions on externalities. d. 15 mark & 25 mark past A Level questions on poverty and inequality. All use AQA mark scheme.	Formal Assessment 2 Macroeconomics: 2 x 25-mark past exam questions 1) evaluating the effectiveness of monetary policy and 2) evaluating the effectiveness of banking regulations.	Microeconomics: a.15 mark & 25 mark past A Level questions on the national minimum wage. b.25 mark past A Level question on trade unions. Both use AQA mark scheme. Macroeconomics: a.25-mark past examination question on evaluating FDI and globalisation. b.25-mark past examination question on evaluating the balance of payments and exchange rate systems. c. 25-mark past examination question	As needed based on content and revision		
<b>Key Questions/skills</b>	Develop knowledge and understanding of all the quantitative skills identified in Y12, including ability to accurately apply these skills to a range of familiar and unfamiliar situations. Continue to develop skills in the four assessment objectives: AO1: Demonstrate knowledge of terms, concepts and theories, models to show understanding of the behaviour	<ul style="list-style-type: none"> <li>• AO2: Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues. This includes solving numeric problems. AO3: Analyse issues within economics, showing an understanding of their</li> </ul>	<ul style="list-style-type: none"> <li>• Embed knowledge and understanding of all quantitative skills from Y12, including ability to accurately apply these skills to a range of familiar and unfamiliar situations. Embed each of the four assessment objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed knowledge and understanding of all quantitative skills from Y12, including ability to accurately apply these skills to a range of familiar and unfamiliar situations. Embed each of the four assessment objectives.</li> </ul>			

	of economic agents and how they are affected by and respond to economic issues. This includes drawing appropriate diagrams.	impact on economic agents. AO4: Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues.					
<b>Standardised Homework</b>	Homework based on content covered in lessons or previous content learnt. Will often be in the form of extended essays. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks						