



## Newport Girls' High School Curriculum Summary

<b>Faculty:</b> Humanities	<b>Subject:</b> Economics
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### Our Vision

#### Faculty Vision

The humanities faculty at NGHS consists of the history, geography, religious studies, psychology, politics and economics departments. Our overriding vision for the faculty is to produce learners who have an excellent understanding of all aspects of the world we live in. Our range of subjects allows students to glean an understanding of global cultures and world views, whilst also enabling them to learn from the past and apply their learning to the relevance of today's society. We endeavour to encourage learners to make links between society, people and the physical environment, and work to make well-rounded, intellectually curious young people with excellent thinking skills, and with empathy and respect for the views of others. We strive to keep our curriculum relevant and up to date, incorporating contemporary issues such as climate change and conflict alongside historical comparisons in all of the humanities subjects. By the end of key stage 5, we expect students to be leaving us with an excellent understanding of global issues and challenges and to be literate in the use of specialist subject terminology.

#### Subject Vision

The Economics department aims to give students a firm foundation for their future life and work challenges. Students have "*the best of both*" as the academic rigour of economics and the dynamism of business are blended together create an inclusive and engaging learning environment which inspires students to acquire the essential skills of numeracy, literacy and critical analysis. Student support is firmly rooted in the belief that this will encourage inquisitive minds to appreciate the economic environment around them and how learn how different countries approach growth and development.

### Curriculum Intent

Students study the Edexcel syllabus B. This offers students excellent preparation for higher education as well as insight in to the world of business. The priority is the promotion of a long lasting passion for the subject as well as creative experience of real-world topics and issues. The department has close links with Cadbury World headquarters in Birmingham who support our students by giving direct insight in to the policy and practice of a large business through their inspirational educational talks when we visit.

Schemes of work are adapted regularly so they are relevant to the changing nature of the local, national and international economy. Departmental passion and drive ensures that students enjoy their Economics lessons and make excellent progress from their differing starting points. Whilst the syllabus is fully covered, students are challenged by going beyond this to instil a love of the subject and a deeper understanding of the many approaches to economic policies and their relevance to the modern day.

## Curriculum Sequencing Rationale & Implementation

### KS5 Economics

The sequence in which units of work are taught is carefully crafted to create a stepped approach to the knowledge and skills students need for a deep understanding of the subject. In Year 12 the teaching of numerical aspects begins with the understanding that there will be significant variation in students' baseline mathematical ability. Some students will have achieved a grade 5 at GCSE Maths so may require support in their practice whilst other students with higher levels of attainment can access and go beyond the requirements rapidly. Lesson materials are therefore carefully differentiated so that every student can achieve their potential whatever their starting point and that all are fully prepared for the more challenging work in Year 13.

The Year 12 the topics of income statements, profit margins and contribution require basic knowledge of percentage change and formulae. Students can build upon and adapt their GCSE mathematical skills so that by the end of the year they can usually master these new concepts and begin to interpret the significance of them to economic or business situations. This is stepped up in Year 13 when the topics of price and income elasticity are introduced which build upon prior knowledge but require a much higher level of interpretation. Lesson materials are differentiated in order to support students in this sequenced learning.

The basics of individual and market demand and supply are fully explored diagrammatically in Year 12. This ensures that key knowledge is embedded so that in Year 13, understanding can be deepened by the study of the AS/AD model of the whole economy which requires much more demanding diagrammatical skill and interpretation. As this is often an area of challenge for students, a revisiting of basic demand and supply diagrams is usually a pre-requisite beforehand.

For specific information relating to the content of the curriculum in each year group, opportunities for wider personal development and enrichment and ways for parents to support their daughter in her learning within this subject, please see the Learning Overviews on our website.