

Curriculum Unit Overview

Economics- Year 13 Micro Half-Term 1

The work covered during the lockdown for Microeconomics was costs and revenue, students were a little bit behind where they should have been as they would have completed the objectives of firms and profit. For Macroeconomics the financial markets, role of the central bank and the role of the state was covered.

In order for students to be where they should be there will be consolidation work within lessons from September including recall starters with explanations and activities covering questions involving these topics. We will also be setting extra work via teams for the students to do during free periods in order to push themselves and really embed the knowledge learnt.

We will be able to assess understanding via the low stake assessment within lessons and identify misconceptions and problems with the knowledge. Towards the end of the half term we will be setting a formal assessment on the topics that have been taught to get a good idea of where students are in terms of content and exam technique.

We will support students through questioning and scaffolding within lessons, allowing for discussion on the topics that have already been taught to allow students a deeper understanding, thus allowing them to make links to the new content which is built on from the lockdown work.

The extra lesson each week will allow us to catch up on the lost time and allow us to have lots of time for revision and dissecting questions in 2021.

What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
These skills were taught during lockdown and will be recapped to ensure understanding has been achieved	3.1.1 Sizes and Types of Firms Know reasons why some firms tend to remain small and why others grow. Know that there is a divorce of ownership from control called the principal-agent problem. Know the difference between public and private sector organisations. Know the	The ability to consistently and accurately discuss ways in which firms grow and reasons they do not grow. The ability to apply the principal-agent problem to a range of scenarios.	GCSE Business studies Y12 Microeconomics HT 1 1.2.1 Rational decision making 1.2.2 Demand Y12 Microeconomics HT 2	Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook

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Understanding is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

² **Mastery** keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which learners work through in a series of sequential steps and must demonstrate a high level of success, typically about 80%.

³ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?

	<p>difference between profit and not-for-profit organisations</p> <p>3.1.2 Business Growth Know that businesses grow via organic growth, forward and backward vertical integration, horizontal integration, conglomerate integration and what each of these terms mean. Know the advantages and disadvantages of the types of growth. Know the constraints on business growth including: size of the market, access to finance, owner objectives, regulation</p> <p>3.1.3 Demergers Know reasons for demergers and the impact of demergers on businesses, workers and consumers</p> <p>3.3.1 Revenue Know the formulae to calculate and understand the relationship between: total revenue, average revenue, marginal revenue. Know the formula for price elasticity of demand and its relationship to revenue concepts (calculation required). Know the diagrams for the different revenue concepts.</p> <p>3.3.2 Costs Know the formulae to calculate and understand the relationship between: total cost, total fixed cost, total variable cost, average (total) cost, average fixed cost, average variable cost, marginal cost. Know the diagram that shows the different cost concepts. Know that short-run cost curves have their shape</p>	<p>The ability to explain how average revenue, marginal revenue and total revenue are linked and the implications of this for a firm.</p> <p>The ability to link the elasticity of demand to revenue concepts, including the use of diagrams.</p>	<p>1.2.3 Price, income and cross elasticities of demand</p>	
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	<p>because of the assumption of diminishing marginal productivity. Know the relationship between short-run and long-run average cost curves</p> <p>3.3.3 Economies and Diseconomies of Scale</p> <p>Know the types of economies and diseconomies of scale. Know where the Minimum efficient scale occurs on the average cost curve. Know where economies and diseconomies of scale are represented on the average cost curve. Know the difference between internal and external economies of scale</p> <p>Understanding:</p> <p>Apply their knowledge of why firms grow and why they don't to real-life examples.</p> <p>Apply their knowledge of why firms demerge to real life examples and link this to the impacts upon key stakeholders.</p> <p>Calculate total revenue, average revenue and marginal revenue when given appropriate data.</p> <p>Understand the shape of the revenue curves and how they relate to one another.</p> <p>Calculate PED and link this value to what will happen to total revenue.</p> <p>Be able to calculate the different cost concepts using given data. Understand the shape of the cost curves and how they relate to one another.</p>			
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	<p>Explain the different types of economies and diseconomies of scale and apply this to real life examples.</p> <p>Skills: Analyse and evaluate reasons that firms grow/stay small/ merge/demerge. Evaluate the decisions that firms have made in regards to their size and link this to the impact upon stakeholders. Calculate different revenue values. Draw revenue curves and analyse the impact of changes upon them. Calculate different cost values. Draw cost curves and analyse the impact of changes upon them. Discuss the impact of economies and diseconomies of scale on a firm.</p>			
<p>Due to COVID-19 These topics were not covered in Half-term 6 2020 and will now be taught in this half-term.</p>	<p>3.3.4 Normal Profits, Supernormal profits and losses Know the condition for profit maximisation. Know the difference between normal profit, supernormal profit and losses. Know how to draw short-run and long-run shut-down points on a diagram and what the conditions are.</p> <p>3.2.1 Business Objectives Know that there are different business objectives and reasons for them including profit maximisation, revenue maximisation, sales maximisation, satisficing. Know the diagrams and formulae to illustrate the different business objectives</p>	<p>The ability to explain how average revenue, marginal revenue and total revenue are linked and the implications of this for a firm. Regularly evaluate the types of economies of scale and link this to a diagram in answer to a question relating to a real-life example. Clearly and concisely explain the theory behind short-run shut-down points. Accurately and consistently select the correct diagram to show any business objective, including the different types of</p>	<p>Y12 Microeconomics HT 1 1.2.1 Rational decision making 1.2.4 Supply 1.1.5 Specialisation and the division of labour</p> <p>Y12 Microeconomics HT 5 3.3.1 Revenue</p>	<p>Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook</p>

	<p>Understanding: Understand and explain where the condition for profit maximisation comes from. Be able to draw the diagram combining cost and revenue curves for a firm to show the different types of profit. Explain the long-run and short-run shut-down points in context. Identify when different business objectives might be pursued and the benefits/disadvantages of each strategy. Be able to identify the different points for different business objectives on a diagram.</p> <p>Skills: Draw a diagram to show different types of profit. Draw a diagram to show short-run and long-run shut-down points. Analyse and evaluate different business objectives in context.</p>	<p>profit in the context of a real-life example. Capable of thoroughly discussing the reasoning behind different business objectives and the benefits/disadvantages of this</p>		
<p>Efficiency Market structures – Monopoly and Monopolistic competition</p>	<p>Knowledge 3.4.1 Efficiency Conditions for and definitions of: allocative efficiency, Productive efficiency, Dynamic efficiency, X-inefficiency. Efficiency/inefficiency in different market structures (gained within each structure) 3.4.2 Perfect Competition Know the key characteristics of perfect competition. Know the profit maximising equilibrium in the short run</p>	<p>Accurately and consistently identify the correct market structure given in a real-life example. Draw conclusions about how a firm will act given the type of market structure it exists in. Accurately and consistently use diagrams to reflect the appropriate market structure. Explain how a firm’s behaviour is impacted in the short-run vs. the long-run and how external shocks will affect the diagrams.</p>	<p>Y12 Microeconomics HT 1 1.1.4 Production possibility frontiers</p> <p>Y12 Microeconomics HT 5 3.1.2 Business Growth 3.1.3 Demergers 3.3.1 Revenue</p> <p>Y12 Microeconomics HT 5 3.3.2 Costs 3.3.3 Economies and Diseconomies of Scale</p>	<p>Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook</p>

	<p>and long run. Know the diagram to illustrate perfect competition.</p> <p>3.4.5 Monopoly (a, b, c, e, f) Know the key characteristics of monopoly. Know the profit maximising equilibrium. Know the diagram to illustrate monopoly competition. Know the costs and benefits of monopoly to firms, consumers, employees and suppliers. Know the definition of a Natural monopoly and how this affects the diagram.</p> <p>3.4.3 Monopolistic Competition Know the characteristics of monopolistically competitive markets. Know the profit maximising equilibrium in the short run and long run. Know the diagram to illustrate monopolistic competition.</p> <p>3.4.4 Oligopoly (a, b) Know the characteristics of oligopoly. Know how to calculate n-firm concentration ratios and their significance. Know the kinked demand curve model to illustrate an oligopoly.</p> <p>Understanding: Explain the conditions for efficiency and why they are at the points they are. Explain how the conditions for perfect competition create the diagram we use to illustrate it. Explain the transmission mechanism for how the short-run diagram leads to the long-run diagram equilibrium. Identify if a perfectly competitive market meets the efficiency conditions.</p>	<p>Discuss the different types of efficiency in the context of each market structure and how this will affect stakeholders.</p>	<p>3.3.4 Normal Profits, Supernormal profits and losses</p>	
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	<p>Explain how the conditions for monopoly competition create the diagram we use to illustrate it. Explain why the short-run diagram and the long-run diagram are the same. Identify if a monopoly market meets the efficiency conditions. Explain the benefits and disadvantages of this type of market and compare and contrast this with perfect competition.</p> <p>Explain how the conditions for monopolistic competition create the diagram we use to illustrate it. Explain the transmission mechanism for how the short-run diagram leads to the long-run diagram equilibrium. Identify if a monopolistic market meets the efficiency conditions.</p> <p>Explain how the conditions for oligopoly competition create the diagram we use to illustrate it. Identify if an oligopolistic market meets the efficiency conditions. Understand the implications of the n-firm concentration ratio.</p> <p>Skills: Identifying different market structures from given information. Drawing a diagram to illustrate different kinds of market structure. Analysing how different market structures react in the short and long-run.</p>			
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Economics- Year 13 Macro Half-Term 1

What are we learning?	What knowledge, understanding and skills will we gain? ⁴	What does mastery look like? ⁵	How does this build on prior learning? ⁶	What additional resources are available?
<p>These skills were taught during lockdown and will be recapped to ensure understanding has been achieved</p>	<p>Knowledge 4.4.1 Role of financial markets 4.4.2 Market failure in the financial sector 4.4.3 Role of central banks 4.5.1 Public Expenditure 4.5.2 Taxation 4.5.3 Public sector finances Understanding: To understand the role of the financial sector. What is money? The different types of banks, what are the key challenges facing the banking industry, to understand what bond markets are and how to calculate yields. How the financial sector is regulated and what they are called. How there is market failure within the sector and what happens to try and</p>	<p>The ability to concisely and coherently explain the assumptions behind these models and challenge these when appropriate. Regular consideration of evaluative points when discussing different economic factors and how they impact upon key macroeconomic variables, and the targets the government has for these. Developing own opinions about these macroeconomic targets/objectives and how they are measured and compared. Able to effectively communicate</p>	<p>1.3.1 Types of Market Failure 1.3.2 Externalities 2.6.2 Demand-side Policies 2.6.3 Supply-side Policies 2.6.4 Conflicts and Trade-offs between objectives</p>	<p>Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook</p>

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	<p>correct it. What is the role of the central bank and what do they do in terms of monetary policy and being the lender of last resort?</p> <p>To understand what the government spends its money on and what is the impact of spending in different areas. How the government receives its income through taxation. What is national debt and a budget deficit or surplus.</p> <p>Skills: Learning key definitions, being able to work out percentages in terms of coupons and yields. Forming arguments as to why market failure occurs and what the regulators do to correct it. Analysing the different strategies that the central bank can do to help the sector and the economy. To be able to analyse the best way tax receipts can be spent. How different policies affect different stakeholders and what is the impact of this. Evaluating different policies and suggesting alternatives.</p>	<p>these and be aware of limitations to their viewpoint. A clear understanding of the reasons behind different macroeconomic objectives and the ability to analyse and evaluate these.</p> <p>Clear understanding of transmission mechanisms and ability to explain this for factors that impact upon economic growth, financial sector and monetary policy.</p>		
<p>Due to COVID-19 These topics were not covered in Half-term 6 2020 and will now be taught in this half-term.</p>	<p>Knowledge 4.5.4 Macroeconomic policies in a global context</p> <p>Understanding: To be able to put different policies into a global context.</p> <p>Skills: Arguing and analysing the different approaches the government can take.</p>	<p>Regular consideration of evaluative points when discussing different economic factors and how they impact upon key macroeconomic variables, and the targets the government has for these. Developing own opinions about these macroeconomic targets/objectives and how they are measured and compared.</p>	<p>2.6.2 Demand-side Policies 2.6.3 Supply-side Policies 2.6.4 Conflicts and Trade-offs between objectives</p>	<p>Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook</p>

		<p>Able to effectively communicate these and be aware of limitations to their viewpoint.</p> <p>A clear understanding of the reasons behind different macroeconomic objectives and the ability to analyse and evaluate these.</p> <p>Clear understanding of transmission mechanisms and ability to explain this for factors that impact upon, financial sector and fiscal policy.</p>		
<p>Globalisation</p> <p>Trade</p> <p>Trade organisations</p>	<p>Knowledge</p> <p>4.1.1 Globalisation</p> <p>4.1.2 Specialisation and Trade</p> <p>4.1.3 Pattern of Trade</p> <p>4.1.4 Terms of Trade</p> <p>4.1.5 Trading Blocs and the WTO</p> <p>Understanding: To understand how economics are connected and the idea of a shrinking world. How countries trade with each other and how the idea of absolute and comparative advantage. What trade is made up with and what countries specialise in. As some countries may specialise in primary, secondary or tertiary goods. How different trading blocs work and what are the criteria to join and what are the rules of the bloc.</p> <p>Skills: To be able to form an argument and how different economic processes affect different stakeholders. Comparing absolute and comparative advantage with numbers and diagrams, working out ratios.</p>	<p>Students can fluently create arguments within globalisation and how different processes are interconnecting.</p> <p>How economic processes affect different stakeholders.</p> <p>To be able to confidently evaluate arguments and give all sides of an argument.</p> <p>Use of coherent chains of reasoning to explain globalisation.</p>	<p>2.1.1 Economic Growth</p> <p>2.5.3 Trade</p>	<p>Lessons on Sharepoint</p> <p>Tutor2U website</p> <p>Free digital subscription to The FT</p> <p>Econ plus Dal YouTube channel</p> <p>Edexcel economics A textbook</p>

Economics- Year 13 Micro Half-Term 2

What are we learning?	What knowledge, understanding and skills will we gain? ⁷	What does mastery look like? ⁸	How does this build on prior learning? ⁹	What additional resources are available?
<p>Market structures – Oligopoly and Monopsony</p> <p>Labour markets</p>	<p>Knowledge</p> <p>3.4.4 Oligopoly (c, d, e, f, g) Know the reasons for collusive and non-collusive behaviour. Know the definitions of overt and tacit collusion; cartels and price leadership. Know the matrix for the prisoner's dilemma in a simple two firm/two outcome model and the key take-aways of this. Know the different types of price competition: price wars, predatory pricing, limit pricing. Know some types of non-price competition</p> <p>3.4.5 Monopoly (d) Know about third degree price discrimination including: the necessary conditions, what the diagram looks like, costs and benefits to consumers and producers</p> <p>3.4.6 Monopsony Know the characteristics and conditions for a monopsony to operate. Know the costs and benefits of a monopsony to firms, consumers, employees and suppliers</p>	<p>Ability to analyse and evaluate the effects of different market structures on consumers, firms, employees and suppliers.</p> <p>Discussions of contestability linked to market structures and how this relates to barriers to entry and sunk costs.</p> <p>Analyse and evaluate impacts on the labour market and how elasticity of supply/demand will change this.</p> <p>Analyse and evaluate government interventions within the labour market, including reference to current issues in this market.</p>	<p>Y12 Microeconomics HT 1 1.2.2 Demand 1.2.4 Supply</p> <p>Y12 Microeconomics HT 2 1.2.6 Price Determination</p> <p>Y12 Microeconomics HT 5 3.3.1 Revenue</p> <p>Y12 Microeconomics HT 6 3.3.2 Costs 3.3.4 Normal Profits, Supernormal profits and losses</p> <p>Y13 Microeconomics HT 1 3.2.1 Business Objectives 3.4.1 Efficiency</p>	<p>Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook</p>

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	<p>3.4.7 Contestability Know the characteristics of contestable markets. Know the implications of contestable markets for the behaviour of firms. Know different types of barrier to entry and exit. Know what a sunk cost is and how this impacts the degree of contestability.</p> <p>3.5.1 Demand for Labour Know the factors that influence the demand for labour. Know that demand for labour is a derived demand. Know what the diagram for labour demand looks like.</p> <p>3.5.2 Supply of Labour Know the factors that influence the supply of labour to a particular occupation. Know the specific market failures in labour markets: the geographical and occupational mobility and immobility of labour. Know the diagrams for the supply of labour</p> <p>3.5.3 Wage determination Draw the diagram to show labour market equilibria. Know about some current labour market issues. Know what the key government interventions are in the labour market: maximum and minimum wages, public sector wage setting, policies to tackle labour market immobility. Know the elasticity of demand for labour and the elasticity of supply of labour will impact upon the equilibrium.</p> <p>Understanding: Explain whether firms are likely to collude and why.</p>			
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	<p>Analyse types of price and non-price competition. Evaluate the effectiveness of this.</p> <p>Analyse third-degree price discrimination and the impact of this upon the firm and consumer.</p> <p>Understand the conditions for a monopsony existing and use this to explain the impact it might have on consumers, employees and suppliers.</p> <p>Link contestability to each of the market structures studied.</p> <p>Manipulate a diagram to show impacts on the equilibrium of a labour market linked to a real-life scenario.</p> <p>Skills: Discussion of different methods of competition and the impact of this upon stakeholders.</p>			
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Economics- Year 13 Macro Half-Term 2

What are we learning?	What knowledge, understanding and skills will we gain?¹⁰	What does mastery look like?¹¹	How does this build on prior learning?¹²	What additional resources are available?
<p>Free trade</p> <p>Balance of payments</p> <p>Exchange rates</p> <p>International competitiveness</p>	<p>Knowledge</p> <p>4.1.6 Restrictions on free trade 4.1.7 Balance of payments 4.1.8 Exchange rates 4.1.9 International competitiveness</p> <p>Understanding: How is free trade restricted and what policies governments use to protect domestic industry. What is the balance of payments, what does it contain, how does it balance? How exchange rates work, what influences them and showing a diagrammatical representation for it. How economics remain internationally competitive, what policies they put in place and what makes them successful.</p> <p>Skills: Being able to construct trade diagrams showing a tariff, quota and subsidy. Drawing diagrams to show exchange rate shifts and how demand and supply for a currency change. To form arguments on restrictions to free trade and which could be more successful.</p>	<p>Confidently and fluently manipulate diagrams involving the restrictions on free trade and to be able to analyse what happens to price, cost and quantity.</p> <p>How economic processes affect different stakeholders.</p> <p>To be able to confidently evaluate arguments and give all sides of an argument.</p> <p>Use of coherent chains of reasoning to explain balance of payments and exchange rates.</p>	<p>2.1.4 Balance of Payments 2.5.3 Trade 4.1.2 Specialisation and Trade 4.1.3 Pattern of Trade 4.1.4 Terms of Trade 4.1.5 Trading Blocs and the WTO</p>	<p>Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook</p>

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Economics- Year 13 Micro Half-Term 3

What are we learning?	What knowledge, understanding and skills will we gain? ¹³	What does mastery look like? ¹⁴	How does this build on prior learning? ¹⁵	What additional resources are available?
<p>Government Intervention</p>	<p>Knowledge 3.6.1 Government Intervention Knowledge of the government’s interventions to control mergers. Knowledge of the government’s intervention to control monopolies. Key topic areas include: price regulation, profit regulation, quality standards, performance targets. Knowledge of the government’s interventions to promote competition and contestability including: enhancing competition between firms through promotion of small business, deregulation, competitive tendering for government contracts, privatisation. Knowledge of the government’s intervention to protect suppliers and employees including: restrictions on monopsony power of firms, nationalisation 3.6.2 The impact of Government Intervention Knowledge of the impact of government intervention on: prices, profit, efficiency, quality, choice.</p>	<p>Clear and coherent arguments discussing types of government intervention. Analysing why they have been put into place or what a successful policy might look like. Evaluating potential pitfalls of these policies. Utilising and referring to diagrams throughout.</p>	<p>1.4.1 Government intervention in Markets 1.4.2 Government Failure</p>	<p>Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook</p>

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	<p>Knowledge of limits to government intervention: regulatory capture, asymmetric information</p> <p>Understanding: Analysing a given real-life example of government intervention and being able to identify what the government is trying to do and evaluating how effective this would be. Able to relate diagrams that have previously been learned to given situations.</p> <p>Skills: Analysis and evaluation of government interventions in various markets.</p>			
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Economics- Year 13 Macro Half-Term 3

What are we learning?	What knowledge, understanding and skills will we gain?¹⁶	What does mastery look like?¹⁷	How does this build on prior learning?¹⁸	What additional resources are available?
<p>Poverty</p> <p>Inequality</p> <p>Development</p>	<p>Knowledge</p> <p>4.2.1 Absolute and relative poverty</p> <p>4.2.2 Inequality</p> <p>4.5.4 Macroeconomic policies in a global context</p> <p>4.3.1 Measures of development</p> <p>4.3.2 Factors influencing growth and development</p> <p>4.3.3 Strategies influencing growth and development</p> <p>Understanding: To understand the difference between absolute and relative poverty and what the difference is. The idea of inequality, what it is, how we describe it and illustrate it. How countries develop and the process involving it. What factors influence growth, constraints and positive influences. How countries can make sure they can develop in a way that affects all of the population.</p> <p>Skills: Being able to recall definitions around poverty. Constructing diagrams illustrating inequality. Forming arguments on how countries develop</p>	<p>To be able to confidently and fluently recall definitions around the topic.</p> <p>Can illustrate inequality and form arguments for and against it.</p> <p>How economic processes affect different stakeholders.</p> <p>To be able to confidently evaluate arguments and give all sides of an argument.</p> <p>Use of coherent chains of reasoning to explain poverty and inequality and how to develop.</p>	<p>4.1.1 Globalisation</p> <p>3.2.1 Business Objectives</p> <p>2.1.1 Economic Growth</p>	<p>Lessons on Sharepoint</p> <p>Tutor2U website</p> <p>Free digital subscription to The FT</p> <p>Econ plus Dal YouTube channel</p> <p>Edexcel economics A textbook</p>

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	and how it affects different stakeholders, what strategies are best and most effective when developing.			
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Economics- Year 13 Micro Half-Term 4

What are we learning?	What knowledge, understanding and skills will we gain? ¹⁹	What does mastery look like? ²⁰	How does this build on prior learning? ²¹	What additional resources are available?
<p>Revision</p> <p>Exam skills</p> <p>Workshops</p> <p>Paper 3 synoptic skills</p>	<p>Knowledge: Revision and exam skills</p> <p>Understanding: building a deeper understanding of the course through regular review and practice.</p> <p>Skills: a particular focus on ensuring exam technique is secure. The ability to relate microeconomic and macroeconomic topics to a given context, using both to analyse and evaluate a question.</p>	<p>Clear understanding of the structure of exams.</p> <p>Ability to keep to timings during completion of exams.</p> <p>Ability to remember exam techniques under timed pressure.</p> <p>Students can confidently tackle questions on a range of topics.</p> <p>Work is presented clearly in logical steps and arguments are formed using chains of reasoning and evaluative comments.</p> <p>When faced with an unusual or difficult context students are not afraid to try several approaches to find a correct solution.</p>	<p>All of the course</p>	<p>Lessons on Sharepoint</p> <p>Tutor2U website</p> <p>Free digital subscription to The FT</p> <p>Econ plus Dal YouTube channel</p> <p>Edexcel economics A textbook</p>

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Economics- Year 13 Macro Half-Term 4

What are we learning?	What knowledge, understanding and skills will we gain?²²	What does mastery look like?²³	How does this build on prior learning?²⁴	What additional resources are available?
<p>Taxation</p> <p>Role of the state</p> <p>Bringing it all together</p>	<p>Knowledge</p> <p>4.5.2 Taxation</p> <p>4.5.3 Public sector finances</p> <p>4.5.4 Macroeconomic policies in a global context</p> <p>Understanding: How taxation is used in an economy and how it affects public sector finances. The difference between a budget deficit and national debt. The difference between regressive and progressive taxes and how they affect individuals. How policies in one economy affect others around the world and that there can be retaliation.</p> <p>Skills: Being able to recall definitions around taxation. Constructing diagrams illustrating macroeconomic policies. To form arguments for taxation and how it will help an economy and how it maybe unfair.</p>	<p>To be able to confidently and fluently recall definitions around the topic.</p> <p>How economic processes affect different stakeholders.</p> <p>To be able to confidently evaluate arguments and give all sides of an argument.</p> <p>Use of coherent chains of reasoning to explain taxation and macroeconomic policies.</p>	<p>2.6.2 Demand-side Policies</p> <p>2.6.3 Supply-side Policies</p> <p>2.6.4 Conflicts and Trade-offs between objectives</p>	<p>Lessons on Sharepoint</p> <p>Tutor2U website</p> <p>Free digital subscription to The FT</p> <p>Econ plus Dal YouTube channel</p> <p>Edexcel economics A textbook</p>

²² **Knowledge** refers to information or awareness gained through experience or **education**. It is the **facts** we are taught. **Understanding** is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

²³ **Mastery** keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which learners work through in a series of sequential steps and must demonstrate a high level of success, typically about 80%.

²⁴ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?

Economics- Year 13 Micro Half-Term 5

What are we learning?	What knowledge, understanding and skills will we gain?²⁵	What does mastery look like?²⁶	How does this build on prior learning?²⁷	What additional resources are available?
<p>Revision</p> <p>Exam skills</p> <p>Workshops</p> <p>Paper 3 skills</p>	<p>Knowledge Revision and Paper 3 Exam Skills</p> <p>Understanding: building a deeper understanding of the course through regular review and practice.</p> <p>Skills: a particular focus on ensuring exam technique is secure</p> <p>The ability to relate microeconomic and macroeconomic topics to a given context, using both to analyse and evaluate a question.</p>	<p>Students can confidently tackle questions on a range of topics.</p> <p>Work is presented clearly in logical steps and arguments are formed using chains of reasoning and evaluative comments.</p> <p>When faced with an unusual or difficult context students are not afraid to try several approaches to find a correct solution</p>	<p>All of the course</p>	<p>Lessons on Sharepoint</p> <p>Tutor2U website</p> <p>Free digital subscription to The FT</p> <p>Econ plus Dal YouTube channel</p> <p>Edexcel economics A textbook</p>

²⁵ **Knowledge** refers to information or awareness gained through experience or **education**. It is the **facts** we are taught. **Understanding** is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

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²⁷ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?

Economics- Year 13 Macro Half-Term 5

What are we learning?	What knowledge, understanding and skills will we gain?²⁸	What does mastery look like?²⁹	How does this build on prior learning?³⁰	What additional resources are available?
<p>Revision</p> <p>Exam skills</p> <p>Workshops</p>	<p>Knowledge: Revision and exam skills</p> <p>Understanding: building a deeper understanding of the course through regular review and practice.</p> <p>Skills: a particular focus on ensuring exam technique is secure. The ability to relate microeconomic and macroeconomic topics to a given context, using both to analyse and evaluate a question.</p>	<p>Students can confidently tackle questions on a range of topics.</p> <p>Work is presented clearly in logical steps and arguments are formed using chains of reasoning and evaluative comments.</p> <p>When faced with an unusual or difficult context students are not afraid to try several approaches to find a correct solution.</p>	<p>All of the course</p>	<p>Lessons on Sharepoint</p> <p>Tutor2U website</p> <p>Free digital subscription to The FT</p> <p>Econ plus Dal YouTube channel</p> <p>Edexcel economics A textbook</p>

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³⁰ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?

Economics- Year 13 Micro Half-Term 6

What are we learning?	What knowledge, understanding and skills will we gain?³¹	What does mastery look like?³²	How does this build on prior learning?³³	What additional resources are available?
	Year 13 left	Good exam results	N/A	Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook

³¹ **Knowledge** refers to information or awareness gained through experience or **education**. It is the **facts** we are taught. **Understanding** is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

³² **Mastery** keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which learners work through in a series of sequential steps and must demonstrate a high level of success, typically about 80%.

³³ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?

Economics- Year 13 Micro Half-Term 6

What are we learning?	What knowledge, understanding and skills will we gain? ³⁴	What does mastery look like? ³⁵	How does this build on prior learning? ³⁶	What additional resources are available?
	Year 13 left	Good exam results	N/A	Lessons on Sharepoint Tutor2U website Free digital subscription to The FT Econ plus Dal YouTube channel Edexcel economics A textbook

³⁴ **Knowledge** refers to information or awareness gained through experience or **education**. It is the **facts** we are taught. **Understanding** is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

³⁵ **Mastery** keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which learners work through in a series of sequential steps and must demonstrate a high level of success, typically about 80%.

³⁶ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?