



# YEAR 13 A LEVEL Economics Term 2

'An ambitious curriculum that meets the needs of all'



## Medium Term Planning – The International Economy

<b>Intent</b>	<ul style="list-style-type: none"><li>• <b>Pupils should be taught:</b></li><li>• International trade &amp; specialisation</li><li>• Comparative advantage</li><li>• Globalisation</li><li>• Terms of trade</li><li>• Trading blocs</li><li>• Protectionism</li><li>• International Competitiveness</li><li>• Balance of Payments</li><li>• Exchange rate systems</li><li>• Role of Central Banks</li><li>• Absolute &amp; relative poverty</li><li>• Inequality</li><li>• Factors influencing development</li><li>• Strategies for development</li><li>• Public expenditure</li><li>• Taxation</li><li>• The Financial Sector</li></ul>
Introduce students to Economic methodology and how micro market operate	
<b>Cross Curricular Links</b>	<ul style="list-style-type: none"><li>• <b>SMSC:</b> Why do people live in poverty and should the government help them? Does trade benefit all parties? Has globalization benefitted the global economy?</li><li>• <b>PSHE:</b> Understand why people might fall into poverty and the steps you can take to avoid falling into poverty. Why have some economies developed more than others?</li><li>• <b>Literacy:</b> Use of tier 3 vocabulary as identified in the SOW.</li><li>• <b>Numeracy:</b> GDP per capita, mean, modal and median averages, index numbers</li></ul>
Becoming future ready	<b>Personal Skills:</b> Listening – watching videos, group work, individual communication. <b>Employability:</b> Understand the impact of a global business and the workforce implications
<b>Differentiation</b>	Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. <b>By resource:</b> Worksheets are clearly presented and accessible, they are also graduated with the level of difficulty and challenge rising as the worksheet progresses. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Scaffolding of tasks and modelling of responses. <b>By Intervention:</b> by providing different levels of supervision and support as required. <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.
QFT/SEND Provision	<b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. Grouping are adapted as required during the course. <b>By Task:</b> When appropriate tasks are differentiated with different students being given different tasks depending on their individual needs and prior attainment. Pupils are encouraged to reflect on their own weaknesses and set targets which are meaningful to them, choosing their own tasks to address these weaknesses. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson by lesson schemes of work. <b>By assessment:</b> The use of writing frames and modelling to support with making progress for all in exam technique and assessments
<b>Intent &amp; Implementation</b>	In Year 13 the aim is to deepen the students understanding of core topics such as strategies for global development, how the role of Central Banks and trade blocs can be an obstacle and an advantage to increasing growth and development in an economy

Learning Outcomes (Most Powerful Knowledge)	<p>By the end of the term students should be able to</p> <ul style="list-style-type: none"> <li>• Understand how the government can use trade policy to increase development</li> <li>• Be aware of the distribution of income and wealth</li> <li>• Distinguish between absolute and relative poverty</li> <li>• Understand the problem of poverty</li> <li>• Be able to evaluate Gov policies to alleviate poverty</li> <li>• Understand the characteristic of Globalisation</li> <li>• Be able to use models of Trade</li> <li>• Understand and be able to interpret the balance of payments</li> <li>• Be aware of different exchange rate systems and be able to evaluate which one is best for an economy</li> <li>• Understand the role of Financial Sectors and Central Banks in a global economy</li> <li>• Understand limiting factors to growth</li> <li>• Understand strategies for growth</li> <li>• Understand the difference between economic growth and development</li> <li>• Be able to explain why global policy conflicts and evaluate which should take priority</li> </ul>
Current learning to be developed in the future within:	NA: By the end of this section of work students will be very close to the summer examination and completing the course
Impact	See assessment map
Assessment	