



YEAR 12 A LEVEL Economics Term 2

'An ambitious curriculum that meets the needs of all'



Medium Term Planning – UK Economy Performance & Policies

Intent	<ul style="list-style-type: none">• Pupils should be taught:• Economic growth• Inflation• Employment & unemployment• Balance of payments• Characteristics of aggregate demand• Consumption• Investment• Government expenditure• Net trade• The characteristics of aggregate supply• Short run aggregate supply• Long run aggregate supply
Introduce students to Economic methodology and how micro market operate	
Cross Curricular Links	<ul style="list-style-type: none">• SMSC: Is the allocation of resources correct in society? For example is it right that some people have multiple homes whilst others are homeless?• PSHE: To be aware of the negative impact that inflation & unemployment can have on inequality in the UK• Literacy: Use of tier 3 vocabulary as identified in the SOW.• Numeracy: Calculate % change in inflation and index numbers
Becoming future ready	<p>Personal Skills: Listening – watching videos, group work, individual communication.</p> <p>Employability: Understand the concept of employment and different types of unemployment. Look at how government expenditure can be used to increase employment rates</p>
Differentiation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Worksheets are clearly presented and accessible, they are also graduated with the level of difficult 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.</p> <p>By Intervention: by providing different levels of supervision and support as required.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style. Grouping are adapted as required during the course.</p> <p>By Task: When appropriate task 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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p> <p>By assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
Intent & Implementation	In Year 12, we want to embed the curriculum so that students understand economic terminology and are confident in its use, as well as being aware of issues in the UK economic and policies government could issue to influence them.
Learning Outcomes (Knowledge)	<ul style="list-style-type: none">• Students will be able to identify and explain benefits and drawbacks of economic growth• Students will be able to explain how inflation effects the economy• Students will be able to explain different types of unemployment• Students will be able to explain how trade deficit and trade surplus affects economies• Students will be able to identify the characteristics of aggregate demand• Students will be able to recall the formula for aggregate demand• Students will be able to explain the importance of consumption, investment and government expenditure• Students will be able to the demonstrate changes in aggregate demand on a diagram• Students will be able to the determination of equilibrium market prices• Students will be able to identify the characteristics of aggregate supply

	<ul style="list-style-type: none"> Students will be able to draw diagrams showing changes in both aggregate supply and aggregate demand
Current learning to be developed in the future within:	<ul style="list-style-type: none"> Why government intervention might make outcomes worse (Government Failure) How macro markets can affect the micro economy How the fiscal position of government can limit the range of policies a government can use.
Impact	See assessment map
Assessment	