



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:• National income• Injections and withdrawals• Equilibrium levels of real and national output• The multiplier• Causes of growth• Output gaps• Trade (business) cycle• The impact of economic growth• Possible macroeconomic objectives• Demand-side policies• Supply-side policies• Conflicts and trade offs between objectives and policies
Cross Curricular Links	<ul style="list-style-type: none">• SMSC: Is economic growth beneficial for every member of society? For example is it right that some people create wealth at a faster rate than others?• PSHE: To be aware of impact that macroeconomic policies 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	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <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 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.</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 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.</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	<p>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.</p>
Learning Outcomes (Knowledge)	<ul style="list-style-type: none">• Students will be able to identify and explain the circular flow of income• Students will be able to explain how injections and withdrawals affect the economy• Students will be able to draw macroeconomic equilibriums on aggregate supply and aggregate demand diagrams• Students will be able to explain how the multiplier affects spending in the economy• Students will be able to identify the causes of economic growth• Students will be able to explain positive and negative output gaps• Students will be able to explain the trade cycle• Students will be able to analyse the impacts of economic growth• Students will be able to explain potential macroeconomic objectives• Students will be able to explain fiscal, monetary and supply-side policy• Students will be able to explain potential macroeconomic conflicts between objectives

Current learning to be developed in the future within:	<ul style="list-style-type: none">• Why government policy plays an integral part in economic development (Development Economics).• 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	