



# YEAR 13 A LEVEL Economics Term 2

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning – The International Economy



Intent	<ul style="list-style-type: none"><li>• <b>Pupils should be taught:</b></li><li>• Supply Side Policy</li><li>• Behavioural Economic Theory</li><li>• Behavioural Economics and Economic Policy</li><li>• The distribution of income and Wealth</li><li>• The problem of poverty</li><li>• Gov policies to alleviate poverty</li><li>• Globalisation</li><li>• Trade</li><li>• The Balance of Payments</li><li>• Exchange rate Systems</li><li>• Economic Growth and Development</li><li>• Possible Policy Conflicts</li></ul>
Introduce students to Economic methodology and how micro market operate	
Cross Curricular Links	<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?</li><li>• <b>PSHE:</b> Understand why people might fall into poverty and the steps you can take to avoid falling into poverty</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</li></ul>
Becoming future ready	<p><b>Personal Skills:</b> Listening – watching videos, group work, individual communication.</p> <p><b>Employability:</b> Understand how wages are determined and what you can do to increase the value of your MRP</p>
Differentiation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><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.</p> <p><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.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support as required.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. Grouping are adapted as required during the course.</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> 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><b>By assessment:</b> The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
QFT/SEND Provision	
Intent & Implementation	<p>In Year 13 the aim is to deepen the students understanding of core topics such as market regulation, government intervention and government failure whilst simultaneously introducing new topics such as financial regulation and the labour market</p> <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 supply side policy and the difference between policy and improvement</li><li>• Understand the term behavioural economic theory and be able to explain how it can be used</li><li>• Be aware of the distribution of income and wealth</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></ul>
Learning Outcomes (Knowledge)	

	<ul style="list-style-type: none"><li>• Understand the difference between economic growth and development</li><li>• Be able to explain why 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	