



YEAR 12 A LEVEL BUSINESS 2021 SUMMER TERM 2



THEME 4 – Growing Economies

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning –

Intent	
Introduce students to External Influences.	<ul style="list-style-type: none"> Pupils should be taught: About the growth rate of the UK economy compared to emerging economies The growing economic power of countries within Asia, Africa and other parts of the world The implications of economic growth for individuals and businesses: - trade opportunities for businesses and employment patterns Indicators of growth: -Gross Domestic Product (GDP) per capita, literacy, health, Human Development Index (HDI) Have work experience – last two weeks Catch up
Cross Curricular Links	<ul style="list-style-type: none"> SMSC: Is it right for people in different parts of the world to have access to different levels of health care, education etc. PSHE: Awareness of different countries and the power they have. Literacy: Use of tier 3 vocabulary as identified in the SOW and knowledge organisers. Numeracy: GDP, emerging economies.
Becoming future ready	<p>Personal Skills: Listening – watching videos, group work, individual communication,</p> <p>Employability: You will be in a stronger position when applying for accountancy jobs.</p>
Differentiation	
QFT/SEND Provision	<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. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p>By Intervention: by providing different levels of supervision and support</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.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</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	
Learning Outcomes (Most Powerful Knowledge)	<p>In Year 12, we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the business world and how this can impact a business in either a positive / negative way.</p> <ul style="list-style-type: none"> Students will be aware of the growth rate of the UK economy compared to emerging economies. Students will gain an understanding of the growing economic power of countries within Asia Africa and other parts of the world. Students will be aware of the implications of economic growth for individuals and businesses with regards to trade opportunities for business and employment patterns. Students will be able to discuss the indicators of growth for example GDP gross domestic product per capita, literacy, Health and hdi human development index. Students will continue to develop their skills and confidence with 8, 10, 12 and 20 mark questions
Current learning to be developed in the future within:	<ul style="list-style-type: none">
Impact	
Assessment	See assessment map