

# Mastery:

Knowledge of economic concepts  
 Analysis of economic concepts  
 Application of knowledge and skills in written communication  
 Evaluation of key economic theories

## Y9 Economics Curriculum Sequence

**Intent:** To introduce learners to the fundamental economic terms and concepts. Learners will apply these to investigate and explain how markets work in contemporary and historical economic contexts. They will study the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy. Learners will develop the ability to use and interpret quantitative data to justify economic decisions.

<p><u>Term 1</u></p> <p>The Basics of Economics introductory course</p>	<p><u>Term 2</u></p> <p>The Basics of Economics introductory course</p>	<p><u>Term 3</u></p> <p>1. <u>Introduction to Economics</u>            2. <u>The Role of Money</u></p>
<p><b>Why start here?</b></p> <p>Students will have a basic understanding of the way markets interact. They will learn how the market forces come together with supply and demand to create a price for consumers. The foundation Economics course in Term 1 will help bridge the gap before the GCSE Economics specification is started in Term 3. The vertical curriculum structure will develop students for the years to come, where they will learn the depth of topics in Economics.</p> <p>Students can then grasp the very basics of Economic concepts with the ideas that organisations have a variety of choices and external influences to consider.</p> <p>The students will cover the following topics; Scarcity, The Market, International Competitiveness and Protectionism. This will help students understand the differences in between national and global operations in greater detail.</p> <p>These topics will provide them with a wider breadth of Economic areas that will build upon prior knowledge gained from other subjects they have studied in Year 7 and 8.</p>	<p><b>Why start here?</b></p> <p>Students will have a basic understanding of the way markets interact. They will learn how the market forces come together with supply and demand to create a price for consumers. The foundation Economics course in Term 1 will help bridge the gap before the GCSE Economics specification is started in Term 3. The vertical curriculum structure will develop students for the years to come, where they will learn the depth of topics in Economics.</p> <p>Students can then grasp the very basics of Economic concepts with the ideas that organisations have a variety of choices and external influences to consider.</p> <p>The students will cover the following topics; Scarcity, The Market, International Competitiveness and Protectionism. This will help students understand the differences in between national and global operations in greater detail.</p> <p>These topics will provide them with a wider breadth of Economic areas that will build upon prior knowledge gained from other subjects they have studied in Year 7 and 8.</p>	<p><b>Why move onto these units?</b></p> <p>Term 3 topics build upon the initial sample content at the start of each previous term. They provide greater depth of understanding of the theoretical concepts and will provide additional contextual data and real-world application. The focus will be on technical vocabulary precision and theoretical understanding through academic definitions and diagrams. This will allow basic analytical points identified in prior terms to become developed chains which lead to evaluative judgements supported by both quantitative and qualitative data and economic influences and variables to greater extent.</p> <p>Students will explore the evaluative costs and benefits of economic choices, including the impact on economic, social and environmental sustainability. They will differentiate between factor and product markets including their interdependence and make deeper connections to their role within sectors of industry and the factors of production. The delivery of this content allow students to further embed the simplistic concept of the laws of demand and how it affects them on a personal level to the reasoning behind choices made by businesses on a Microeconomic level. With individual business objectives in mind, particularly regarding productivity and profit maximisation and this will prepare them for Year 10 content on their business decision making regarding supply. This curriculum graduation will provide students with the accessibility to optimise attainment by including concepts of price elasticity of demand for consumers and producers and therefore contributing to the mastery of this subject in analysis and evaluation.</p>
<p><b>Spec links:</b></p> <p>The first term will cover very brief aspects of purposefully selected topic content that is accessible in isolation from the Economics GCSE course specification. The students will not directly link their work to the GCSE course until Term 3.</p>	<p><b>Spec links:</b></p> <p>The first term will cover very brief aspects of purposefully selected topic content that is accessible in isolation from the Economics GCSE course specification. The students will not directly link their work to the GCSE course until Term 3.</p>	<p><b>Spec links:</b> <b>J205/01: Introduction Economics</b></p> <p><b>1 Introduction to Economics</b></p> <ul style="list-style-type: none"> <li>1.1 Main economic groups and factors of production</li> <li>1.2 The basic economic problem</li> </ul> <p><b>2. The role of markets and money</b></p> <ul style="list-style-type: none"> <li>2.1 The role of markets</li> <li>2.2 Demand</li> </ul>
<p><b>Teaching these topics here supports other departments:</b>  <b>Business</b> - Demand and supply, economic influences, productivity C operations, business globalisation  <b>Mathematics</b> - basic function calculations, data/ graph construction C interpretation  <b>English</b> - Grammar, punctuation, vocabulary, essay writing, critical thinking  <b>Geography</b> - Population demographics, industry location C specialism, international trade  <b>Science</b> - Biology: Ecosystems/ Ecology/ Waste Management/ Land Use/ Deforestation/ Maintaining biodiversity  <b>PSHCE</b> - Yr9 Half term 6 - Living in the wider world - politics and democracy</p>	<p><b>Teaching these topics here supports other departments:</b>  <b>Business</b> - Demand and supply, economic influences, productivity C operations, business globalisation  <b>Mathematics</b> - basic function calculations, data/ graph construction C interpretation  <b>English</b> - Grammar, punctuation, vocabulary, essay writing, critical thinking  <b>Geography</b> - Population demographics, industry location C specialism, international trade  <b>Science</b> - Biology: Ecosystems/ Ecology/ Waste Management/ Land Use/ Deforestation/ Maintaining biodiversity  <b>PSHCE</b> - Yr9 Half term 6 - Living in the wider world - politics and democracy</p>	<p><b>Teaching these topics here supports:</b></p> <p><b>2. The role of markets and money</b></p> <ul style="list-style-type: none"> <li>2.3 Supply</li> <li>2.4 Price</li> <li>2.5 Competition</li> <li>2.6 Production</li> </ul>
<p><b>These topics feed from:</b>            Y7 &amp; 8 PSHCE Careers, Numeracy C Finance            English Literature            Mathematics Skills and Data Interpretation            Geography            Science</p>	<p><b>These topics feed from:</b>            Y7 &amp; 8 PSHCE Careers, Numeracy &amp; Finance            English Literature            Mathematics Skills and Data Interpretation            Geography            Science</p>	<p><b>These topics feed from:</b>            Y7 &amp; 8 PSHCE Careers, Numeracy &amp; Finance            English Literature            Mathematics Skills and Data Interpretation            Geography            Science</p>