ECONOMICS CURRICULUM MAP
2026 – 2027

Intent:

Students develop the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions. They will also build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important.

Students apply economic theory to support analysis of current economic problems and issues, and encourage students to appreciate the interrelationships between microeconomics and macroeconomics. The syllabus is developed with advice from universities, to develop engaging and up-to-date content so that students can relate what they are learning to the world around them – locally, nationally and globally.

Implementation: AQA Economics

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 12	Students start the AS course with a background to what economics is, as many students will not have taken Economics at GCSE. Students will be required to acquire knowledge and understanding of a selection of microeconomic models and to apply these to current problems and issues. Microeconomic models such as demand and supply, the operation of the price mechanism and causes of market failure are central to this part of the specification. Students are provided with opportunities to use these models to explore current economic behaviour. When applying and evaluating all the microeconomic models in the specification, such as supply and demand theory and production possibility curves, students should be critically aware of the assumptions upon	In HT2, students are introduced to the principal idea that markets do not always generate optimal outcomes. This market failure module builds on their understanding from topic 3.1.2 where students understood that the market mechanism allocates resources (efficiently). Students should be able to apply their knowledge and skills to a wide variety of situations and to different markets and examples of market failure, including environmental market failures. They should appreciate that economic decisions relating to individual markets may be affected by developments in the macroeconomy. 3.1.5 The market mechanism, market failure and government intervention in markets	Students should understand that markets can be imperfect if there is a lack of competition. Students evaluate whether there is a need for government intervention to correct this issue. Students will start to explore how the economy can be managed through macroeconomic policy. 3.1.3 Production, costs and revenue 3.1.4 Competitive and concentrated markets 3.2.3 Economic performance 3.2.4 Macroeconomic policy	In HT4, students continue to build on their macroeconomic knowledge, this time linking module 3.2.1 the measurement of macroeconomic performance to how economies can achieve these indicators (3.2.3 and 3.2.4). Students should have a good knowledge of developments in the UK economy and government policies over the past fifteen years. They should also be aware that the performance of the United Kingdom economy is influenced by its membership of the European Union (EU) and by external events in the international economy. 3.2.3 Economic performance 3.2.4 Macroeconomic policy	Students will focus on the final preparations for their AS Level examinations. Throughout the year students will have created a detailed pack of structured economics notes as part of their weekly homework to support them in developing independent learning skills. Students will use these notes to practice applying their knowledge to a range of case studies and examination questions, as well mock examinations once a week.	Students then use HT6 to begin their A2 studies, which focuses on new aspects of microeconomics. Pupils are introduced to the theory behind the demand curve (utility theory) linking back to topic 3.1.2 In AS, before looking at alternative theories to correcting market failures in the form of behavioural economics. Students will be expected to understand that traditional economic theory generally assumes that economic agents act rationally but they will also be introduced to models that recognise that consumer and firms' behaviour is often governed by more complex influences. 4.1.2 Individual economic decision making

	which these models are based and their limitations when they are used to make sense of real world phenomena. Students study microeconomics for three lessons per week and macroeconomics for two lessons. Students should understand that microeconomic principles underpin the behaviour of the macroeconomy. Understanding some aspects of macroeconomic behaviour requires that students have a firm grasp of related microeconomic principles, for example, understanding of price elasticity of demand (3.1.2) is essential when analysing the extent to which a fall in the exchange rate will lead to an increase in exports. When applying and evaluating all the macroeconomic models in the specification, such as the circular flow of income and the multiplier process, students should be critically aware of the assumptions upon which these models are based and their limitations when investigating macroeconomic and global issues. 3.1.1 Economic methodology and the economic problem 3.1.2 Price determination in a competitive market 3.2.1 The measurement of macroeconomic performance	3.2.2 How the macroeconomy works: the circular flow of income, Aggregate demand/aggregate supply analysis, and related concepts				

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Year 13	Revision of core microeconomic topics done in AS are recapped here, however much of this has been embedded throughout AS. This is before new content which builds on previous AS content is done, but understanding is deepened with more technical diagrammatic analysis used. 4.1.1 Economic methodology and the economic problem 4.1.3 Price determination in a competitive market 4.1.4 Production, costs and revenue 4.1.5 Perfect competition, imperfectly competitive markets and monopoly	Students build on their AS knowledge of these modules and now should be able to apply their knowledge and skills to a wide variety of situations and to different markets and examples of market failure, including environmental and labour market failures. 4.1.6 The labour market 4.1.7 The distribution of income and wealth: poverty and inequality 4.1.8 The market mechanism, market failure and government intervention in markets	Students should recognise that there are a number of models demonstrating how the macroeconomy works and should appreciate that different economic models provide insights into different aspects of the behaviour of the macroeconomy. When using these models students should be critically aware of the assumptions upon which they are based and their limitations when they are used to make sense of real world phenomena. Furthermore, they should be prepared to propose, analyse and evaluate possible solutions to macroeconomic problems. They will be required to assess the impact and effectiveness of current government policies to deal with these problems, as well as considering alternative policies and approaches. 4.2.1 The measurement of macroeconomic performance 4.2.2 How the macroeconomy works: the circular flow of income, Aggregate demand/aggregate supply analysis and related concepts 4.2.3 Economic performance	Students build and develop some of their understanding from year 12 in these modules, however there are also brand new topics in 4.2.4 and 4.2.6. These link closely to what they have studied previously, and with a strong economic understanding of macroeconomic theory, students are pushed to think and learn about global implications of domestic policy, as well as development of poorer nations and the limitations of some of our earlier macroeconomic objectives (linking to topic 4.2.1) 4.2.4 Financial markets and monetary policy 4.2.5 Fiscal policy and supply-side policies 4.2.6 The international economy	Students will focus on their A2 examinations in this part of the year. Throughout the year students will have created a detailed pack of structured economics notes as part of their weekly homework to support them in developing independent learning skills. Students will use these notes to practice applying their knowledge to a range of case studies and examination questions, as well mock examinations once a week.	Study Leave

Enrichment Opportunities:

Talks are regularly arranged with speakers from various financial institutions. For example, this year we plan to welcome back a speaker from the Bank of England. The speaker will explain the different career paths available at the bank as well as the role that the bank plays in managing the economy. This talk is available for all students but is particularly beneficial for our Year 13 students as the speaker will provide a detailed explanation of the current fiscal and monetary policy employed by the bank, which will help develop students' knowledge beyond the specification.

Cross-curricular links are made to other subjects. For example, diagrammatic representations of economic theory apply differentiation, which is studied in A Level Maths.

For those applying to Oxbridge Economics, we provide interventions giving a taste of university-level economics, and preparing them for interview. For example, we teach game theory, including different applications of the Prisoner's Dilemma, and auction theory. Students have mock interviews with teachers using questions and feedback received from previous cohorts. This helps students to develop their confidence in speaking about economics at an advanced level.

We also arrange trips to support students in their learning beyond the curriculum. For example, this year we plan to attend a series of talks hosted by Economics in Action. Students will listen to industry experts presenting on current issues such as changes in the labour market and behavioural economics.

In order to support students to develop university level academic writing, we hold workshops to coach students with writing essays which will be entered into the Royal Economic Society competition.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.