



ECONOMICS
INTENT STATEMENT

Gunnersbury's Catholic School Mission Statement

"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted."

'Ad Altiora' - 'To Higher Things.'

- Every Catholic school has a mission statement that encapsulates its distinctive job or core purpose.
- The mission statement **puts faith at the heart of all we do at school** and incorporates our school motto.
- It speaks of inclusivity and respect, that we understand as important Gospel values.
- It reminds us that Christ is at that centre of all that we do and by extension, as his creations we are all obligated to treat every member of our community with respect and love.
- It speaks of our aspirations for all in our community and our will to do all we can to make these a reality

INTENT

The department has successfully responded to improving the quality of education with carrying out the appropriate actions from the development action plan in 2020. There has been intervention and modification of teaching and learning resources for lower ability students and continued use of Saturday lessons to complete A level course by February to ensure sufficient time for revision. The SOW has been adapted for recapping year 1 content and period 7 has been used effectively for student's recap of economic content. This year alongside economic borough meetings there will be development of teaching in A level economics which will involve collaboration with other teachers in the borough. This will further improve the quality of education in the subject. There will be further emphasis on SEND students to ensure they make sufficient progression.

Economic students at Gunnersbury Catholic School will develop an enthusiasm for the subject, appreciating the contribution of economics to the understanding of the wider economic and social environment. Students will use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist. Students will develop qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life. The aim of the Economics curriculum is to develop students' understanding of how the local / national / global economy works through analysing economic issues, problems and institutions that affect everyday life. Economics A level also explores themes in behavioural economics, which is the fast-emerging counterpoint to the 'ideal behaviour' ideas on which classical economics is based. I want students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy. The aim is to develop essential skills such as analyzing and interpreting data, building rational and logical arguments and making clear, convincing judgements. Economics combines both creativity and rational thought and students will confidently use a wide range of mathematical skills and balance these with strong communication skills, both written and verbal. Our curriculum at Gunnersbury goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, I believe our curriculum goes beyond what is examinable. Our curriculum in Economics supports the mission statement of the school.

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It encourages all to engage in as broad an interpretation of education as is possible, and one which is in keeping with the motto 'Ad Altiora' - 'To Higher Things.'

The curriculum provides a coherent, satisfying and worthwhile course of study covering all branches of economics and relevant and relatable issues. The curriculum caters for two audiences –university level and those who have a general interest. The interplay between economic theory, economic policy and economic events is central theme. The development of analytical and quantitative skills, together with qualities and attitudes that will equip students for the challenges, opportunities and responsibilities of adult and working life. There is appreciation and contribution of economics to the understanding of the wider economic and social environment-Cultural capital. The specification provides a suitable foundation for the study of economics through a range of higher education courses, progression to the next level of vocational qualifications or employment.

Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. The curriculum is designed as there is only one teacher it allows focus on specific branches of economics rather than separating between different teachers which is the usual format in a department with many teachers of Economics. The sequence of learning reflects the development of skills such as knowledge and application, quantitative skills it to analysis and evaluation and critical thinking from year 1 and then onto year 2 where 20 mark essays are introduced for example and dealing with larger quantities of data for application.

Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind as an economist. As a knowledge-based curriculum, I believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills. Cultural Capital is embedded throughout the Economics curriculum. Our students are constantly introduced to a wide variety of viewpoints from some of the most influential economists throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real-life examples. Students undertake this whilst developing an increase understanding into current events happening globally such as Brexit and the global pandemic crisis. In addition to our aims, our curriculum design includes revisiting and building on existing knowledge. I ensure the level of challenge is high enough for the most able, with scaffold and support of students who need it.

It is reasonable to assume that many learners will have achieved qualifications equivalent to Level 2 at KS4 to commence with A level Economics such as grade 5/6 In maths and English.

Skills in Numeracy/Mathematics, Literacy/English and Information Communication

Technology will provide a good basis for progression to this Level 3 qualification.

Some learners will have already gained knowledge, understanding, and skills through

Their study of economics at GCSE. Students can start studying A level economics without prior knowledge from key stage 4 and therefore we do attract high numbers onto our courses. Students generally have never studied economics so we give students lots of opportunities to become familiar with the new terminology and provide them with additional resources such as textbooks and wider reading to develop their deeper knowledge. This specification is not age specific and, as such, provides opportunities for learners to extend their life-long learning.

This specification provides a suitable foundation for the study of economics or a related area through a range of higher education courses, progression to the next Level of vocational qualifications or employment. This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic. The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual Orientation. The specification has been discussed with groups who represent the interests of a diverse range of learners and the specification will be kept under review.

The Economics curriculum in the school focuses on depth of knowledge, evaluative thought and effective subject-specific writing. Each topic has a knowledge organiser designed by subject specialists to ensure precision of subject specific vocabulary and contextual knowledge for pupils and parents alike. There is a learning journey for both parents and students

We utilise cross-curricular links with geography, psychology and Business Studies.

We address issues of contemporary relevance about the world, delving into topics in greater depth and revisiting key skills such as interpretation and evaluation to embed them.

Our curriculum is therefore the body of knowledge we know our pupils need to learn as they progress from one year to the next. They need to know more, remember more and do more at each and every stage. They can only do that if we embed the right habits for learning through listening, speaking, reading, writing and maths. The curriculum is designed to equip students to engage fully with the national curriculum, whilst also providing them with enriching cultural capital experiences that enable them to appreciate human creativity, achievement and endeavour. The curriculum is also designed to show them future pathways to support successful pathways in the future beyond school.