Curriculum Statement - BUSINESS & ECONOMICS

Our Intent:	
What is the vision (big picture) for your subject?	Our vision is to help students understand and engage with the increasingly complex business and economic world in which we live, and enable them to become informed, confident, and analytical consumers, employees, employers, and entrepreneurs.
What are the key concepts that underpin your subject?	These core aspects of disciplinary knowledge are used to strengthen and develop substantive knowledge and underpin our common teaching approaches: (1) problem-solving and decision-making skills relevant to business and economics problems; (2) critical thinking; (3) application of numeracy.
Which key themes are repeated over time?	Recurring themes such as micro and macro economics provide a framework for studying the external environment in both Economics and Business, as does the theme of globalisation and international competiveness. Internal organisational themes which include finance, marketing, human resources, and operations also recurr in both Economics and Business.
What knowledge and skills will students have at the end of each key stage?	By the end of Key Stage 5 students will have developed a sophisticated understanding of economics and business concepts enabling them to become critical and independent thinkers. Students will have applied numeracy skills to a wide range of different concepts, both business- and economics-based. Economics students will have a clear understanding of markets, and the reason for intervention within markets, the indicators and causes of change in the macro environment, and how government seeks to control/develop the macro economy. They will also have a clear understanding of the strengths and limitations of globalisation, how this has impacted on the global population, and an appreciation of the equitability/inequity that has been created as a result. Business students will have a clear understanding of corporate strategy, and the tools used to devise strategy. They will be able to analyse accounting and business decisions using quantitative techniques. Students will be able to analyse the operations and effectiveness of the different functions within a business. They will also understand, and be able to analyse, the external environment, and will have an appreciation of the opportunities and issues that global trade can create.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our curriculum is designed to meet the depth and breadth of the Edexcel Business and Economics B specifications. It ensures comprehensive coverage of all required topics while offering deeper learning opportunities, critical thinking, and real-world applications through a range of up-to-date case studies. Through a carefully sequenced progression, our curriculum builds on prior knowledge, supports mastery, and fosters a love for learning. We provide enrichment opportunities and differentiated support to meet the needs of all learners, ensuring they are challenged, engaged, and prepared for future success. Students following our curriculum learn more and remember more.
How do you ensure that learning is sequenced effectively over time in your subject?	In both Economics and Business, topics spiral and learning is interleaved. The Economics curriculum is designed as "building blocks" so that students learn the foundations underpinning concepts, then revisit in the next theme, then revisit again as the curriculum develops. Topics are sequenced to build logically. For example, we start with the foundations (e.g., supply and demand, what is business). We then move to applications and analysis (e.g., how inflation affects business strategy). Then, we end with synthesis and evaluation (e.g., comparing government policy effectiveness or strategic choices of MNCs). This enables a deeper understanding of the economic principles, leading to a mastery of the micro/macro concepts, and the development of logical, coherant arguments and nuanced judgements. Within Business topics such as accounting and invesment appraisal decision-making techniques, are introduced early in the course, then built upon as the course develops.
How have you decided what knowledge and skills you want students to learn in your subject?	The starting point of our curriuculum is the Edexcel specification for both Economics and Business. This includes detail about: the core content knowledge (e.g., market failure, leadership theories, financial ratios), and the Assessment Objetives (AOs) which are AO1: Knowledge and understanding, AO2: Application to real-world scenarios, AO3: Analysis, AO4: Evaluation and judgement. Each subject has core disciplinary knowledge: Economics: Scarcity, opportunity cost, supply & demand, market structures, macroeconomic objectives. Business: Business objectives, marketing, finance, operations, and strategic decision-making. This ensures students think like economists or business leaders, rather than just memorise facts. The specifications have an emphasis on transferrable skills. For example: Numeracy: calculating revenue, elasticity, breakeven, index numbers. Essay writing: Building logical arguments, supporting with evidence, critical evaluation. Data analysis: Interpreting graphs, financial statements, and economic data. Decision making: strategic thinking in uncertain environments (e.g., SWOT, Porters Generic Strategies, Ansoffs Matrix). Problem-solving: applying concepts to unfamiliar or complex business/economic contexts.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	Cultural capital will be developed by our students through a range of different opportunities. These include a Business trip to a local tourist attraction with the aim of seeing communication and customer service in action. Careers and employer engagement are integrated by linking learning to future pathways boosting motivation and contextual understanding. For example, via seminars about relevant business/economics topic areas from a range of different universities, and enterprise mentoring via the Young Enterprise Company programme. We also offer enrichment and applied learning activities which make concepts tangible. These include, for example, the Financial Time's "The Budget Game" where students get the chance to step into the Chancellors shoes and devise fiscal policy, as well as the classic, Monopoly, where students can see Market Structures, Game Theory, the importance of the banking industry and liquidity, and principles of trade, mortgaging etc. in action. The aim is to also embed real-world cases and current affairs into lessons. This organically happens by the use of exam case studies when practicing skills. For exmaple, cases have included Tesla's competitive advantage through innovation, and Amazon's growth strategy, as well as using topical current business/economics news in the delivery of our curriculum. We also have a weekly "In the News" segment linking theory to current events (e.g. interest rate changes, inflation, corporate mergers) which is integrated into the DEAR programme's subject-specific days. Power skills are developed through a range of different teaching and learning activities. For example: Critical Thinking is developed through analysis and evaluation in essays/debates; Collaboration is developed through group presentations and business simulations; and Communication is developed through pitching ideas and presenting economic data.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	The main instruments of our curriculum are as follows: (1) the Curriculum Maps & Schemes of Work which provide the foundation for planning and delivery. The purpose of these are to ensure coverage, consistency, and progression. (II) The lessons themselves which include learning intentions and success criteria, retrieval practice (starter activities using mini-whiteboards), modelling and guided practice, independent tasks and review. The purpose of these are to deliver engaging, coherent learning experiences where students learn more and remember more. (III) Assessment Instruments which are used to measure progress, diagnose gaps, and prepare for exams. These include: Formative Assessment (for example, low-stakes quizzes, peer/self-assessment, mid-topic mini-tests), plus Summative Assessment (for example, end-of-topic tests (exam-style), mock exams, extended essay questions, data response practice). The purpose of assessment is to track attainment, give feedback, and to inform teaching. (IV) Assessment Grids & Marking Criteria which are based on exam board Assessment Objectives (AO1–AO4) and can be found at the back of each Theme Booklet. These provide the rubrics for essays and case studies, and enble through diagnostic feedback linked to specific skills (e.g., "needs stronger analysis"). The purpose of these are to help to standardise marking and to give actionable, specific feedback. (V) Student exercise books, supporting Theme Booklet, and folders. Each student has a "class" exercise book for each Theme (containing theory, activities, past paper practice), plus an assessment exercise book with an Assessment Tracker attached to it. The Theme Booklets provide the relevant part of the specification, homework questions, key terms lists, knowledge organisers, past papers/mark schemes. These provide the framework for students learning. These are all kept in organised wallet folders (one for each of the four Themes). The purpose of this section is to keep the students learning organised, promote their independence, and aid revision. (VI) Digital Tools and Online Platforms. These include Google Classroom for resources, homework instructions, submissions, and discussions; Quizlet, Kahoot and Blooket for retrieval practice; and Tutor2U, Revision Station, Economics Help:, Economics online for topical learning and revision. The purpose of these are to extend learning, support blended learning (for example, if a student is not in school), and to aid deeper engagement in Business/Economics.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	Homework in A-Level Business and Economics is designed to be purposeful, varied, and connected to the real world. It not only consolidates learning but also builds essential skills like critical thinking, analysis, research, and communication. Homework tasks are designed to consolidate knowledge, to develop application & analysis, to develop critical thinking and evaluation skills, and to encourage independence and a passion for the subject. Homework is set weekly, and will contain a mixture of the following: Own Learning questions to help reinforce concepts introducted in class; skills development tasks using data calculation/interpretation exam questions; longer essay questions using past paper questions; independent research about current business news or economic events; and reading/summarising tasks using articles from the quality press.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	Ensuring that each teacher has the requisite subject knowledge to teach A-Level Business and Economics effectively is essential for delivering a high-quality, consistent curriculum. This involves a combination of recruitment, professional development, curriculum support, and quality assurance. In order to achieve this we have to: (I) Recruit subject specialists who have experience of A-Level Business/Economics teaching. (II) Ensure that every teacher has access to the specifications, schemes of work, assessment materials, and clearly understand the Curriculum Statement. This will ensure consistent delivery and familiarity with assessment standards. (III) Ensure that ongoing CPD takes place. This includes joint planning/moderation sessions, exam board training, examiner training, online CPD from subject specialists, and joint observations. (IV) Develop a culture of team planning and collaboration by sharing resources, co-planning sessions, sharing approaches and strategies. (V) Use assessment/quality assurance to identify gaps. This will include reviewing data about student outcomes, learning walks/observations, and student voice.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	If you drop into our lessons for Learning Walks/Observations you will see a mixture of the following: (I) Interactive discussions where students are actively debating real-world economic issues or business case studies. (II) Practical applications which include hands-on activities like creating mini business plans, analysing financial statements, or simulating market scenarios. (III) Multimedia resources including videos, charts, and graphs in order to add variety. (IV) Clear conceptual frameworks, for example, step-by-step explanations of key economic principles (like supply and demand, market structures) and business concepts (like corporate strategy and financial management). (V) Critical thinking and problem solving, which include exercises that encourage students to analyse problems, evaluate options, and make decisions. (VI) Collaborative Learning; group projects or peer discussions in order to develop diverse viewpoints. Why you will see these activities: (I) To build real-world understanding: Economics and Business are not just theories; they affect daily life and careers, and applying concepts to real world examples keeps learning meaningful. (II) To develop critical skills: students learn to analyse data, think strategically, communicate clearly (both verbal and written communication), and solve problems in order to excell in their exams and to succeed in real life. (III) To engage diverse learners: mixing different types of media, activities, and discussions caters to different learning styles. (IV) To prepare for future challenges: Business and Economics are dynamic subjects, and being able to adapt, debate, and collaborate are key skills.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	Students come with diverse backgrounds; some may have studied Business or Economics before, others might be new to the subject(s) or simply lack confidence. In order to work out the starting point of our students we (I) conduct an "base line" assessment, which will usually be in the format of a class discussion to find out each student's prior knowledge, strengths, and areas for development. Then, as the year progresses we use the following techniques: (II) Differentiated content delivery which will include scaffolded materials for students new to key concepts. (III) Varied teaching methods which include the use of videos, discussions, and hands-on activities ensures different learners engage meaningfully. (IV) Personalised support via targeted feedback which is tailored to each student's progress and helps them understand what to improve. (V) Intervention sessions: offering drop-in sessions for students needing more support
How do you stretch students who are high prior attainment?	Top end students need to be stretched and challenged. These are the different things that we do in order to achieve this. (I) Deepening conceptual understanding by introducing "beyond the spec" content, for example, advanced concepts like behavioural economics, game theory, or international business strategies, which are linked back to the A-Level themes but pitched at a higher level. (II) The use of real, complex case studies and challenging current events, for example, examining real-world issues (e.g. central bank policy, supply chain crises, AI in business) where solutions aren't clear-cut. (III) . Exam mastery and grade push with sessions focused on pushing from A to A*, with peer marking using mark schemes, examiner commentry from the examiner reports, and resources from Edexcel Examiner Economics/Business training. This process also includes essay redrafting with a focus on extending coherant, logical chains of reasoning, and refining evaluation. (IV) Extension projects and competitions; enncouraging stduents to enter competitions such as Young Enterprise. (V) Encouraging wider reading, with some ideas for books as a starting point in a display in the department.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	Supporting students with SEND at A-Level in Business and Economics is about giving them full access to the curriculum while building confidence and independence. We do this by planning around individual needs using information from EHCPs/Pupil Passport to help. We try to maintain consistent routines which include structured lessons with clear expectations, and ensure that we provide differentiated support both verbally (e.g. chunking explations and checking for understanding via questioning), visually (e.g. colour coded diagrams in Economics), and in written format (e.g. writing frames).
How do you support students who are disadvantaged?	Supporting disadvantaged students in A-Level Business and Economics is about equity. This means that ensuring that background knowledge, or support outside of school doesn't limit their success. This is done by using targeted intervetion to reinforce concepts (especially for stiudents who don't have support from home), building cultural capital (many disadvantaged students may lack exposure to business settings or economic discussions at home. We explain current affairs, business case studies, and economic contexts clearly without assumptions of prior knowledge), and by having clear, predictable lesson structures which offer consistency in the classroom to students who may have less routine at home.
Our Impact:	
How are you monitoring implementation in your subject area?	Monitoring the implementation of the A-Level Business and Economics curriculum is essential to ensure it's being delivered as intended, meeting student needs, and driving progress. This is done by (I) regular checking of the scheme of work to ensure all topics are being covered in line with the specification and long-term plan, and implementing mid-term reviews to compare what's been taught vs. planned so that we can adjust for over-/under-teaching of units. (II) Tracking summative assessment data across units and classes. (III) Carrying out learning walks and lesson observations to check that the currriculum content being taught as planned, is being pitched at the right level, sudents are engaging with their learning, and that the Power Skills are being developed. (IV) Student voice & staff reflection - including regular small group discussions to check the clarity of their learning and their confidence with exam skills, and teaching staff regularly reflecting/reviewing the curriculum to fine-tune it, as well as analysing the results of the student survey at the end of year 12/13.
How do you check the rigour in planning and resourcing in your subject area?	Checking rigour in planning and resourcing in A-Level Business and Economics is essential to ensure that the curriculum not only meets the specification but also challenges students preparing them for assessments and further study. This is done by; (I) ensuring that the Scheme of Work and Curriculum Map are aligned with the Edexcel specification, ensuring that there is a logical sequencing of topics, interleaving and opportunities for retrieval practice are included, and that there is coverage of all four assessment objectives. (II) Reviewing resources to check that they are pitched at A-Level standard, promote application and evaluation, and are up-to-date and relevant to current business/economic issues. Model answers and exemplars should include top-band examples. (III) Ensuring that assessments are well-matched to the specification, that there is a clear progression in assessment difficulty from Year 12 to 13, and target a full range of AOs, especially AO3 and AO4.
How do you use assessment in your subject area?	Using assessment effectively in A-Level Business and Economics is key to driving learning, tracking progress, and preparing students for exams. This is done by; (I) Formative assessment with the aim of gauging understanding, informing teaching, and providing feedback. This could include quick mini-whiteboard quizzes on key terms and concepts (e.g., supply & demand, business objectives), mini case study analyses where students apply theory to scenarios, class discussions and questioning to check understanding. (II) Summative assessment to evaluate learning at the end of a topic or term and prepare students for final exams. This includes: essay questions targeting evaluation and analysis, data response questions involving interpretation of business reports or economic graphs, and mock exams. (III) Diagnostic assessment at the start of both Year 12 and Year 13 to understand students' knowledge and skill levels. (IV) Peer and self-assessment with the aim of deepening understanding. Students use mark schemes/Assessment Grids (these are at the back of the Theme Booklets) to assess each other's/their own essays or data responses. (V) Assessment data is then used to track progress, identify trends, plan targeted intervention sessions or to provide one-to-one support.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	Assessments in A-Level Business and Economics target specific skills. Each assessment is mapped to the four A-Level assessment objectives (AOs). This allows us to break down performance and see exactly where a student is struggling. For example, is there a problem with lack of knowledge (AO1), can students apply knowledge to real-world situations (AO2). can they build a logical argument (AO3), and can they make reasoned judgments (AO4)? This then enables us to provide structured feedback which include AO-specific comments (e.g. "This is strong AO1, but lacks depth in AO3") and provides the framework for DIRT where students redraft weak sections, or add application/analysis.
How is knowledge remembered in your subject?	Ensuring that knowledge is remembered, rather than temporarily learned, is crucial for success in A-Level Business and Economics, especially with linear exams at the end of Year 13. This is done by using: (I) retrieval practice regularly by using low-stakes quizzes every lesson or week on previous content, 'Do Now' starter tasks from last lesson, last topic, or even last year, flashcards (digital or physical) on key terms and formulas. (II) Interleaving using, for example, practice papers and essays that combine multiple topics (e.g. market structures + business objectives), mixed revision tasks: e.g., costs, PED, break-even all in one session. (III) Revisiting topics (e.g. Year 12 content) regularly, even in Year 13, and building spiral retrieval into lessons , e.g., linking elasticity back to pricing strategies or providing the "it depends upon" argument in macroeconomic policy. (IV) Using visual and verbal learning techniques in lessons and revision activities. These include diagrams, flowcharts, and concept maps alongside key vocabulary, graphs and tables to represent economic or financial data visually. (V) Encouraging students to summarise topics using both words and images (e.g. SWOT matrix, PESTLE mind maps). (VI) Encouraging comparisons (e.g. fiscal vs monetary policy, or competitive vs monopolistic markets). (VII) Cold-calling and questioning that requires recall (not just recognising the topic).

Curriculum Overview: BUSINESS & ECONOMICS

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
A Level Business	Year 12	**Theme 1: Marketing and people** 1.1 Meeting customer needs 1.2 Market	**Theme 1: Marketing and people** 1.3 Marketing mix and strategy 1.4 Managing people	**Theme 2: Managing business activies**1 .5 Entrepreneurs and leaders 2.1 Raising finance 2.2 Financial planning	**Theme 2: Managing business activities** 2.2 Financial Planning 2.3 Managing finance	**Theme 2: Manging business activities** 2.4 Resource Managememt 2.5 External influences	**3: Business decisions and strategy** 2.5External influences 3.1Business objectives and strategy
	Year 13	**decisions and strategy** usiness objectives and strategy 3.2Business growth	**decisions and strategy** ecision-making techniques on business decisions 3.5 Assessing competitiveness	**al business** anaging change balisation 4.2 Global markets and business expansion	**al business** obal marketing 4.4 Global industries and companies	**Revision** Paper 1 and Paper 2	**Revision** Paper 3
A Level Economics	Year 12	**Theme 1: Markets, consumers and firms** 1.1 Scarcity, choice and potential conflicts 1.2 Enterprise, business and the economy	1.3 Introducing the market 1.4 The role of credit in the economy	1.5 Market failure and government intervention 1.6 Revenue, costs, profits and cash	**Theme 2:The wider economic environment** 2.1 Business growth and competitive advantage 2.2 Firms, consumers and elasticities of demand	.3 Productive efficiency 2.4 Life in a global economy	2.5 The economic cycle 2.6 Introduction to macroeconomic policy
	Year 13	**Theme 3:The global economy** 3.1 Globalisation s in business expansion 3.3 Impact of globalisation on global companies	3.4 Impact of globalisation on local and national economies 3.5 Global labour markets 3.6 Inequality and re-distribution Introduction to Paper 3	**heme 4: Making markets work** 4.1 Competition and market power 4.2 Market power and market failure 4.3 Market failure across the economy	4.4 Macroeconomic policies and impact on firms and individuals 4.5 Risk and the financial sector	Revision Paper 1 and Paper 2	Revision Paper 3