



Curriculum Map

Subject: GCSE Economics (Theme 1) MICRO

Year group: Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>An introduction into economic theory</p> <ul style="list-style-type: none"> - The roles of consumers, firms and the government. - The factors of production: Land, Labour, Capital and Enterprise. - The economic problem. - Theory behind opportunity cost. - The arrangement of a market. - Product and factor markets. - Features of different sectors. 	<p>Theory of demand and supply</p> <ul style="list-style-type: none"> - The theory of demand. - Factors that influence demand. - Price elasticity of demand. - The theory of supply. - Factors that influence supply. - Price elasticity of supply. 	<p>Development of demand and supply</p> <ul style="list-style-type: none"> - Market equilibrium - The role of markets in determining price and the allocation of resources 	<p>Understanding of market structures</p> <ul style="list-style-type: none"> - The different forms of competition - Monopolies - Oligopolies 	<p>Production in an economic context</p> <ul style="list-style-type: none"> - The role of producers - Productivity - Total costs and total revenue - Average costs and average revenue - Profit and loss - Different economies of scale 	<p>Economics projects</p> <ul style="list-style-type: none"> - Research the impact on economic theory and society from a famous economist. - Research a current economic issue impacting the world both economically and socially. - Enterprise challenge
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> - Explain the roles of economic agents in the working of an economy. - Analyse the effect of using different resources. - Evaluate economic choices looking at benefits, costs and the opportunity cost of economic actions. 	<ul style="list-style-type: none"> - To draw and label a demand curve. - To draw and label a supply curve. - To calculate percentage change and elasticity. - To interpret data to make economic assumptions. - To analyse factors that affect demand and supply 	<ul style="list-style-type: none"> - To explain how the factors that determine price change market conditions. - To analyse and evaluate the causes of changes in market equilibrium. 	<ul style="list-style-type: none"> - To evaluate the effectiveness of different forms of competition - To explain how monopoly and oligopoly markets affect market conditions. - To evaluate the effect of monopolies and oligopolies on different economic agents. 	<ul style="list-style-type: none"> - To explain how a business achieves economies of scale. - To calculate total revenue and total costs. - To calculate average revenue and average costs - To interpret financial data on a graph. - To calculate productivity. 	<ul style="list-style-type: none"> - To analyse and evaluate the impact economics has had on the structuring of society - To analyse and evaluate the impact current affairs has had on consumers, firms, government and society - Applying knowledge learnt in lessons to create a firm that is successful in creating demand for consumers.



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<p>Key Questions</p>	<ul style="list-style-type: none"> - How are consumers, firms and the government interlinked in economics? - What is meant by scarcity? - What must an economic agent consider when making a decision? - How do we make production more sustainable? 	<ul style="list-style-type: none"> - How do consumers react to changes in price? - How do producers react to changes in price? - What does different elasticity figures show a producer and how do they use that information? - How is elasticity important to consumers? 	<ul style="list-style-type: none"> - What happens when a market is not in equilibrium? - What is the significance of factors that have caused a change in market equilibrium? - How are different industries affected by factors that influence demand and supply? 	<ul style="list-style-type: none"> - Are monopoly and oligopoly markets beneficial or damaging to consumers and markets? 	<ul style="list-style-type: none"> - Is it more important to increase production or improve productivity? 	<ul style="list-style-type: none"> - Is it more important to increase production or improve productivity?
<p>Assessment</p>	<p>1.1 Introduction to economics 2.1 The role of markets</p>	<p>2.2 Demand 2.3 Supply</p>	<p>2.4 Price</p>	<p>2.5 Competition</p>	<p>2.6 Production</p>	
<p>Literacy/Numeracy/SMSC/Character</p>	<ul style="list-style-type: none"> - Numeracy: Interpreting numerical data and graphs in economics decision making - Literacy: building arguments using economic terminology, developing analytical and evaluative paragraphs using data and contextual evidence from case studies. - SMSC: students explore the rationale behind decisions made by consumers, firms and the government. Through this, students are given the chance to reflect on how the actions of these agents affect society 	<ul style="list-style-type: none"> - Numeracy: Interpreting numerical data and graphs in economics decision making - Literacy: building arguments using economic terminology, developing analytical and evaluative paragraphs using data and contextual evidence from case studies. - SMSC: students explore the rationale behind decisions made by consumers, firms and the government. Through this, students are given the chance to reflect on how the actions of these agents affect society 	<ul style="list-style-type: none"> - Numeracy: Interpreting numerical data and graphs in economics decision making - Literacy: building arguments using economic terminology, developing analytical and evaluative paragraphs using data and contextual evidence from case studies. - SMSC: students explore the rationale behind decisions made by consumers, firms and the government. Through this, students are given the chance to reflect on how the actions of these agents affect society 	<ul style="list-style-type: none"> - Numeracy: Interpreting numerical data and graphs in economics decision making - Literacy: building arguments using economic terminology, developing analytical and evaluative paragraphs using data and contextual evidence from case studies. - SMSC: students explore the rationale behind decisions made by consumers, firms and the government. Through this, students are given the chance to reflect on how the actions of these agents affect society 	<ul style="list-style-type: none"> - Numeracy: Interpreting numerical data and graphs in economics decision making - Literacy: building arguments using economic terminology, developing analytical and evaluative paragraphs using data and contextual evidence from case studies. - SMSC: students explore the rationale behind decisions made by consumers, firms and the government. Through this, students are given the chance to reflect on how the actions of these agents affect society 	<ul style="list-style-type: none"> - Numeracy: Interpreting numerical data and graphs in economics decision making - Literacy: building arguments using economic terminology, developing analytical and evaluative paragraphs using data and contextual evidence from case studies. - SMSC: students explore the rationale behind decisions made by consumers, firms and the government. Through this, students are given the chance to reflect on how the actions of these agents affect society



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	<p>socially, morally, and culturally.</p> <p>- Character: students build character through being put through realistic economic scenarios that test their ability to take the initiative and be confident in displaying their creativity and aspirations. Business scenarios will also help them consider differing views which will help them develop tolerance, integrity and resilience.</p>	<p>socially, morally, and culturally.</p> <p>- Character: students build character through being put through realistic economic scenarios that test their ability to take the initiative and be confident in displaying their creativity and aspirations. Business scenarios will also help them consider differing views which will help them develop tolerance, integrity and resilience.</p>	<p>socially, morally, and culturally.</p> <p>Character: students build character through being put through realistic economic scenarios that test their ability to take the initiative and be confident in displaying their creativity and aspirations. Business scenarios will also help them consider differing views which will help them develop tolerance, integrity and resilience.</p>	<p>socially, morally, and culturally.</p> <p>Character: students build character through being put through realistic economic scenarios that test their ability to take the initiative and be confident in displaying their creativity and aspirations. Business scenarios will also help them consider differing views which will help them develop tolerance, integrity and resilience.</p>	<p>socially, morally, and culturally.</p> <p>- Character: students build character through being put through realistic economic scenarios that test their ability to take the initiative and be confident in displaying their creativity and aspirations. Business scenarios will also help them consider differing views which will help them develop tolerance, integrity and resilience.</p>	<p>socially, morally, and culturally.</p> <p>- Character: students build character through being put through realistic economic scenarios that test their ability to take the initiative and be confident in displaying their creativity and aspirations. Business scenarios will also help them consider differing views which will help them develop tolerance, integrity and resilience.</p>
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