



CURRICULUM INTENT

Business and Economics

- **Challenge** lies at the heart of our curriculum. It goes beyond what is statutory or typical; students are encouraged to deepen their understanding of the fundamentals of their learning at every opportunity.
- Our curriculum is fully **inclusive**. All students have access to a broad range of experiences for as long as possible, regardless of prior attainment or additional needs.
- Our curriculum is **knowledge rich**, with subject curricula designed to ensure that any 'powerful' knowledge and skills that are critical to future success are regularly re-visited.
- Our curriculum is **expertly planned** and is therefore sequenced to enable students to build their knowledge and skills towards ambitious agreed end points.
- Wherever appropriate our curriculum gives students the opportunity to **personalise** their experience, thereby facilitating enjoyment and success for all.
- The importance of reading and wider **literacy** skills is a key thread that runs through our curriculum. As well as broadening students' vocabulary, all subjects will develop students' subject-specific literacy, so they can speak, read and write as, for example, a Historian, an Artist or a Physicist.
- A carefully considered and inclusive **extra-curricular** programme supports broader and deeper understanding of the taught curriculum, as well as developing the cultural capital our young people need to be global citizens.
- Students' **personal development**, including careers education, is central to our curriculum, through all subject areas, as well as PSHE lessons, tutor time, assemblies and off-timetable activities.
- Homework and summative **assessment** tasks are strategically designed to promote the concepts of regular review and spaced practice, therefore contributing to a long-term retention of knowledge and skills.

Studying Business and Economics at Marling School will provide students with a variety of opportunities to develop their understanding of the Business world and economy around them, whilst strengthening their academic abilities. We offer Business and Key stage 4 and both Business and Economics at Key stage 5. All courses look at important decisions that need to be made within businesses and the economy, with students being taught to approach the decisions to hand in a realistic manner. You do not have to have studied GCSE Business to take one of our subjects at A-Level. Those who do may be more fluent in using the subject's terminology to begin with, however we will ensure that we support all students in their understanding. The Business and Economics Key Stage five courses won't however seem too repetitive for those who have studied Business at key stage four, as a wide range of new models and calculations, for example, are included making the courses interesting subjects to study no matter your academic background. Building on skills and content from previous English and Maths learning will take place for both subjects. This is reflected in our requirement for students to write extended pieces of writing, of which we will support and scaffold to ensure they are competent in doing so, whilst also working with percentages, index numbers, formulas and depicting and drawing graphs. Due to this variety of skills required, assessments take on a variety of forms to reflect this.

Our subjects are applicable to the real world; however, we also understand the importance of exams. Our teaching is well organised to ensure that previous year's work is recapped, with our starter tasks and homework tasks particularly focusing on this. However, our A level courses require learners to approach the course in a holistic manner, meaning that despite recapping prior learning through knowledge retrieval tasks, there is an expectation from students to be able to draw on a range of elements from the course in their extended writing pieces. For example, exchange rates will be taught in year 12 Macro-economics and then built in year 13 to look at the different exchange rate systems that exist in different economies. Yet, year one Micro elements such as the elasticity of goods and the concept of opportunity cost can be used to evaluate such learning. Feedback to support student progression will be provided to in both in both written and verbal form.

The courses are personalised through students drawing on business and/or country examples that they take an interest in, as well as any wider reading around the subjects having an element of student choice. Wider reading, whether through The Economist (available to students through our library website), or books from the library (reading lists available from teachers and from class displays) are significant in ensuring that students are competent in their use of business and economics language, allowing them to write to the highest level.

