



ECONOMICS AND BUSINESS

Curriculum Intent, Implementation and Impact

Intent

We aim to create the very best Economics and Business studies students at KS4 (Business Studies) and KS5 (Business Studies and Economics). The aim of the Business studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities.

Our curriculum at NHGS goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable.

Our curriculum in Economics and Business studies supports the ethos statement of the school. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance in Economics and Business studies lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind.

As a knowledge based curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through student booklets, a variety of practice questions, with regular quality feedback being given based on assessments to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.

As a natural part of virtually all lessons students are encouraged to look at what is happening in the world at all levels and to try and understand the issue and often the solution through the eyes of an economist. Articles are also regularly posted in Google Classrooms for the students to read, these are then referred to in lessons. This not only helps their learning, but also, it shows them the relevance and significance of the subject in today's society. Students undertake this whilst developing social and cultural awareness by exploring current affairs (local, global and national) and their impact on students and their families. Students develop their ethical and environmental awareness through exploring international trade to enable them to make wise decisions as a consumer.

In addition to our aims, our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it. We have a clear plan for what students should know and be able to do in Business by the end of KS4. Students are expected to be able to talk and write knowledgeably about business, enterprise and the economy, using subject specific language accurately and confidently. They should be able to utilise Business specific

skills such as making links between different units of work; analysing and interpreting business case studies and understanding financial information and language.

Implementation

Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department. We are committed to a three-year plan of developing our schemes of work. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.

The nature of the subjects demand that students are regularly and routinely revisiting prior learning to reinforce their learning. The start of most lessons will recap on prior learning, with Q&A or a past paper exam question during the lessons. At both KS5 and KS4, regular assessments, multiple choice tests are given and students are always encouraged to select knowledge and understanding from across the specification when they are planning and writing their extended answers.

Students are taught throughout the course to think like economists and draw upon all of the knowledge they have to analyse an issue or answer a question. It is also made very clear to them that the learning in economics is often very sequential, hence students must be continually reinforcing and embedding their prior learning. The department sets lagged homework on Seneca, and uses other tools such as; Kahoots, Blooket, Tutor2u course companions.

To complement the schemes of work students also engage in Economics and Business studies through arranging student revision conferences with senior examiners and other experienced practitioners. These activities allow students to gain valuable insight into the subject and the demands of the examination. Assessments are calendared, so each class is assessed once every half term by each teacher for the relevant units taught. In year 12 and 10 students are provided with a scaffolding of how to answer exam questions, which are then removed as the students progress to a later stage of the year, so they are able to work through exam questions independently with challenge.

In Business and Economics careful thought is given in terms of the teaching of key components to ensure that Year 12 provides students with a basic grounding in key principles and concepts. Year 13 has a stronger focus on the application of these basic concepts in terms of studying more 'applied' topics that allow students to use their Economics/Business understanding to analyse key issues such as inequality and globalization in Economics.

Impact

We know our curriculum is working in the Economics and Business studies department as examination results are consistently above the national average and among the best in the school at A-level.

Quality Assurance within the department ensures that the intended curriculum plans are delivered appropriately. There is a planned programme for monitoring and reflecting on provision, including: weekly planning meetings (Monday period 5 or after school), fortnightly meetings with SLT line manager, termly learning walks and work scrutiny. These are designed to ensure there is no mismatch between the planned and delivered curriculum in lessons delivered by different members of staff.

The engagement of students in the department can be observed in lessons and recorded in student voice. The number of students choosing to study Economics and Business studies at A-Level are very high and a number of our students go on to study the subjects further at university.

More importantly, students frequently express their enjoyment of Economics and Business studies, the quality of teaching they have received and their appreciation of the knowledge and study skills they have gained from the department.

Economics is not offered at Key Stage 4, but many students who take the subject have studied Business Studies at GCSE level and therefore understand some key principles of business operation, pricing policies and some basic macroeconomic understanding.

The subjects have grown in uptake over the recent years, Economics and Business Studies have 2 classes each in the current year 13. There is also an increase in the number of students who now go on to University to study Business or Economics related courses; from 13% in 2020 to 30% in 2021, 50% of the students were accepted to Russell Group Universities. The subject across school has also grown in popularity, as we also now have 2 classes in years 10 and 11 each for GCSE Business Studies.