

Key Stage 5 Curriculum Overview 2026-27 A Level Economics Year 12: Microeconomics

		Theme 1:How Markets Work, Market failure	Theme 1: Market Failure	Theme 3	Theme 3	Theme 3	Revision and Consolidation		Review
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
1 2	Unit descripti on	1.1.1-1.2.10 Students will learn about economics as a social science, the fundamental 'economic problem', infinite wants and limited resources. How markets work Retrieval: Using their knowledge of the economic problem students will learn how supply and demand interact to set free market prices. They will learn the concept of elasticity of both demand and supply. Intent: Students will learn about production possibility frontiers, how to draw them and calculate the opportunity costs. They will learn about specialisation and the division of labour and its impact on productivity. Retrieval : using their knowledge of S&D students will examine how the use of resources in specific ways enables economies to function. Intent: Students will learn about the functions of money within society and the types of economic systems Retrieval: students will use their knowledge of the economic problem to evaluate which system is 'best' Intent: How Markets Work	1.3.1 Market Failure Retrieval: Using their knowledge of the free-market price mechanism students will learn how markets can fail through positive and negative externalities. They will examine merit and demerit goods. Market Failure Retrieval: Using their knowledge of the free-market price mechanism students will examine public goods and how they lead to market failure. They will evaluate potential government policies to correct market failure in merit and demerit goods	<i>3.1.2 How firms grow ,3.1.3 Mergers and demergers</i> Retrieval: Using their knowledge of supply and demand Students will learn about how and why firms grow in size <i>3.3.1 Revenue</i> Retrieval: Using their knowledge of demand students will learn how firms make revenue how to calculate revenues and what average and marginal revenue curves look like	<i>3.3.1 Costs</i> Retrieval: Using their knowledge of Revenues, supply and demand students will learn how to calculate costs and how to construct diagrams <i>3.3.3 Diminishing returns</i> Retrieval: Using their knowledge of costs and revenues and diagrams students will learn the concept of diminishing returns, the short run and how to apply it.	<i>3.3.3 Economies of scale</i> Retrieval: Using their knowledge of Diminishing returns, costs and revenues, students will learn about the long run in terms of costs <i>3.3.3 Returns to scale</i> Retrieval: Using their knowledge of Economies of scale students will learn about output in the long run.	Retrieval: Using their knowledge of Market failure, supply and demand, diminishing returns, economies of scale, students will learn about behavioural economics and how it impacts and influences everything that they have done so far in economics		Students will review the Y!2 exam

	Retrieval: Using their knowledge of the price mechanism students will learn how markets are interrelated, and therefore price changes in one market will influence prices in other markets. Retrieval: using their knowledge of elasticity they will learn about cross price and income elasticity of demand. Retrieval: Using supply and demand diagrams they will examine both consumer and producer surplus. Intent: This is the foundation model of the whole study of economics and provides the basis for the rest of the course. Intent: This section provides a basis for the understanding of government policy studied in macro economics							
Assessment	1xShort answer test. Multichoice, calculation, diagram AO1,AO2	1xShort answer test. Multichoice, calculation, diagram AO1,AO2	1xShort answer test. Multichoice, calculation, diagram AO1,AO2	1 x 25 marker on market failure (AO1, AO2, AO3, AO4)	1x 5 and 10, (AO1, AO2, AO3, AO4)			

- **AO1: Demonstrate knowledge of terms/concepts** and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.
- **AO2: Apply knowledge and understanding** to various economic contexts to show how economic agents are affected by and respond to economic issues.
- **AO3: Analyse issues within economics**, showing an understanding of their impact on economic agents.
- **AO4: Evaluate economic arguments** and use qualitative and quantitative evidence to support informed judgements relating to economic issues

Theory of the Firm Costs Perfect Competition		Theory of the Firm Monopoly Oligopoly		Theory of the Firm Monopolistic Competition				Labour Markets		Revision and Consolidation		Final Examinations	
AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2			
13	Unit description	Retrieval: Using their knowledge of supply students will examine the objectives of firms and the divorce of ownership from control. Students will learn about business costs and revenues and economies of scale. Perfect Competition Retrieval: Using their knowledge of supply and demand students will investigate the perfectly competitive market structure. They will evaluate how markets grow in size.	Monopoly Retrieval: Using Supply and demand and their knowledge of perfect competition students will investigate monopoly market structure. Students will evaluate the consequences of monopoly power. Oligopoly Retrieval: Using Supply and demand and other market structures students will investigate oligopolistic market structure. Intent: The Theory of the firm uses Y12 study of supply and demand to understand the supply side of the economy	Monopolistic Competition Retrieval: Using Supply and demand and other market structures students will investigate monopolistic competition. Retrieval: Using their knowledge of market structures students will examine pricing strategies.		Contestable markets Retrieval: Using their knowledge of market structures students will learn about price discrimination and contestable markets. Students will evaluate the role of government intervention. Labour Markets Retrieval: Students will draw on their microeconomic knowledge of demand and supply to explain free market and markets involving trade unions and monopsonists. They will draw on their macroeconomic knowledge to evaluate government policies to improve labour markets. Intent: Building on the basic theory of demand and supply and inequality to link into macroeconomic government policy The distribution of income and wealth: poverty and inequality Retrieval: Students will use their macroeconomic knowledge and their knowledge of market failure to evaluate policies to alleviate poverty. Students will learn the difference between income and wealth and the definitions of poverty. They will analyse the causes of and the issues surrounding inequality.	Students will use past questions to consolidate learning from the whole of the microeconomic course.						

						Intent: This is a valuable link to government policy in macro economics		
	Assessment	1 x 15 mark essay (AO1, AO2, AO3, AO4) 1 x 25 mark essay (AO1, AO2, AO3, AO4)	1x 25 mark essay	Mocks	Short answer Qs + 5 and 8 mark AO1, AO2, AO3, AO4)	Paper 3 mock paper AO1,AO2,AO3,AO\$	Paper 1 walk through	

- AO1: Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.
- AO2: Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues.
- AO3: Analyse issues within economics, showing an understanding of their impact on economic agents.
- AO4: Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues.

Key Stage 5 Curriculum Overview 2026-27 A Level Economics Year 12: Macroeconomics

		The Macroeconomic Model	The Macroeconomic Model	Economic Growth and Macroeconomic Objectives	Economic Growth and Macroeconomic Objectives	Monetary, Fiscal, Demand Side and Supply Side Policies	Macroeconomic Conflicts and Trade Offs, Balance of Payments
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1 2	Unit description	The Macroeconomic Model Retrieval: Using their knowledge of microeconomic supply and demand students will learn about the Circular Flow of Income and how Aggregate Demand and Aggregate Supply work in the macroeconomy, and how their interaction determines levels of growth and price levels. This knowledge will underpin all future learning of macroeconomics. Intent: This develop knowledge of the microeconomic model, and is the foundation for all macroeconomic	The Macroeconomic Model Retrieval: Using their knowledge of microeconomic supply and demand students will learn about the Circular Flow of Income and how Aggregate Demand and Aggregate Supply work in the macroeconomy, and how their interaction determines levels of growth and price levels. This knowledge will underpin all future learning of macroeconomics. Intent: This develop knowledge of the microeconomic model, and is the foundation for all macroeconomic	Economic Objectives and Macroeconomic Objectives: Students will learn about Economic Growth, employment levels, and price levels. For each indicator they will learn how it is calculated, what factors influence its level, and how government policy might be used to change its level. Retrieval: Using their knowledge of Macroeconomic Objectives and AD/AS, students will use these to undertake analytical interpretations.	Economic Objectives and Macroeconomic Objectives: Students will learn about Economic Growth, employment levels, and price levels. For each indicator they will learn how it is calculated, what factors influence its level, and how government policy might be used to change its level. Retrieval: Using their knowledge of Macroeconomic Objectives and AD/AS, students will use these to undertake analytical interpretations.	Monetary, Fiscal, Demand Side and Supply Side Policies Students will learn how governments use these policies to control the economy. Retrieval: They will evaluate the likely effect of these policies on the macroeconomic objectives that they have learned. Intent: An opportunity to reflect on macroeconomics and how governments intervene	Macroeconomic Conflicts, Trade Offs and Balance of Payments Students will learn how trade offs must be considered when managing the economy as well as the macroeconomic objective of the Balance of Payments. Retrieval: They will evaluate the likely effect of the trade-off of the macroeconomic objectives that they have learned. Intent: An opportunity to reflect on macroeconomics objectives and challenges.
	Assessment	1x short answer test. Multichoice, . AO1, AO2	1x5 mark question AO1,AO2,AO3 1 x 8 mark question AO1,AO2,AO3	1 x 10 mark question 1x 12 mark essay AO1,AO2,AO3,AO4	1x 15 mark essay AO1,AO2,AO3,AO4	1x short answer test. Multichoice, 5 marker, 1 x 8 marker. AO1, AO2	Mock Examination

- **AO1: Demonstrate knowledge of terms/concepts** and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.
- **AO2: Apply knowledge and understanding** to various economic contexts to show how economic agents are affected by and respond to economic issues.
- **AO3: Analyse issues within economics**, showing an understanding of their impact on economic agents.
- **AO4: Evaluate economic arguments** and use qualitative and quantitative evidence to support informed judgements relating to economic issues.

Key Stage 5 Curriculum Overview 2026-27 A Level Economics Year 13 Macroeconomics

		Monetary, Fiscal, Demand Side and Supply Side Policies	The Financial Sector and The Role of the State in the Macroeconomy	International Economics	Emerging and Developing Economies including Inequality	Unit 3 Preparation	Revision and Consolidation	Final Examinations
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2		SUMMER 1	SUMMER 2
13	Unit description	Monetary and Fiscal Policy Students will learn how governments use both policies to control the economy. Demand Side and Supply Side Policies Students will learn how both demand side and supply side policies have been used in the UK to manage its economy. Retrieval: They will evaluate the likely effect of these policies on the four indicators Intent: An opportunity to reflect on macroeconomics and how governments intervene	The Financial Sector and The Role of the State in the Macroeconomy Retrieval: Using their Y12 knowledge of macroeconomic objectives students will learn how the capital market works in the UK. They will understand the causes of the 2008 financial crash and the policies and regulations introduced by the government during and after the crash. Students will also learn about the role of central banks. students will learn how factors such as Public Expenditure, Taxation, Public Sector Finances and Policies in a Global Context. Intent: Building on Y12 micro economic market failure and government intervention to understand the global impacts of the 2008 crash as well as global conflicts.	The Global Economy Students will learn the benefits and costs of both globalisation and international trade to both developed and developing economies. They will evaluate both free trade and protectionist policies. Retrieval: All of this will require students to retrieve their knowledge of the UK macro economy studied in Year 12. Intent: Using all area of macroeconomics studied so far, to have a deeper understanding of the UKs place in the world	Emerging and Developing Economies including Inequality Students will learn the measures of development as well as those factors which influence growth and development, whilst considering strategies that can be used to influence growth and development. Retrieval: All of this will require students to retrieve their knowledge of the UK macro economy studied in Year 12. Intent: Using all area of macroeconomics studied so far, to have a deeper understanding of the UKs place in the world	Retrieval: Students will draw on their knowledge from both micro and macroeconomics to answer multiple choice questions and to offer recommendations for action based on a case study.	Students will use past questions to consolidate learning from the whole of the macroeconomic course.	A Level Exams Unit 1: Markets and Market Failure Unit 2: The National and International Economy Unit 3 Economic Principles and Issues
	Assessment	1x short answer test. Multichoice, 5 marker, 1 x 8 marker. AO1, AO2	1x 25 mark essay (AO1, AO2, AO3, AO4)	Mock Examination	Section B Questions and Section C 25 mark question. (AO1, AO2, AO3, AO4)	Paper 3: 2 hour mock exam in lessons. (AO1, AO2, AO3, AO4)	Individualised past question assessments.	

- **AO1: Demonstrate knowledge of terms/concepts** and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.
- **AO2: Apply knowledge and understanding** to various economic contexts to show how economic agents are affected by and respond to economic issues.
- **AO3: Analyse issues within economics**, showing an understanding of their impact on economic agents.
- **AO4: Evaluate economic arguments** and use qualitative and quantitative evidence to support informed judgements relating to economic issues.

>Something More?

Curriculum at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

1. Fostering a Sense of Belonging and Interconnectedness with Others, Nature, and the Universe

Curriculum Links & Examples:

- Externalities and Market Failure (Theme 1 & Theme 3)
- Concepts like negative externalities, public goods, and environmental degradation highlight how individuals, businesses, and nature are deeply interconnected.
- Students can reflect on how personal choices and economic decisions affect others and the planet.
- Globalisation and Development Economics (Theme 4)
- Explores economic interdependence, trade relationships, and global inequality.
- Encourages empathy and a global sense of belonging — seeing how different countries and populations are tied together through economics.
- Discussion Prompt: How do fair trade and ethical consumption empower producers in developing countries?
- Behavioural Economics (Theme 1)
- Looks at how human decision-making is influenced by psychology and social norms.
- Promotes understanding of how people influence one another and how policies can support collective wellbeing.

2. Using Hands-On Activities, Field Trips, and Experiments to Immerse Students in Learning and Evoke Wonder

- **Simulation Games (Theme 1 & Theme 2)**
 - Experiments where students act as buyers and sellers in different market structures (perfect competition, monopoly, oligopoly).
 - These bring abstract concepts to life and evoke excitement through strategy and competition.
- **Classroom Experiments (Behavioural Economics)**
 - Use small-scale experiments on *anchoring*, *framing*, or *loss aversion*.
 - These create “aha” moments, making students question how rational they really are and opening up curiosity.

✦ 3. Highlighting Extraordinary People, Events, and Discoveries That Inspire Awe or Investigate How Awe Drives Creativity

Unit Inspiring People & Events

✦ Curriculum & People-Based Connections:

- **Great Economic Thinkers**
- Highlight visionaries like **John Maynard Keynes**, **Friedrich Hayek**, **Amartya Sen**, **Elinor Ostrom**, and **Muhammad Yunus**.
- **Activity Idea:** Create a “Hall of Fame” for economists whose ideas changed the world.
- **Historic Economic Events**
- The **2008 financial crisis**, the **Great Depression**, or **hyperinflation in Zimbabwe** can be taught as stories of crisis, resilience, and reform.
- Inspire awe at the complexity of systems and the creative responses that followed.
- **Development Breakthroughs (Theme 4)**
- Microfinance, mobile banking, or clean water tech in low-income countries show how economic solutions can transform lives.
- Case studies like Grameen Bank or M-Pesa showcase creativity meeting human need.
- **Awe Through Big Questions**
- Pose existential economic questions such as:
 - “What would a world without money look like?”
 - “Can capitalism be sustainable?”
 - “What happens if we don't grow GDP anymore?”

--