



At King James's School, our aim is for economics students to “**think like economists**” when engaging with global and economic issues. Throughout the curriculum, we explore why choices must be made, how they are made, and the consequences of those choices—both for individuals and governments—on quality of life. Economic thinking permeates all aspects of life: from how wages are determined and whether taxes should be raised, to how we can promote equality of opportunity, protect the environment, and allocate scarce resources effectively.

Our students are encouraged to understand how economic theory can be applied to analyse and evaluate information, enabling them to make reasoned and informed judgments.

Curriculum Principles

Our curriculum is grounded in educational research, including *Rosenshine's Principles in Action*. We integrate real-world economics by using current news topics to debate and explore potential solutions to complex economic problems. As a knowledge-rich curriculum, we believe that both **substantive** and **disciplinary knowledge** are essential. This foundation allows students to apply, analyse, and critically evaluate economic concepts—skills that are vital for academic success.

Content is delivered through a range of economic theories, reinforced by regular practice questions, high-quality assessment, and feedback within each learning cycle to support student progress.

Curriculum Structure

While the GCSE and A Level specifications outline the core subject content, we have made a deliberate decision to teach both **microeconomics and macroeconomics** in Year 10 and Year 12. This approach ensures students develop a broad and balanced understanding of economic principles early on, equipping them with the foundational knowledge needed to tackle more complex topics in later stages.

The curriculum is organised into **half-termly planners**, allowing for regular review of progress and identification of strengths and areas for development. This structure supports both students and teachers in maintaining a clear focus on learning goals.

Resources and Skills Development

We are developing **knowledge organisers** and **learning mats** at both KS4 and KS5 to ensure students have access to essential prior knowledge. This enables them to concentrate on developing higher-order skills such as analysis and critical evaluation.

A key emphasis is placed on applying classroom knowledge to real-life contexts. We use **debates** and **student presentations** to help learners build confidence, develop communication skills, and engage with current economic issues. These activities also foster independent research and critical thinking.

Key Stage 4 & 5 Focus

In the first year of study, we ensure all students acquire a strong baseline of economic knowledge. By introducing both micro and macroeconomic concepts early, students gain a comprehensive understanding of markets and government policy. This integrated approach supports deeper learning and avoids the compartmentalisation of ideas, encouraging more sophisticated critical thinking.

We also maintain flexibility in curriculum delivery, allowing us to respond to current events and student interests. This responsiveness ensures that learning remains relevant, engaging, and meaningful.