



Wimbledon College Curriculum Intent

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

The intent of the Economics curriculum is to enable pupils to actively participate in our increasingly interconnected world with understanding and humility, and to develop the higher-level analysis skills needed to thrive in the knowledge-based economy. Through the study of Economics, students will consider micro issues of how markets work, looking at local, national and international markets. At a macro level students consider the different approaches that policy makers use to address macroeconomic issues. This is extended to consider issues from a global perspective.

The Economics curriculum challenges pupils to set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We encourage pupils to make mistakes, and learn from them, so they succeed in being resilient and courageous.

The aim for Economics within the context of Wimbledon College is that it is a popular and active choice for pupils and it offers an opportunity for them to question their own perceptions and situations as well as those within the wider community. The development of pupil's skills to be able to evaluate others' viewpoints in an analytical and unbiased manner is increasingly important in contemporary society.

As per the Economics specification, pupils learn a broad understanding of the beliefs ranging from Keynesians to the Classicalist school of thought.

This course is driven by application so the knowledge and skills gained need to be applied in a given context and, crucially, will equip them with essential tools to navigate life post Wimbledon College.

The curriculum fits within the College's curriculum intent in particular with regards to instilling a culture of life long learning and preparing them for life.

The curriculum, as Economics is only taught at Key Stage 5, follows the Edexcel specification.

Implementation

Our sequencing depends on whether there is one or two teachers delivering the content. If one teacher, our teaching follows the Edexcel Scheme of Work as recommended by the exam board with Introduction to markets and market failure being taught first after an initial introduction to key economic concepts. With some students having previously done Business

Studies this is the most relatable topic, allowing for gradual development of skills throughout the first term. These skills are then used throughout the course and applied using different knowledge. By introducing skills early on it allows maximum time for pupils to develop them and this is demonstrated through confident analysis and evaluation. This is followed by The UK economy which introduces Macro principles. This is followed by studying Market structures and developmental issues in Year 13. If there are two teachers delivering the content in Year one, one teacher will deliver the micro theme and the other the macro theme. There is flexibility within the short term sequencing to allow for both retrieval practice and time to identify and correct any misconceptions as well as the opportunity to investigate contemporary examples that may be in the news. Multiple Choice sections are particularly useful to achieve this.

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 a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills. Continuous and rigorous monitoring of assessment (weekly essays as well as other homework tasks) to make sure that all topics are comprehensively understood. Regular low stakes interleaving testing within the lesson and for homework is an inherent part of the sequencing – this ensures that knowledge is either retained or quickly identified if not retained. There is time built into the schemes of work to allow for revision and repetition of material. The use of independent learning with more accessible topics also gives time within lessons for retrieval practice.

Students are given personalised targets every half term and detailed feedback after every weekly essay so they know the skills they need to work on. Students are aware of which questions that were incorrect in low stakes quizzes so can remedy the gaps in their knowledge.

A range of assessment methods are used in class – targeted teacher questioning, mini whiteboards, peer and self-assessment etc. This formative assessment then steers the lesson in terms of progression and pitch. Resources outside the lesson regularly used include podcasts, newspaper articles, online lectures and documentaries.

Impact

The impact is measured in terms of formative and summative results being at or above pupil targets.

In Summer 2022, the Yr 13 cohort (impacted by Covid) secured 58% A* - A (significantly up on previous 2019's 10% equivalent)

Recruitment numbers are a key indication of the impact of our curriculum. At the start of the 2022-23 academic year, 25 students were enrolled on the course.

12 students went on to study an Economics/finance related degree.

Students will demonstrate a greater knowledge and appreciation of the economic and political issues in society and engage more actively in them.