



Stantonbury School
Executive Principal: Jim Parker
Stantonbury, Milton Keynes, MK14 6BN

enquiries@stantonbury-tove.org.uk
Main reception: 01908 324 400
www.stantonbury-tove.org.uk

Social Sciences Economics Curriculum Statement

“The purpose of the social sciences is to equip them with the ability to challenge, become critical thinkers through developing awareness and understanding of the wider world in which they live”.

Vision and values

The fundamental vision of the Economics department is to provide a rich, stimulating, and vibrant curriculum that enables learners to gain sound knowledge and understanding of the interrelationships between individuals and societies through the study of macroeconomic and microeconomic concepts. We aim to provide an inclusive education where students can identify and explore questions in the different topic areas ranging from looking at Economics as a social science to critiquing how and why governments intervene in markets. Furthermore, we are committed to fostering a love of learning, nourishing self-transformative and independent learners, and setting high standards for teaching and learning.

Our versatile and wide-ranging curriculum is designed to give students a strong understanding of the social science discipline and its far-reaching application. We encourage our learners to engage in discussions and activities that allows them to discover the foundations of Economics and finance, focusing on the synergy between theory and real-world application. The promotion of sound academic writing, use of scholarly articles, notetaking and referencing skills are fundamental aspects of the curriculum. The curriculum we embed into our Economics teaching and learning provides the underpinning knowledge, awareness and skills needed to excel at the next stage of their education or career. Our learners develop their analytical, numeric, communication and problem-solving skills and cultural awareness. Our aim is to harness effective learning environments that help them discover and reflect on their core competencies, as they explore their role in the dynamic, multi-cultural and everchanging world we will in.

Planning and sequencing

Our key aims of the Economics department is to develop our learner’s knowledge and capabilities by harnessing effective learning environments that enable them to master key economic and financial principles. Our lessons are planned carefully to ensure that learners are given the opportunity to holistically engage with the concepts and apply economic theories and financial principles and explore the scope of their relevance and application in today’s world. We encourage students to reflect on personal and social issues to develop their own core competencies within the subject so they can critically evaluate, challenge, and improve the economic dimensions of the social world they live, considering global issues such as the economic impact of the Covid-19 pandemic. We also have a strong focus on





Stantonbury School
Executive Principal: Jim Parker
Stantonbury, Milton Keynes, MK14 6BN

enquiries@stantonbury-tove.org.uk
Main reception: 01908 324 400
www.stantonbury-tove.org.uk

knowledge of concepts and the ability of students using them correctly under examination conditions. In addition to this, our students are taught lifelong skills that will help enhance their adaptability and dynamism, while equipping them with an array of transferable skills, including engaging with statistics as well as the practical link between theory and real-world application. This, we hope, enables learners to thrive in the study of this highly regarded academic field of study, which can provide the underpinning knowledge, skills, and awareness to progress to a wide range of professions and further studies.

Implementation

Our curriculum is delivered across various mediums from face-to-face learning and digital platforms. All our lessons follow an agreed structure with Do Now tasks being completed at the beginning of each lesson to facilitate retrieval and consolidation of learning. The faculty scaffold and model extended pieces of writing at Key Stage 4 and 5 to support our students in tackling the examination board success criteria. The team promote the climate for learning criteria to help students take control of their education. This offers the chance to praise and build good working relationships with our students enabling positive work ethos that offers success into their adult life.

Economics teaching is delivered through three components: Microeconomics, Macroeconomics and Economic Principles and Issues, respectively. Students will apply economic theory to support their analysis of microeconomic problems as well as macroeconomic issues. Narrative is a key avenue for engagement in Social Science subjects, bringing real world experiences to the context of the classroom helps to maintain engagement and promote academic rigour. Our curriculum is a breathing document, constantly evolving with the constraints of global and political news. Students are provided with the opportunity for flipped learning. This pedagogical model offers strengthening learning and independent discovery opportunities. Learners will be provided with a comprehensive range of support and resources, to develop engaging, and up-to-date content so that students can relate what they are learning to the world around them – locally, nationally, and globally. As assessment specialists and examiners, our teachers are able to provide clear opportunities for learners to better understand exam techniques and be equipped with skills enabling them to showcase their knowledge, understanding and analytical skills.

