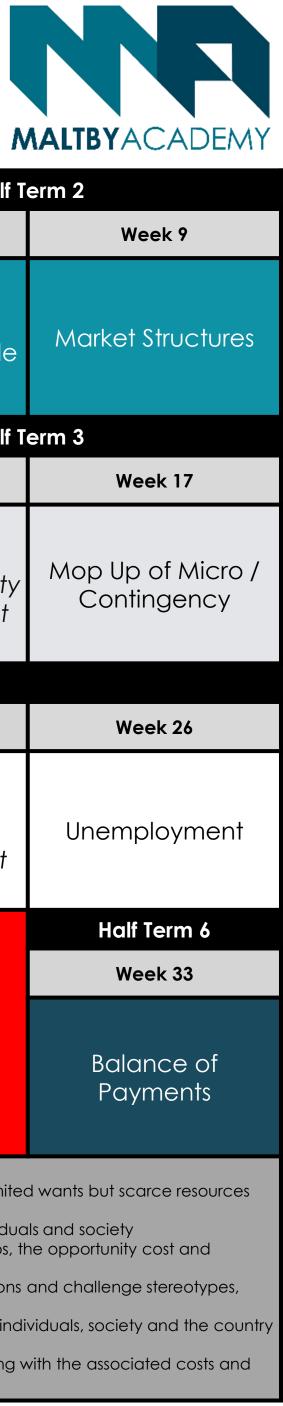
Year 12, AQA Economics, 2023-24

Half Term 1: 4 ^h Sept - 20 st Oct (7 weeks)								Half Term 2		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	We	
Economic Methodology	Economic Resources, Scarcity And PPF	PPF	Supply	Supply And Demand Equilibrium SPA Practice Graphs	Elasticities SPA Elasticity Practice	Production	October Half-Term Holiday	Production And Economies Of Scale	Market S	
		Half Term 2: 30 th Oct	- 22 nd Dec (8 weeks)					Half T	erm 3	
Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Christmas Holiday		Week 16	Wee	
Market Structures And Concentration	Market Mechanism, Private And Public Goods	Market Failure, Merit And Demerit Goods		Mock Exam Window	Wealth Distribution And Inequality			Poverty SPA Tackling Poverty Formal Assessment	Mop Up Contir	
Half Term 3: 8 th Jan - 9 th Feb (5 weeks)						Half Term 4: 19 th Feb -				
Week 18	Week 19	Week 20	February Half-Term Holiday	Week 21	Week 22	Week 23	Week 24	Week 25	Wee	
Macroeconomic Performance Indicators	Circular Flow Of Income	Aggregate Demand		Aggregate Supply	LRAS And Shocks	Economic Cycle	Inflation And Deflation	Inflation And Deflation SPA exam context	Unemp	
				Half Term 5: 15 th April	- 24 th May (6 weeks)				Half 1	
Easter Holiday		Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		Wee	
		BOP Basics	Fiscal policy	Supply Side Policy	Monetary Policy	Monetary Policy – QE and Transmission Mechanism	Contingency Time and Assessment	Spring Bank Holiday	Balar Payn	
		Half Term 6: 3 rd June	- 19 th July (7 weeks)			Curriculum Intent: • To develop students who rea	coanise and understand the bas	ic economic problem of unlimited	t wants but scar	
Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	within our world	credit and debt on both individua			
Globalisation SPA Exam Context	Globalisation Into Trade and Development	Exchange Rates	-	r Exam Practice And n/CTG	Behavioural Economics	 To equip students with the skills to critically analyse and evaluate a wide range of scenarios, the associated validity of contrasting perspectives Empower students with the ability to apply theory to the real world in a multitude of situations and discrimination and herding behaviour To create economically active citizens who take an active interest in decisions impacting individuas a whole To enable students to recognise moral hazard and tragedy of the commons in action along with benefits to society 				



Year 13, AQA Economics, 2023-24

Half Term 1: 4 ^h Sept - 20 st Oct (7 weeks)								Half Term 2		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Wee	
Y1 Retrieval Practice Plus Current Contextualized Economy/Society	Production, Costs Revenue And Law Of Diminishing Returns		Advanced Diagramm valuation And Efficiend		Price Discrimination	Labour Market	October Half-Term Holiday	Labour Market	Wealth Po Inequ	
		Half Term 2: 30 th Oct - 22 nd Dec (8 weeks)							Half Term 3	
Week 10	Week 11	Week 12	Week 13	Week 14	Week 15			Week 16	Wee	
Wealth Poverty And Inequality		nd Government Uding Behavioral cs Recap	Government Failure	Mock Exam Window	Mock Exam CTG	Chris Holi		Retrieval - Macroeconomic Performance And Index Numbers	Aggregate and Circu GDP/m	
Half Term 3: 8 th Jan - 9 th Feb (5 weeks)						Half Term 4: 19 th Feb	29 th March (6 weeks)			
Week 18	Week 19	Week 20	Echruany	Week 21	Week 22	Week 23	Week 24	Week 25	Wee	
LRAS and SRAS – Output Gaps	Unemployment	Inflation	February Half-Term Holiday	Financial Economics including Monetary	Monetary	Fiscal	Supply Side	Balance of Payments	Global	
				Half Term 5: 15 th April	- 24 th May (6 weeks)				Half T	
Easter Holiday		Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		Wee	
		Revision	Revision	Revision	Revision	Provisional Exam Week	Provisional Exam Week	Spring Bank Holiday	Provision We	
Half Term 6: 3 rd June - 19 th July (7 weeks)					 Curriculum Intent: To develop students who recognise and understand the basic economic problem of unlimited wants but 					
Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	 within our world For students to develop specialist knowledge on the role of credit and debt on both individuals of To equip students with the skills to critically analyse and evaluate a wide range of scenarios, the associated validity of contrasting perspectives Empower students with the ability to apply theory to the real world in a multitude of situations and discrimination and herding behaviour To create economically active citizens who take an active interest in decisions impacting individuals a whole To enable students to recognise moral hazard and tragedy of the commons in action along with benefits to society 				

