

Business Curriculum Intent

Business acts as a bridge between students' studies and the real world. All pupils will work and be part of an organisation in their future and the subject allows them to understand how organisations operate, giving them an advantage when entering the world of work. This is achieved through the teaching of the curriculum in context of businesses in the local area, nationally and internationally. Links to real life businesses give students a portal into the world of business. Developing students' knowledge, analytical and evaluative skills that can be used in all their studies. As well as giving students real life skills such as the understanding of how interest rates impacts on consumers as well the economy.

Key Stage 4

To deliver an engaging and inspiring 2 year course which will embed students with key skills and knowledge making them ready for the world of work or to continue with their Business pathway at KS5 studying A-level Business, A level Economics

Key stage 5

Our curriculum Intent is to ensure that students gain a full understanding of key business theories and principles as they complete the A Level course. We expect students to develop an understanding of how business works in the real world, discover the problems and opportunities faced by local, national and international businesses and learn about how business functions such as marketing, finance, human and physical resources work together as part of a whole business. We want students to develop an enthusiasm for studying business and gain a holistic understanding of business in a range of contexts.

Years 7, 8 and 9	N/A
Years 10 and 11	KS4 students are given the opportunity to build a foundation of business knowledge, focussing on key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In their final year of the course, students will delve deeper by examining how a business develops beyond the start-up phase. The course focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis
Year 12 and 13	<p>'What is Business?' and moves into decision making within the functional areas of business; marketing, operations, finance and human resources. The first year will have the same content as AS course and the second year will be more focussed on the strategies business use and their effectiveness. Theme 3 and Theme 4 move from functions to strategy. You will explore influences on business strategy and decision making and understand how businesses mitigate risk and uncertainty. You will also explore global business and the opportunities and issues facing businesses in today's global world.</p> <p>The subject content is designed to engage students through topics and issues that are relevant in today's society – they will study key contemporary developments such as digital technology, business ethics, and globalisation. Business is a contemporary subject that is dynamic, progressive and useful in every aspect of life. It is relevant to all professions whether you choose to start your own business or progress in the business you work for. Anyone with a general interest in business, ethics, the economy, finance, marketing, human resources, management, will enjoy the course.</p>

For curriculum map - the work for sections below [Years 12 and 13 can be found here](#)

Type subject here Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	N/A	N/A	N/A	N/A	N/A	N/A
Year 8	N/A	N/A	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A	N/A	N/A
Year 10	<p><u>THEME 1</u> <u>INVESTIGATING SMALL BUSINESS</u></p> <p>1.1 ENTERPRISE and ENTREPRENEURSHIP 1.1.1 Dynamic nature of business 1.1.2 Risk And Reward 1.1.3 Role Of Business Enterprise</p>	<p><u>THEME 1</u> 1.2 SPOTTING A BUSINESS OPPORTUNITY</p> <p>1.2.1 Customer needs 1.2.2 Market research 1.2.3 Market Segmentation 1.2.4 The Competitive Environment</p>	<p><u>THEME 1</u> 1.3 PUTTING A BUSINESS IDEA INTO PRACTICE</p> <p>1.3.1 Business aims and objectives. 1.3.2 Business revenues, costs and profits. 1.3.3 Cash and Cash-Flow 1.3.4 Sources of finance</p>	<p><u>THEME 1</u> 1.4 MAKING THE BUSINESS EFFECTIVE</p> <p>1.4.1 Types Of Ownership 1.4.2 Location 1.4.3 Marketing Mix 1.4.4 Business Planning</p>	<p><u>THEME 1</u> 1.5 UNDERSTANDING EXTERNAL INFLUENCES</p> <p>1.5.1 Importance Of Stakeholders 1.5.2 Technology In Business 1.5.3 Protecting Staff Through Legislation (Laws) 1.5.4 The Economy And Business 1.5.5 External Influences</p>	
Year 11	<p><u>THEME 2 BUILDING A BUSINESS</u> 2.1 GROWING A BUSINESS</p> <p>2.1.1 Business Growth</p>	<p><u>THEME 2</u> 2.2 MAKING MARKETING DECISIONS</p> <p>2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place</p>	<p><u>THEME 2</u> 2.3 MAKING OPERATIONAL DECISIONS</p> <p>2.3.1 Business Operations</p>	<p><u>THEME 2</u> 2.4 MAKING FINANCIAL DECISIONS</p> <p>2.4.1 Business Calculations 2.4.2 Understanding Business Performance</p>	<p><u>THEME 2</u> 2.5 MAKING HUMAN RESOURCE DECISIONS</p> <p>2.5.1 Organisational Structures 2.5.2 Effective Recruitment</p>	

	<p>2.1.2 Changes In Business Aims And Objectives</p> <p>2.1.3 Business And Globalisation</p> <p>2.1.4 Ethics, The Environment And Business</p>	<p>2.2.5 Using The Marketing Mix To Make Business Decisions</p>	<p>2.3.2 Working With Suppliers</p> <p>2.3.3 Managing Quality</p> <p>2.3.4 The Sales Process</p>		<p>2.5.3 Effective Training And Development</p> <p>2.5.4 Motivation</p>	
Year 12	<p><u>THEME 1 MARKETING AND PEOPLE</u></p> <p>1.5 ENTREPRENEURS AND LEADERS</p> <p>1.5.1 Role of an entrepreneur</p> <p>1.5.2 Entrepreneurial motivation and characteristics</p> <p>1.5.3 Business objectives</p> <p>1.5.4 Forms of business</p> <p>1.5.5 Business choices</p> <p>1.5.6 Moving from entrepreneur to leader</p> <p>1.1 MEETING CUSTOMER NEEDS</p> <p>1.1.1 The market</p> <p>1.1.2 Market research</p> <p>1.1.3 Market positioning</p>	<p>1.2 THE MARKET</p> <p>1.2.1 Demand</p> <p>1.2.2 Supply</p> <p>1.2.3 Markets</p> <p>1.2.4 Price elasticity of demand</p> <p>1.2.5 Income elasticity of demand</p> <p>1.3 MARKETING MIX & STRATEGY</p> <p>1.3.1 Product/service design</p> <p>1.3.2 Branding and promotion</p> <p>1.3.3 Pricing strategies</p> <p>1.3.4 Distribution</p> <p>1.3.5 Marketing strategy</p>	<p>1.4 MANAGING PEOPLE</p> <p>1.4.1 Approaches to staffing</p> <p>1.4.2 Recruitment, selection and training</p> <p>1.4.3 Organisational design</p> <p>1.4.4 Motivation in theory and practice</p> <p>1.4.5 Leadership</p> <p><u>THEME 2 MANAGING BUSINESS ACTIVITIES</u></p> <p>2.1 RAISING FINANCE</p> <p>2.1.1 Internal finance</p> <p>2.1.2 External finance</p> <p>2.1.3 Liability</p> <p>2.1.4 Planning</p>	<p>2.2 FINANCIAL PLANNING</p> <p>2.2.1 Sales forecasting</p> <p>2.2.2 Sales, revenue and costs</p> <p>2.2.3 Break-even</p> <p>2.2.4 Budgets</p> <p>2.3 MANAGING FINANCE</p> <p>2.3.1 Profit</p> <p>2.3.2 Liquidity</p> <p>2.3.3 Business failure</p>	<p>2.4 RESOURCE MANAGEMENT</p> <p>2.4.1 Production, productivity and efficiency</p> <p>2.4.2 Capacity utilisation</p> <p>2.4.3 Stock control</p> <p>2.4.4 Quality management</p>	<p>2.5 EXTERNAL INFLUENCES</p> <p>2.5.1 Economic influences</p> <p>2.5.2 Legislation</p> <p>2.5.3 The competitive environment</p>
Year 13	<p><u>THEME 3 BUSINESS DECISIONS AND STRATEGY</u></p> <p>3.1 BUSINESS OBJECTIVES AND STRATEGY</p> <p>3.1.1 Corporate objectives</p> <p>3.1.2 Theories of corporate strategy</p> <p>3.1.3 SWOT analysis</p>	<p>3.3 DECISION-MAKING TECHNIQUES</p> <p>3.3.1 Quantitative sales forecasting</p> <p>3.3.2 Investment appraisal</p> <p>3.3.3 Decision trees</p>	<p>3.4 Cont.</p> <p>3.4.3 Shareholders versus stakeholders</p> <p>3.4.4 Business ethics</p> <p>3.5 ASSESSING COMPETITIVENESS</p>	<p><u>THEME 4 GLOBAL BUSINESS</u></p> <p>4.1 GLOBALISATION</p> <p>4.1.1 Growing economies</p> <p>4.1.2 International trade and business growth</p> <p>4.1.3 Factors contributing to increased globalisation</p> <p>4.1.4 Protectionism</p>	<p>4.3 GLOBAL MARKETING</p> <p>4.3.1 Marketing</p> <p>4.3.2 Niche markets</p> <p>4.3.3 Cultural/social factor</p>	

	<p>3.1.4 Impact of external influences</p> <p>3.2 BUSINESS GROWTH</p> <p>3.2.1 Growth</p> <p>3.2.2 Mergers and takeovers</p> <p>3.2.3 Organic growth</p> <p>3.2.4 Reasons for staying small</p>	<p>3.3.4 Critical Path Analysis</p> <p>3.4 INFLUENCES ON BUSINESS DECISIONS</p> <p>3.4.1 Corporate influences</p> <p>3.4.2 Corporate culture</p>	<p>3.5.1 Interpretation of financial statements</p> <p>3.5.2 Ratio analysis</p> <p>3.5.3 Human resources</p> <p>3.6 MANAGING CHANGE</p> <p>3.6.1 Causes and effects of change</p> <p>3.6.2 Key factors in change</p> <p>3.6.3 Scenario planning</p>	<p>4.1.5 Trading bloc</p> <p>4.2 GLOBAL MARKETS & BUSINESS</p> <p>4.2.1 Conditions that promote trade</p> <p>4.2.2 Assessment of a country as a market</p> <p>4.2.3 Assessment of a country as a production location</p> <p>4.2.4 Reasons for global mergers or joint ventures</p> <p>4.2.5 Global competitiveness</p>	<p>4.4 GLOBAL INDUSTRIES AND COMPANIES (MULTINATIONAL CORPORATIONS)</p> <p>4.4.1 The impact of MNC</p> <p>4.4.2 Ethics</p> <p>4.4.3 Controlling MNCs</p>	
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Subject		FUNCTIONS OF ASSESSMENT		
Business Studies KS4		<p>FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individual students.</p>	<p>SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</p>	<p>EVALUATIVE; This is about institutional accountability and comes after terminal exams.</p>
TI ME SC AL E	Annually	<p>Year 10 The Year 9 End of Year exam data and assessments can be used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning.</p> <p>Year 11: Year 10 End of Year exam and assessment data can be used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning</p> <p>Every lesson through observation and verbal feedback, questioning and clarification of understanding. Feedback sheets Parents evening</p>	<p>Topics assessed for each year group</p> <p>Year 10 - End of year exam Year 10 will sit their end of year exam to measure progress and outcomes from their starting points</p> <p>Year 11 – GCSE Exams Year 11 will have their GCSE final exams in May/June which are externally marked by EDEXCEL. Results in August. There will be 2 papers: Theme 1 Investigating a small business Theme 2: Building a Business</p> <p>Year 11 will also have 2 papers for their trial exams in December. Theme 1 Investigating a small business Theme 2: Building a Business (2.1 & 2.2)</p>	<p>Results GCSE Data drops Final outcomes Dec exam</p> <p>High stakes accountability: GCSE performance measures</p> <p>Throughout KS4, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>Students have ownership and track and evaluate their own progress throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used this to inform teaching, feedback, targets and intervention strategies.</p> <p>Year 10 exams will be used to evaluate progress over the first two years and allow for analysis of</p>

				suitability of continuation of the course for Business or Economics
	<p>Interim</p> <p>Could be termly or half termly</p>	<p>Self, peer, teacher assessment</p> <p>Deep marking dialogue between student and teacher</p> <p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front.</p> <p>Termly units of work</p> <p>Half term units of topic/style/issue based work are completed.</p> <p>Lesson ready is given when necessary and takes the form of independent research</p> <p>End of unit common assessments</p> <p>Peer and self-assessment</p> <p>Re-ACT written feedback and student response Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Following topical assessment:</p> <p>Each topic has a Personalised Learning Checklist (PLC). Students will use this to reflect on their own areas for development and make actions plans to address areas of weakness –</p>	<p><u>Year 10</u></p> <p>KS4 Assessments at end of each topic (5 points during the year)</p> <p>1.1 Enterprise and Entrepreneurship</p> <p>1.2 Spotting a business opportunity</p> <p>1.3 Putting a business idea into practice</p> <p>1.4 Making the business effective</p> <p>1.5 Understanding external influences on business</p> <p>KS4 Assessment at end of each topic (at 5 points during the year)</p> <p><u>Year 11</u></p> <p>KS4 Assessments at end of each topic (5 points during the year)</p> <p>2.1 Growing the Business</p> <p>2.2 Making Marketing decisions</p> <p>2.3 Making Operational decisions</p> <p>2.4 Making Financial decisions</p> <p>2.5 Making Human Resource Decisions</p> <p>Past Unit 1 past exam questions used throughout the course of the year.</p>	

		<p>this will allow for self-efficacy and development of growth mind-set.</p> <p>Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's</p> <p>Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Half term units of topic based work are completed and assessed.</p>		
	<p>Weekly</p>	<p>Low stakes testing on:</p> <ul style="list-style-type: none"> ● Key Business terms (peer assessed) <p>Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and 're-acted' to.</p> <p>Verbal feedback, HL, classwork, self, peer and teacher assessments.</p> <p>Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker. Lesson ready HL varied and open ended.</p> <p>Trackers filled in to monitor progress</p> <p>Use of success criteria every lesson which is differentiated for all learners.</p> <p>Formative assessment strategies take place including the following strategies:</p> <ul style="list-style-type: none"> ● Shared success criteria or student checklists 		

		<ul style="list-style-type: none"> • Exam questions, mark schemes and model answers <p>Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work</p> <p>Sub-topical exam style questions:</p> <ul style="list-style-type: none"> • Throughout the weeks past paper questions are embedded into each topic • Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker. <p>Understanding exam requirements:</p> <ul style="list-style-type: none"> • Students will view mark schemes weekly. • Model answers will be used to support learning.
	<p>Hourly</p>	<p>Growth mindset learning environment</p> <p>Solo and blooms taxonomy</p> <p>Questioning/socratic dialogue</p> <p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Discussions • Focused questioning/targeted questioning • Direct and Targeted questioning • Tiered verbal questioning (Bloom's taxonomy) • Mini quiz and plenaries. • Use of keywords and learning word wall throughout lessons. • Hinge point questions and self-reflection exercises to encourage meta-cognition.

	<p>Lesson Outcomes are shared with students.</p> <p>Verbal questioning used to clarify understanding Use of keywords throughout lessons.</p> <p>Use of mini-plenary and modelling to clarify and exemplify understanding.</p>
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Subject		FUNCTIONS OF ASSESSMENT		
Business Studies KS5		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.
TI ME SC AL E	Annually	<p>Year 12: Assessment 1 at end of 1.5</p> <ul style="list-style-type: none"> ○ This allows for a starting point to make early judgements and inform subsequent formative assessment. ○ This will also introduce exam requirements at an early stage. <p>GCSE Business grade (if applicable)</p> <p>Year 13: UCAS exam data from the previous year used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning.</p> <p>Years 12 and 13 trial exams act as a starting point from which judgements can be made to aid ongoing formative assessment by staff.</p>	<p>Year 12 End of Year exam Internally marked Theme 1 Paper - Marketing and People</p> <p>Year 13 Autumn Assessment - Theme 2 paper</p> <p>Trial exam papers in December -A level paper 1 -A level paper 2</p> <p>Spring Assessment -A level paper 3</p> <p>A level Final papers marked externally by EDEXCEL Paper 1: Marketing people and global business 35% Paper 2: Business activities, decisions and strategy 35% Paper 3: Investigating business in a competitive environment 30%</p>	<p>High stakes accountability:</p> <ul style="list-style-type: none"> ▪ A-level performance measures ▪ Student destinations <p>Results GCSE/A level Data drops Dec exam / UCAS exam Final outcomes</p> <p>Throughout KS5, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>Students have ownership and track and evaluate their own progress</p>

		<p>Every lesson through observation and verbal feedback, questioning and clarification of understanding. Feedback sheets Parents evening</p>		<p>throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used to inform teaching, feedback, targets and intervention strategies.</p> <p>Year 12 UCAS exams will be used to evaluate progress over the first year and allow for analysis of suitability of continuation of the course.</p> <p>External A level exams for year 13 will form the basis for departmental evaluation.</p>
	<p>Interim</p> <p>Could be termly or half termly</p>	<p>Self, peer, teacher assessment</p> <p>Deep marking dialogue between student and teacher</p> <p>Lesson ready (home learning) is for consolidation and practice purposes and includes reading, research, questions and tasks to aid learning and exam performance.</p> <p>Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front. These illustrate the various topics and tasks which students will cover.</p> <p>Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's</p> <p>End of topic units of work are completed and assessed</p>	<p>YEAR 12</p> <p>End of unit assessments- Exam style questions and teacher assessed.</p> <p>Theme 1</p> <p>1.1 1.2 1.3 1.4 1.5</p> <p>Theme 2</p> <p>2.1 2.2 2.3 2.4 2.4</p> <p>YEAR 13</p> <p>End of unit assessments- Exam style questions and teacher assessed.</p> <p>Theme 3</p> <p>3.1 3.2 3.3 3.4 3.5 3.6</p>	

		<p>Re-ACT written feedback and student response</p> <p>Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p>	<p>Theme 4</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>	
	<p>Weekly</p>	<p>Low stakes testing on:Key Business terms (peer assessed)</p> <p>Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and 'reacted' to.</p> <p>Lesson ready HL varied and open ended.</p> <p>Use of success criteria every lesson</p> <p>Formative assessment strategies take place including the following strategies:</p> <ul style="list-style-type: none"> •Shared success criteria or student checklists •Exam questions, mark schemes and model answers <p>Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work</p> <p>Throughout the weeks past paper questions are embedded into each topic</p> <ul style="list-style-type: none"> • Having completed students immediately self or peer assess and reflect on their learning, making actions plans for improvement. This is then also completed in the assessment tracker to monitor progress <p>Understanding exam requirements:</p> <ul style="list-style-type: none"> •Students will view mark schemes weekly. •Model answers will be used to support learning. 		
	<p>Hourly</p>	<p>Growth mindset learning environment</p> <p>Solo and blooms taxonomy</p>		

Questioning/Socratic dialogue

Learning objectives

Hooks/Plenaries

Learning mats

Every lesson the following formative assessment takes place using the following strategies:

- Discussions
- Focused questioning/targeted questioning
- Tiered verbal questioning (Bloom's taxonomy)
- Mini quiz and plenaries.
- Use of keywords and learning word wall throughout lessons.
- Hinge point questions and self-reflection exercises to encourage meta-cognition.

Learning Foci (formerly Lesson Objectives)

Lecture and seminar style lessons.

Lesson Outcomes are shared with students.

Verbal questioning used to clarify understanding used by class teachers using Bloom's Taxonomy to challenge.

Use of keywords and learning word walls throughout lessons.

Use of mini-plenary and modelling to clarify and exemplify understanding.

