

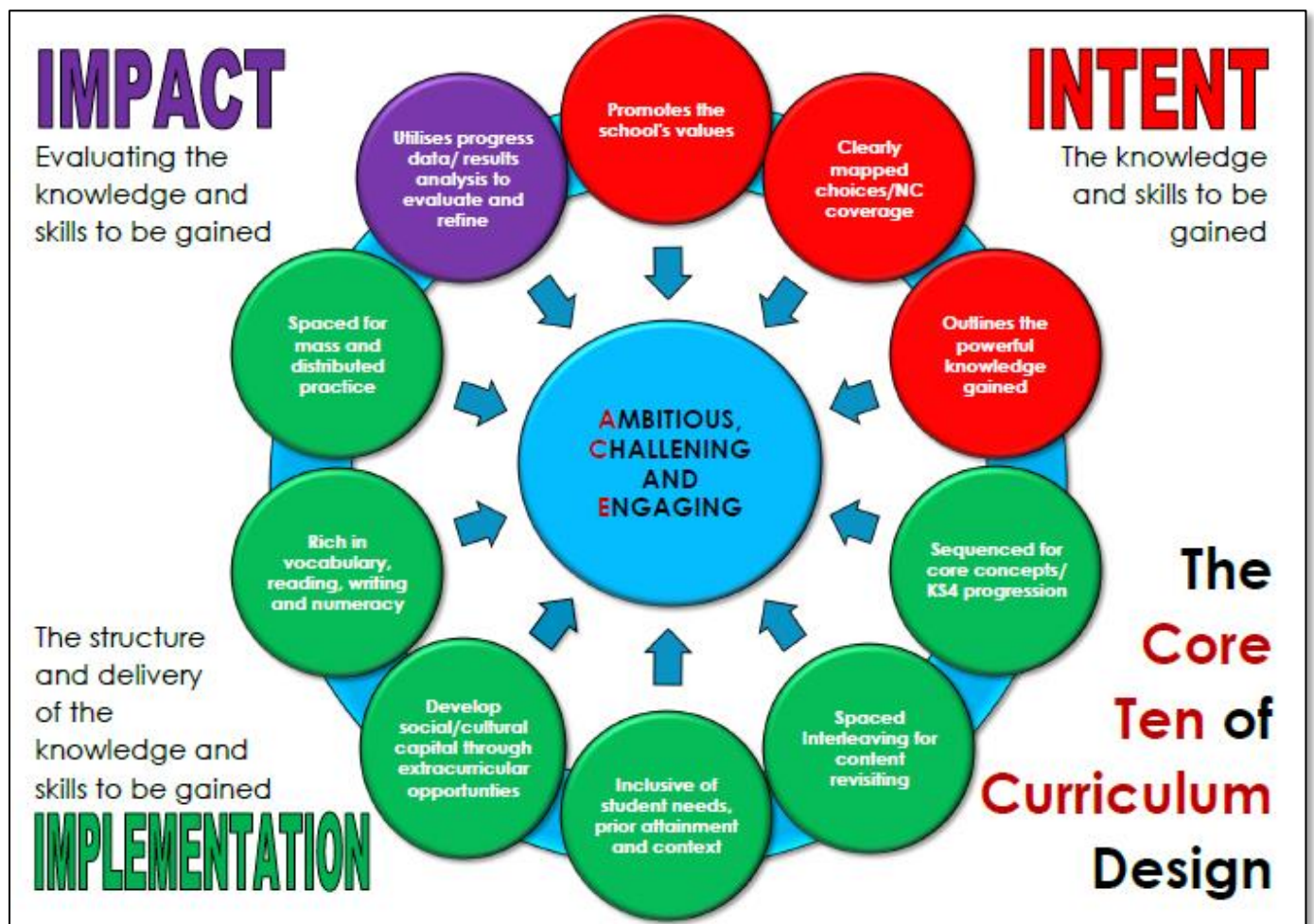
# 1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

Subject: Business Studies

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## **THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)**

**Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.**

**How are you trying to accomplish this, with this Programme of Study (PoS)?**

**DEFINITION:** Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

This scheme of learning aims to equip learners with the skills and confidence to explore how different business situations affect business decisions.

It is an introduction to the subject that will encourage learners to make informed choices about further study and develop life skills that enable them to become more financially, commercially and socially aware when entering the workplace.

**Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?**

To develop the key skills of business studies of knowledge, application, analysis and evaluation.

To know and understand business concepts, business terminology, business objectives and the impact of business on individuals and wider society.

To apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses.

To develop as enterprising individuals with the ability to think commercially and creatively

To embed and interweave key financial calculations so that recall is instant at KS4.

To allow pupils to make informed choices about future pathways.

To introduce foundation knowledge for key KS4 topics.

To allow all pupils to communicate effectively and with confidence in the workplace.

To allow pupils to make informed decisions based on evidence and critical thinking in the future.

**Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?**

**Brave:**

The curriculum encourages pupils to think independently and encourages balanced and considered decision making. The curriculum encourages pupils to develop the skills needed to enter the world of work with confidence and information needed to make the correct pathway choice moving forward.

**Ambitious:**

The curriculum intends to stretch pupils by introducing large amounts of by allowing ng pupils to develop their creative and entrepreneurial business. It aims to give pupils the confidence to consider setting up their own business or entering employment with the confidence to succeed.

**Kind:**

The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of others in the Modern working practices element of the course. The curriculum intends to provide for all by ensuring that in mixed ability classes the work is accessible for all but challenging at the higher end.

**KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)**

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
9	<b>Unit/Topic</b>	Unit: Marketing / HRM  1. Marketing Mix: Product 2. Market Segmentation 3. Market Research  DNA: Basic finance calculations	Unit: Marketing / HRM  1. Data Interpretation 2. Marketing Mix: Price 3. Marketing Mix: Promotion  DNA: Basic finance calculations	Unit: Marketing / HRM  1. Marketing Mix: Promotion 2. Stakeholders  DNA: Basic finance calculations	Unit: Marketing / HRM  1. Recruitment 2. Health and Safety 3. DNA: Basic finance calculations	Unit: Communication / Modern Working Practices  1. Internal and External Communication 2. Organisational Structures  DNA: Basic finance calculations	Unit: Communication / Modern Working Practices  1. Barriers to Communication 2. Methods of Communication 3. Modern Working Practices 4. Flexitime E Commerce  DNA: Basic finance calculations
	<b>KS3 NC covered</b>	N/A However links to OCR GCSE Business Studies Section 2.1 to 2.4, 5.3	N/A However links to OCR GCSE Business Studies Section 2.4, 5.3	N/A However links to OCR GCSE Business Studies Section 2.4 and 1.5, 5.3	N/A However links to OCR GCSE Business Studies Section 3.4 and 3.7, 5.3	N/A However links to OCR GCSE Business Studies Section 3.2 and 3.3, 5.3	N/A However links to OCR GCSE Business Studies Section 3.2 3.3, 5.3

**National Curriculum content missing from this PoS and why?**

Not applicable

**Content taught in addition to the National Curriculum and why?**

Not applicable.

**Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)**

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
9	<b>Powerful Knowledge</b>	<p>USP and target audience.</p> <p>How to research effectively.</p>	<p>Data interpretation.</p> <p>The impact of business promotion and pricing strategies on stakeholders</p>	<p>The impact of business promotion on stakeholders</p> <p>The impact of businesses with all stakeholders.</p>	<p>The qualities that employers are looking for in employees</p> <p>The rights and responsibilities of employers and employees regarding health and safety.</p>	<p>The importance of communication in business.</p> <p>To understand the hierarchy of organisations.</p>	<p>Overcoming barriers to communication</p> <p>How to communicate effectively based upon the context.</p> <p>Methods of modern working practices available to employees.</p> <p>Impacts of E Commerce</p>
	<b>Why it is important to know</b>	<p>Entrepreneurial skills: allows pupils to develop their creativity in a business based scenario.</p> <p>Preparation for employment: A wide range of careers will require employees to be able to effectively conduct research and interpret the results.</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>	<p>Wider Impact: to understand of the actions of businesses and individuals can affect each other in the real world.</p> <p>Problem Solving: Allows pupils to develop the life skill of problem solving in a real world scenario.</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>	<p>Wider Impact: to understand of the actions of businesses and individuals can affect each other in the real world.</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>	<p>Preparation for employment: Allows pupils to understand how the recruitment process works and the core skills employers are looking for.</p> <p>Preparation for employment: To ensure pupils will be safe when entering the workplace and what responsibilities employers have towards them</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>	<p>Preparation for employment: To allow pupils to be able to communicate effectively and appropriately when entering work.</p> <p>Preparation for employment / cultural capital: Understanding of the hierarchy of organisations that bridges the gap with pupils from other backgrounds and raises aspirations.</p> <p>Cultural capital: To give pupils the confidence to communicate effectively and appropriately when entering work.</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>	<p>Informed decisions: To allow pupils to make informed decisions about careers and modern working practices when they enter the world of work.</p> <p>Confident and prepared: to allow pupils to enter work with an understanding of the modern workplace and are digitally literate.</p> <p>Preparation for employment: To allow pupils to be able to communicate effectively and appropriately when entering work.</p> <p>Cultural capital: To give pupils the confidence to communicate effectively and appropriately when entering work.</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>

How does the Curriculum Intent meet the ACE curriculum design?	
<b>Ambitious</b>	Based upon KS4 content from the OCR GCSE exam. Lays the groundwork for future progression. Developing higher level skills based upon Blooms taxonomy. Develops life skills needed to effectively enter the world of work.
<b>Challenging</b>	Many elements are based upon KS4 content from the OCR GCSE exam. Developing higher level skills based upon Blooms taxonomy. Use of full GCSE content to challenge HPA pupils.
<b>Engaging</b>	Marketing is scheduled first as considered the most engaging topic in subject and eases pupils into the subject. Focus on the real word over abstract concepts. Real life application allows pupils to relate to the topics on offer.
What are the current strengths of the Curriculum Intent?	
Clear pathway into GCSE learning through content covered and skills developed. Modelled on GCSE lessons to allow pupils make informed pathway choices. Develops cultural capital and readiness for work for all.	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> <li>• KS3 Curriculum content changes;</li> <li>• Powerful knowledge changes;</li> <li>• Modifications to ensure an ACE curriculum design;</li> <li>• CPD for teachers in your subject area;</li> <li>• Additional research you have to consider as part of this review.</li> </ul>	
<p>Content / Knowledge</p> <p>Does the content need to be altered if the enterprise pathway is to be reopened?</p> <p>Does the content need to be altered if the number of lessons is halved?</p> <p>Engagement</p> <p>Can trips / speakers / careers be better embedded into the curriculum</p> <p>CPD</p> <p>Continue to maintain links with outstanding practitioners</p> <p>Continue to be an examiner for OCR.</p>	