

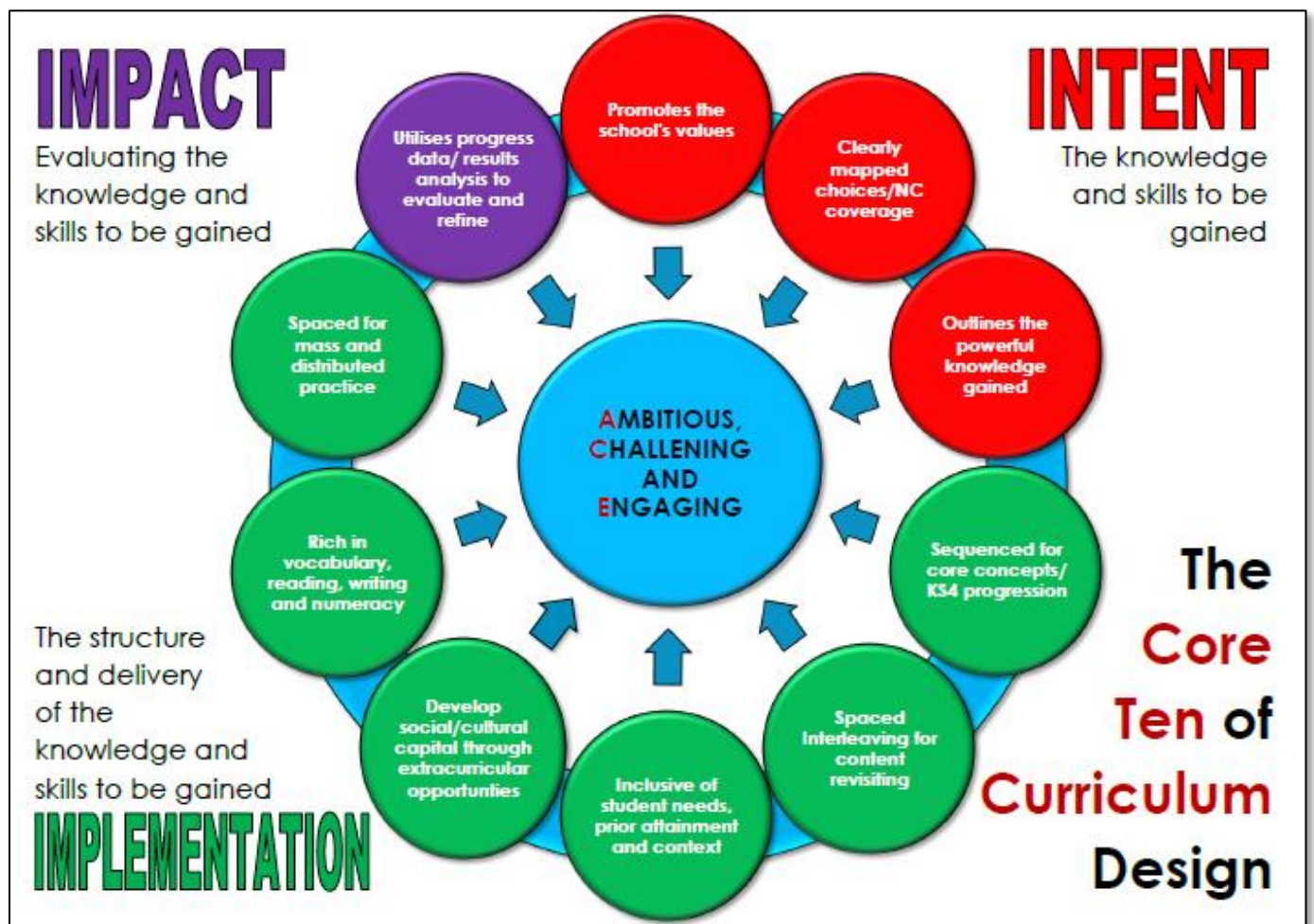
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: GCSE Business Studies

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

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 hopes to not only produce the best academic outcomes but also create the next generation of successful entrepreneurs by giving pupils the knowledge and skills needed to succeed in a modern working environment. It should allow pupils to make informed decisions about future pathways and allow them to enter future employment with the confidence to succeed.

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

To enable pupils to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well- argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data
- To develop as enterprising individuals with the ability to think commercially and creatively
- To allow pupils to make informed choices about future pathways.
- To develop life skills that enable them to become more financially, commercially and socially aware when entering the workplace.

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 giving all pupils stretch booklets to ensure they are well challenged and focuses heavily on exam technique / skills to ensure that pupils are developing at the higher end of Blooms taxonomy.

Kind:

The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of other stakeholders, legal, social, environmental and ethical issues. 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.

**KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification?
(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
10	Unit/Topic	Unit: Business Activity Topics: Enterprise and Entrepreneurship Business Aims and Objectives Sectors of Industry Business Planning Stakeholders	Unit: Business Activity Topics: Types of Ownership Business Growth Functional Areas of Business	Unit: Operations Topics: Production Processes Quality Customer Service Consumer Law Location Working with Suppliers E Commerce	Unit: People Topics: The Role of Human Resources Recruitment and Selection Employment Law Training Motivation Leadership Styles Ending Employment/ Trade Unions	Unit: People Topics: Organisational Structures Communication Modern Working Practices	Unit: Finance Topics: The role of finance Sources of Finance Revenue, Cost and Profit Break Even Cash Flow

Specification/ Assessment Objective	OCR J204 Exam 1 Section 1.1, 1.2, 1.4, 1.5 National Curriculum: the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business the competitive environment and the impact of risk and reward on business activity the purpose of planning business activity, including the role and importance of a business plan business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve methods of business growth, including organic	OCR J204 Exam 1 Section 1.3, 1.6 National Curriculum: the types of business ownership, including business start-ups and the concept of limited liability the interdependent nature of business operations, finance, marketing and human resources within a business context	OCR J204 Exam 2 Section 4.1 – 4.6 National Curriculum: the factors influencing business location, including proximity to market, labour and materials What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity, including: the impact of different types of production processes on businesses the role of procurement and the impact of logistical and supply decisions on businesses the concept of quality and its importance to a business, including the production of goods and the provision of services	OCR J204 Exam 1 Section 3.1, 3.4 – 3.7 National Curriculum: The purpose of human resources, its role within business and how it influences business activity, including: how businesses recruit people, including methods used to meet different business needs the importance of retaining and motivating employees and how businesses achieve this, including financial and non-financial methods how and why businesses train and develop their employee the impact of legislation on businesses, including	OCR J204 Exam 1 Section 3.2 – 3.3 National Curriculum: The purpose of human resources, its role within business and how it influences business activity, including: how and why businesses have different organisational structures, including the importance of effective communication, different job roles and responsibilities, and different ways of working how technology, including e- commerce and digital communication, influences business activity	OCR J204 Exam 2 Section 5.1 – 5.5 National Curriculum: The purpose of the finance function, its role within business and how it influences business activity, including: what different sources of business finance are available and their suitability for new and established businesses the concept of revenue, costs, profit and loss, including break even and gross and net profit ratios the importance of cash to a business, the difference between cash and profit, and cash-flow forecasting the use of financial information in understanding business performance and making business decisions

		<p>and external growth</p> <p>business stakeholders, including owners, employees and customers; their different objectives, how they are affected by business activity and how they affect business</p>		<p>the sales process and the importance to businesses of providing good customer service, including product knowledge, customer engagement and post-sales service</p> <p>the impact of legislation on businesses, including employment law and consumer law</p> <p>how technology, including e-commerce and digital communication, influences business activity</p>	<p>employment law and consumer law</p>		<p>Calculations in a business context</p>
11	Unit/Topic	<p>Unit: Marketing</p> <p>Topics: Role of Marketing Market Research Market Segmentation Price Product Place Promotion Data Interpretation</p>	<p>Unit: External Influences</p> <p>Topics: Ethics Environment Economic Climate Interest / Exchange Rates Globalisation Data Interpretation</p>	<p>Unit: Sections 1,2,4 Revision</p> <p>Topics: As above but focus on: Data Interpretation Calculations Exam Skills / technique</p>	<p>Unit: Sections 3, 5, 6 Revision</p> <p>Topics: As above but focus on: Data Interpretation Calculations Exam Skills / technique</p>	N/A	N/A

	Specification/ Assessment Objective	<p>Exam 1 Section 2.1 – 2.4</p> <p>National Curriculum</p> <p>The purpose of marketing, its role within business and how it influences business activity, including:</p> <p>the importance to a business of identifying and understanding its customers</p> <p>how businesses use segmentation to target customers</p> <p>The purpose and methods of market research, and the use of qualitative and quantitative market research data</p> <p>the marketing mix and the importance of each of the four elements – price, product, promotion and place – and how</p>	<p>Exam 1 Section 6.1 – 6.3 Section 7</p> <p>National Curriculum</p> <p>The importance of external influences on business and how businesses change in response to these influences, including:</p> <p>the impact of ethical and environmental considerations on businesses, including sustainability</p> <p>the impact of the economic climate on businesses, including changing levels of consumer income and unemployment</p> <p>the impact of globalisation on businesses, including how businesses compete internationally</p> <p>Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions</p>	<p>Exam 1 Section 1 and 2 Exam 2 Section 4</p> <p>Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions</p> <p>Calculations in a business context</p> <p>use business terminology to identify and explain business activity</p> <p>apply business concepts to familiar and unfamiliar contexts</p> <p>develop problem solving and decision making skills relevant to business</p> <p>investigate, analyse and evaluate business opportunities and issues</p> <p>make justified decisions using both qualitative and quantitative data including its selection, interpretation,</p>	<p>Exam 1 Section 3 Exam 2 Section 4 and 5</p> <p>Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions</p> <p>Calculations in a business context</p> <p>use business terminology to identify and explain business activity</p> <p>apply business concepts to familiar and unfamiliar contexts</p> <p>develop problem solving and decision making skills relevant to business</p> <p>investigate, analyse and evaluate business opportunities and issues</p> <p>make justified decisions using both qualitative and quantitative</p>	<p>N/A</p>	<p>N/A</p>
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		they work together how the marketing mix is used to inform and implement business decisions		analysis and evaluation, and the application of appropriate quantitative skills	data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills		
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Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
None.	Sectors of Industry – Supports learning of other topics such as aims and objectives. Provides background / context for other topics. Ending Employment/ Trade Unions: Supports learning of unit 3. Give pupils powerful knowledge for entering the world of work. Leadership Styles: Give pupils powerful knowledge for entering the world of work. Supports learning of motivation. Supports other subjects eg. PE. Interest / Exchange Rates: Supports

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
10	Powerful Knowledge	Characteristics of an entrepreneur	Business set up requirements	Importance of quality	The recruitment process	Organisational structures	Selecting sources of finance
		Risks and rewards of business set up	How different functional areas work and interdepend	Importance of customer service	Impact of employment law	Selecting methods of communication	Calculating breakeven, cashflow and profit.
		Sectors of industry		Impact of consumer law	Motivation / leadership styles.	Impact of modern working practices	
		Importance of planning		Impact of E Commerce			

<p>Why it is important to know</p>	<p>Entrepreneurial Spirit; To create an environment where pupils are enthused by the challenge of creating their own business.</p> <p>Informed Decisions: employment vs self-employment. Allowing pupils to see opportunities.</p> <p>Informed decisions: comparing sectors of industry, changes over time, the impact on the world and career choices</p> <p>Employability Skill: Employers are looking for pupils who can plan effectively and think strategically.</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</p>	<p>Entrepreneurial Spirit; To create an environment where pupils are enthused by the challenge of creating their own business.</p> <p>Informed Decisions: employment ownership types and matching pupil's skillset to functional area.</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>Employment Skill: Employers are looking for pupils who value the importance of quality and can provide effective customer service to customers.</p> <p>Digital Literacy: Pupils are prepared to enter a digital work environment that is ever changing.</p> <p>Career Choices: Careers in operation and customer service.</p> <p>Knowing your rights/ British values: pupils understand consumer law and can deal with real life situations such as refunds.</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 pupil's ability to compare, contrast and make balanced decisions based on evidence.</p>	<p>Preparation for employment: Allows pupils to understand how the recruitment process works and the core skills employers are looking for. Pupils can apply for future endeavours effectively and confidently.</p> <p>Career Choices: Careers in HRM.</p> <p>Knowing your rights / British values: pupils understand recruitment law and can deal with real life situations such as discrimination.</p> <p>Employment skills: Working / leading a team effectively depending on the context.</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>Preparation for employment: To allow pupils to be able to communicate effectively and appropriately when entering work.</p> <p>Digital Literacy: Pupils are prepared to enter a digital work environment that is ever changing.</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>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</p>	<p>Cross curricular: Using maths in real world scenario.</p> <p>Preparation for employment: Ability to use maths skills in a business content</p> <p>Career Choices: Careers in accounting or finance.</p> <p>Life skill: Selecting the best source of finance in a business or personal context.</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>	
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		<p>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>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>	<p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>	<p>and are digitally literate.</p> <p>Cultural capital: To give pupils the confidence to communicate effectively and appropriately when entering work.</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>	
11	Powerful Knowledge	<p>How to research effectively.</p> <p>The impact of the marketing mix on business stakeholders</p>	<p>Impact of ethical and environmental decisions on businesses and their stakeholders</p> <p>Using exchange and interest rates</p> <p>Understanding the business cycle e.g. recession</p>	<p>Data Interpretation Calculations</p> <p>Exam Skills / technique</p> <p>Context based decision</p>	<p>Data Interpretation Calculations</p> <p>Exam Skills / technique</p> <p>Context based decisions</p>	N/A	N/A

	<p>Why it is important to know</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>Entrepreneurial skills: allows pupils to develop their creativity in a business based scenario.</p> <p>Wider Impact: to understand of the actions of businesses and individuals can affect each other in the real world.</p> <p>Career Choices: Careers in accounting or finance.</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>Life choices: Ethical and environmentally based shopping etc.</p> <p>Informed decisions: Using interest rates in everyday life to select a bank account, mortgage, loan</p> <p>Informed decisions: Using exchange rates in everyday life e.g. when holidaying</p> <p>Employment choices: Impact of business cycle on economic climate.</p> <p>Cultural capital: allows pupils to make informed political views based on business and not stereotypes.</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>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>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>N/A</p>	<p>N/A</p>

How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	Developing higher level skills based upon Blooms taxonomy. Develops life skills needed to effectively enter the world of work even if this goes above and beyond the national curriculum. Encourages and develops the following skills, extended writing, evidenced based evaluation, life maths application based on context. Learning linked to the real world.
Challenging	Lays the groundwork for future progression at A level to challenge all pupils. Developing higher level skills based upon Blooms taxonomy. Creating in conjunction with the Bosworth school (outstanding) to quality assure. Auditing within trust and local hub. Stretch booklets ensure challenge throughout.
Engaging	Business Activity is scheduled first as most accessible topic and lays the foundations for further learning with constant call backs in other topics. Exam 1 and 2 topics are interleaved so as to remain fresh in the memory. Homework calls back to previous topics to ensure interleaving. Extracurricular links careers with speakers and trips. Clear consideration of sequencing and interleaving. 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?

Made in conjunction with Bosworth School (outstanding) to ensure quality of provision / resources.
Clear consideration of sequencing and interleaving.
Auditing process ensures year 11 is used to focus on pupil areas of need.
Stretch booklets ensure challenge throughout.
Homework ensures interleaving of topics and content is revised.
All areas of specification and national curriculum are covered.

What specific actions have to be taken in response to the above? Please consider:

- KS4 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

No content / powerful knowledge changes needed. Audit annually based on examiner training feedback / examiner report with Bosworth school.
CPD: ACR to continue as paper 2 examiner. Additional CPD to be booked if available. Maintain links with MAT and Bosworth school to QA resources.
ACR to liaise with Maths department to foster cross curricular links.