

# 2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

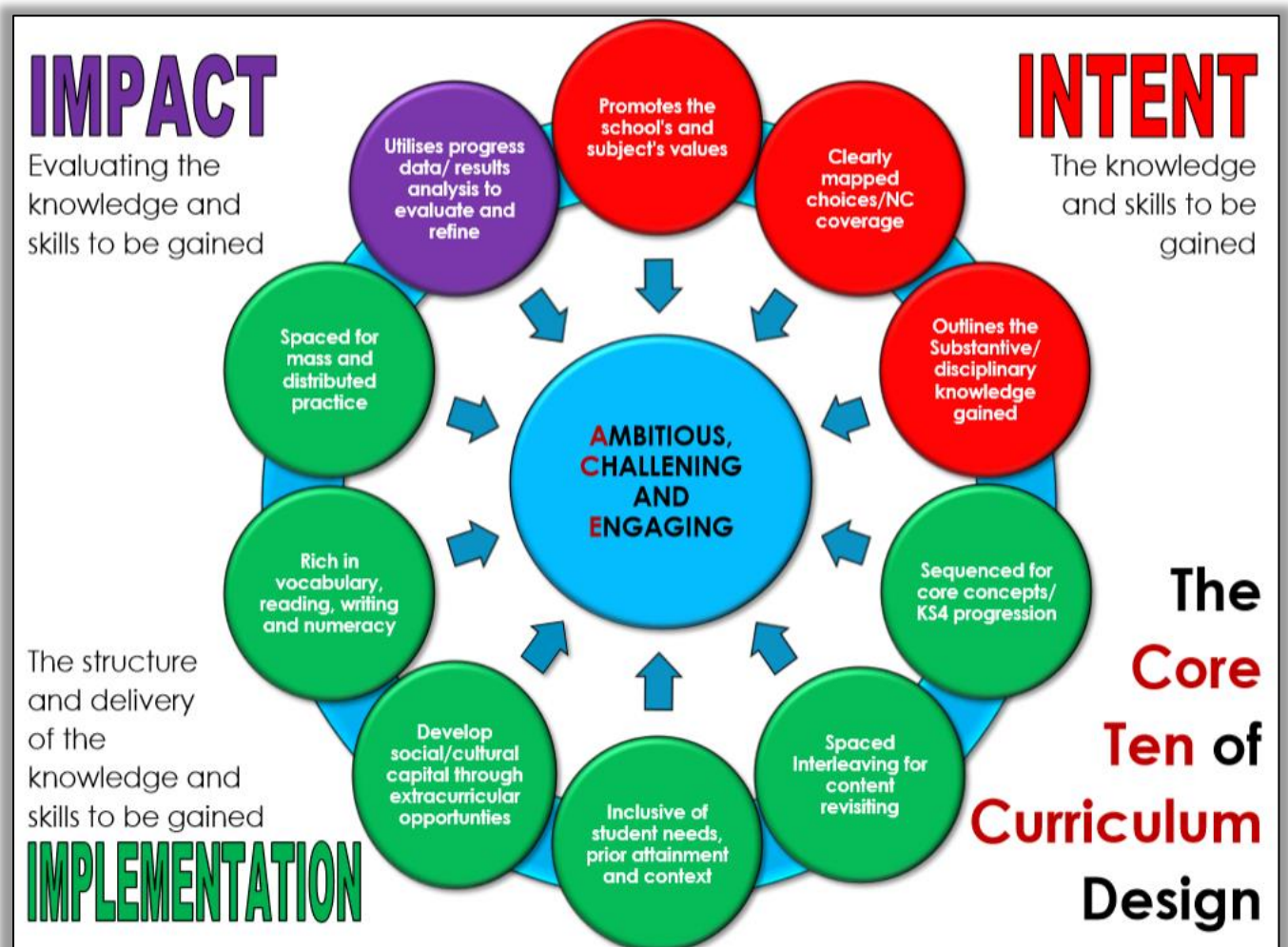
## Key Stage 3

Subject: Business Studies

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS3)

## THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS3

### IMPLEMENTATION – SEQUENCING AND PRACTICE

**How are your topics sequenced below so as to ensure the following:**

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS2 and to KS4
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments )are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>9</b>	<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

	<p><b>Powerful Knowledge</b></p>	<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>
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	<b>Mass Practice</b>	Unit: Marketing / HRM <ol style="list-style-type: none"> <li>1. Marketing Mix: Product: Definitions and examples of USP and Target Audience</li> <li>2. Market Segmentation: Definition, types, benefits and drawbacks, application to a case study.</li> <li>3. Market Research: Definition, types, benefits and drawbacks, application to a case study.</li> </ol>	Unit: Marketing / HRM <ol style="list-style-type: none"> <li>1. Data Interpretation : Collecting, representing and interoperating data.</li> <li>2. Marketing Mix: Price: Definition, types, benefits and drawbacks, application to a case study.</li> <li>3. Marketing Mix: Promotion: Definition, types, benefits and drawbacks, application to a case study.</li> </ol>	Unit: Marketing / HRM <ol style="list-style-type: none"> <li>1. Marketing Mix: Promotion: Definition, types, benefits and drawbacks, application to a case study.</li> <li>2. Stakeholders: Definition, types, conflicts of interest, application to a case study.</li> </ol>	Unit: Marketing / HRM <ol style="list-style-type: none"> <li>1. Recruitment: definition, steps in the process, application to a case study</li> <li>2. Health and Safety: Recall laws, list rights and responsibilities, application to a case study</li> </ol>	Unit: Communication / Modern Working Practices <ol style="list-style-type: none"> <li>1. Internal and External Communication: Definitions, examples, application to a case study</li> <li>2. Organisational Structures: Definition, types, benefits and drawbacks, application to a case study, draw</li> <li>3. Barriers to Communication: Definitions, types / examples, application to a case study</li> </ol>	Unit: Communication / Modern Working Practices <ol style="list-style-type: none"> <li>1. Methods of Communication: Definition, types, benefits and drawbacks, application to a case study</li> <li>2. Modern Working Practices: Definition, types, benefits and drawbacks, application to a case study</li> <li>3. E Commerce: Definitions, types / examples, application to a case study</li> </ol>
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<p><b>Distributed Practice</b></p>	<p>Data Interpretation. For example: % change in costs between years.</p> <p>Contextual maths skills through DNA tasks. For example calculating revenue.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. Project revolves around brief of creating your own restaurant.</p> <p>Base line assessment to establish prior knowledge.</p>	<p>Data Interpretation refers back to market research and segmentation.</p> <p>Contextual maths skills through DNA tasks. For example calculating total costs.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example segmentation focuses on Boohoo.com.</p> <p>Exam content requires knowledge of all topics covered so far.</p>	<p>Data Interpretation. For example: comparing pie charts.</p> <p>Marketing mix refers back to market research and segmentation.</p> <p>Contextual maths skills through DNA tasks. For example calculating variable costs.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example stakeholders focuses on a Pizza delivery service.</p>	<p>Data Interpretation. For example: % change in costs between years.</p> <p>Health and safety refers to stakeholders.</p> <p>Contextual maths skills through DNA tasks. For example calculating profit.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example health and safety focuses on the Academy.</p>	<p>Data Interpretation. For example: comparing pie charts.</p> <p>Contextual maths skills through DNA tasks. For example calculating breakeven.</p> <p>Communication refers to stakeholders.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example organisational structures refers to a phone retailer.</p> <p>Exam content requires knowledge of all topics covered so far.</p>	<p>Data Interpretation. For example: % change in costs between years.</p> <p>Contextual maths skills through DNA tasks. For example calculating margin of safety.</p> <p>Modern working practices builds on recruitment process.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example communication refers to a small hotel.</p>
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<b>What are the key concepts to be covered?</b>	Revenue/ costs and profit. The marketing mix. Stakeholders. Health and Safety. Communication methods. Modern working practices.
<b>What knowledge do they need to have a successful start to Year 10?</b>	How to calculate the following: revenue, variable cost, total cost, profit, break eve, % change. Principles of knowledge, analysis, application and evaluation. Data Interpretation. Impact of issues on stakeholders. Knowledge of key marketing and communication principals.
<b>How are topics spaced between unrelated topics?</b>	Not taught at Year 7-8 so fresh knowledge. Finance knowledge is shared and interwoven with Maths department. Spacing impacts the KS4 learning. Assessments are not linear and focus upon all topics learnt so far.

**IMPLEMENTATION – STUDENT NEEDS AND SUPPORT**

**How is student learning supported below so as to ensure the following:**

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

9	<b>Social/ Cultural Capital</b>	<p>Lesson Content: The Marketing Mix, links to marketing Careers for example market researchers. Focus on post graduate careers to raise aspirations.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example: % change in costs between years.</p> <p>Proposed careers Talk from Marketing Expert / Careers. Focus on post graduate careers to raise aspirations, using governor links.</p>	<p>Lesson Content: The Marketing Mix, links to marketing Careers for example advertising executive. Focus on post graduate careers to raise aspirations.</p> <p>Lesson Content: Recruitment links to HRM careers. Focus on post graduate careers to raise aspirations.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example calculating profit.</p> <p>Proposed careers Talk from Finance / Accounting Expert / Careers Focus on post graduate careers to raise aspirations, using governor links.</p>	<p>Lesson Content: Business communication, Links to careers in HRM and general management. Focus on post graduate careers to raise aspirations.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example: comparing pie charts.</p> <p>Proposed careers Talk from HRM Expert / Careers. Focus on post graduate careers to raise aspirations, using governor links.</p>	<p>Lesson Content: Modern Working Practices, Links to careers in HRM and general management. Focus on post graduate careers to raise aspirations.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example calculating revenue.</p> <p>Careers Talk: Studying Business Studies at 6<sup>th</sup> Form / University. Focus on post graduate careers to raise aspirations, using governor links.</p>	<p>Lesson Content: Entrepreneurship. Business Planning. Links to being Self-employed / new business start-up. Focus on post graduate careers to raise aspirations.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example calculating variable costs.</p> <p>Lloyds Banks Careers Webinar. Based on a wide range of careers. Focus on post graduate careers to raise aspirations, using governor links.</p>	<p>Lesson Content: Types of Ownership Business Growth. Links to being Self-employed / new business start-up. Focus on post graduate careers to raise aspirations.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example calculating breakeven.</p> <p>Proposed careers Talk from Law Expert / Careers. Focus on post graduate careers to raise aspirations, using governor links.</p>
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	<p><b>Tier 2/3 Vocabulary</b></p>	<p>Use of key terms throughout and revisiting in starters and plenaries. For example USP and Target Market.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries for example psychological pricing, premium, economy.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries. For example stakeholders, conflict of interest.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries. For example recruitment, internal, external.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries. For example: hierarchy, chain of command, delegation.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Communication project focuses on communicating professionally and formally based on context. For example writing a report.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries. For example, jargon, flexitime, videoconferencing.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Communication project focuses on communicating professionally and formally based on context. For example writing a report.</p>
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Reading	<p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example project revolves around brief of creating your own restaurant.</p> <p>Reading / writing in a professional, customer focused tone. For example creating a questionnaire.</p> <p>Exams are based on a case study. For example project revolves around brief of creating your own restaurant.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent</p>	<p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example segmentation focuses on Boohoo.com.</p> <p>Reading / writing in a professional, customer focused tone. For example creating graphs.</p> <p>Exams are based on a case study. For example segmentation focuses on Boohoo.com.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent</p>	<p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example stakeholders focuses on a Pizza delivery service.</p> <p>Reading / writing in a professional, customer focused tone. For example make a recommendation based on context and evidence.</p> <p>Exams are based on a case study. For example stakeholders focuses on a Pizza delivery service.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation).</p>	<p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example health and safety focuses on the Academy.</p> <p>Reading / writing in a professional, customer focused tone. For example creating a business informative poster.</p> <p>Exams are based on a case study. For example health and safety focuses on the Academy.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent thread through all topics.</p>	<p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example organisational structures refers to a phone retailer.</p> <p>Reading / writing in a professional, customer focused tone. For example drawing organisational charts.</p> <p>Exams are based on a case study. For example organisational structures refers to a phone retailer.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation).</p>	<p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example communication refers to a small hotel.</p> <p>Reading / writing in a professional, customer focused tone. For example writing a formal report.</p> <p>Exams are based on a case study. For example communication refers to a small hotel.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent</p>

		thread through all topics.	thread through all topics.	Developing these skills is a consistent thread through all topics.		Developing these skills is a consistent thread through all topics.	thread through all topics.
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<p><b>Writing</b></p>	<p>Reading / writing in a professional, customer focused tone. For example creating a questionnaire.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend e.g. in exam questions.</p> <p>Digital writing skills in Office support other subjects for example word processing a questionnaire.</p>	<p>Reading / writing in a professional, customer focused tone. For example creating graphs.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend the most suitable pricing strategy.</p> <p>Digital writing skills in Office support other subjects for example creating graphs in spreadsheet software.</p>	<p>Reading / writing in a professional, customer focused tone. For example make a recommendation based on context and evidence.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend for example: recommend the most suitable promotional budget based on context and budget.</p> <p>Digital writing skills in Office support other subjects. For example using presentation software.</p>	<p>Reading / writing in a professional, customer focused tone. For example creating a business informative poster.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend for example discuss the impacts of health and safety legislation on a business.</p> <p>Digital writing skills in Office support other subjects For example using publishing software to create a poster.</p>	<p>Reading / writing in a professional, customer focused tone. For example drawing organisational charts.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend, for example which organisational structure is more suitable; tall or flat?</p> <p>Digital writing skills in Office support other subjects.</p>	<p>Reading / writing in a professional, customer focused tone. For example writing a formal report.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend for example what is the most suitable communication method based on context.</p> <p>Digital writing skills in Office support other subjects for example writing a report using word processing software.</p>
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<p><b>Numeracy</b></p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Market research – data collection and interpretation. For example creating a using a questionnaire.</p> <p>Data interpretation of financial information for example comparing pie charts.</p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Market research – data presentation and interpretation for example creating charts and graphs.</p> <p>Data interpretation of financial information, for example interoperating changes in costs between years.</p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information, for example comparing pie charts.</p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information, for example interoperating changes in costs between years.</p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information, for example comparing pie charts.</p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information, for example interoperating changes in costs between years.</p>
<p><b>How does the PoS support students with SEND needs?</b></p>	<p>Tiered maths DNA based on ability and get progressively harder. Lower tier will support pupils with less prior knowledge or developing maths skills.</p> <p>Levelled learning screen with clear levelled outcomes.</p> <p>Live tracking to identify misconception and trends for teacher to address with SEN.</p> <p>Seating plans.</p> <p>Intervention groups afterschool.</p> <p>Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all</p> <p>Individual support based on individual pupils needs. Exam needs considered.</p> <p>Sequencing supports development of core skills at the start.</p>					
<p><b>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</b></p>	<p>DNA tasks are tiered based on ability and get progressively harder. Higher tier will support pupils with more prior knowledge and advanced maths skills.</p> <p>Introduction of difficult computing concepts at an early stage.</p> <p>Stretch task for all lessons.</p> <p>Basis for SOW on GCSE content.</p> <p>Development of higher level skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>					

<p><b>How does the PoS offer contextual content appropriate to Amington students?</b></p>	<p>Data suggests for Business gap between PP and non PP. SEN and non SEN. Lack of female uptake.          Live tracking / intervention to identify misconception and trends for teacher to address with SEN.          Seating plans.          External speakers focus on careers.          Lessons can plug gap in cultural capital of pupils in areas such as recruitment, ambitions and enterprise.          Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>
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**How does the Implementation Plan meet the ACE curriculum design?**

<p><b>Ambitious</b></p>	<p>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.          Formulaic approach to tracking / testing / feedback to ensure that issues are identified and addressed.          Use of external agencies to develop careers.          Linked to intent and careers document.          Develops core knowledge of key topics and exam skills.          Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>
<p><b>Challenging</b></p>	<p>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 pupils.          Clear stretch and differentiation.</p>
<p><b>Engaging</b></p>	<p>Marketing is scheduled first as considered the most engaging topic in subject and eases pupils into the subject.          Focus on the real world over abstract concepts. Real life application allows pupils to relate to the topics on offer.          Interweaving and spacing of content to prepare for KS4 cycle.          Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>

**What are the current strengths of the Implementation Plan?**

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.  
 Gives pupils the required building block skills to succeed at KS4.  
 Created in conjunction with and quality checked by Market Bosworth Academy.

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

- Core concept changes;

- Space interleaving 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.

#### Engagement

Can trips / speakers / careers be better embedded into the curriculum  
Improve SEN differentiation.

#### CPD

Continue to maintain links with outstanding practitioners  
Continue to be an examiner for OCR.