

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

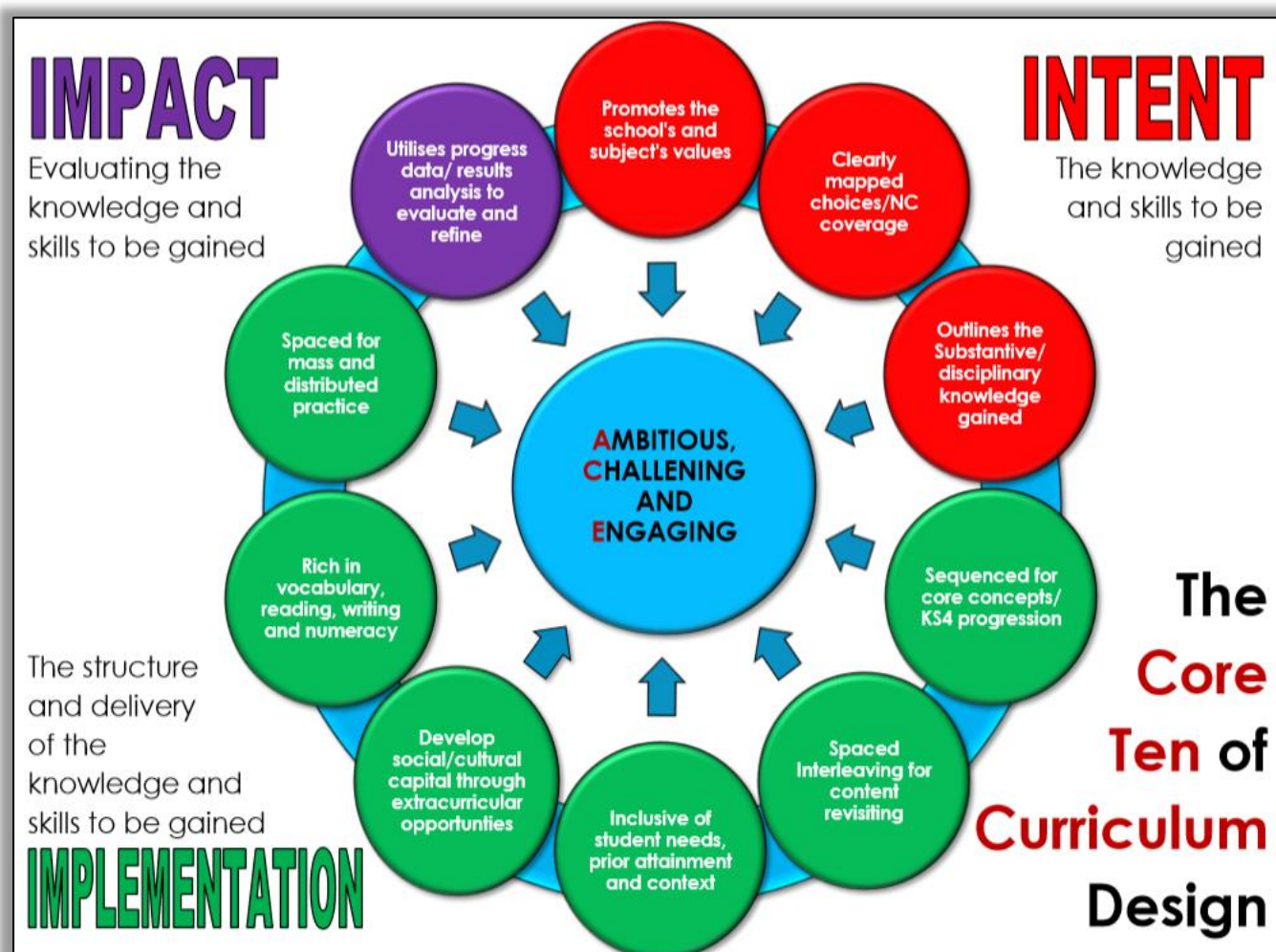
Key Stage 4

Subject: OCR GCSE Business Studies

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS4)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS4

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 KS3 and to KS5
- 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
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	<p>OCR J204 Exam 1 Section 1.1, 1.2, 1.4, 1.5</p> <p>National Curriculum: the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business</p> <p>the competitive environment and the impact of risk and reward on business activity</p> <p>the purpose of planning business activity, including the role and importance of a business plan</p> <p>business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve</p> <p>methods of business growth, including organic</p>	<p>OCR J204 Exam 1 Section 1.3, 1.6</p> <p>National Curriculum: the types of business ownership, including business start-ups and the concept of limited liability</p> <p>the interdependent nature of business operations, finance, marketing and human resources within a business context</p>	<p>OCR J204 Exam 2 Section 4.1 – 4.6</p> <p>National Curriculum: the factors influencing business location, including proximity to market, labour and materials</p> <p>What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity, including:</p> <p>the impact of different types of production processes on businesses</p> <p>the role of procurement and the impact of logistical and supply decisions on businesses</p> <p>the concept of quality and its importance to a business, including the production of</p>	<p>OCR J204 Exam 1 Section 3.1, 3.4 – 3.7</p> <p>National Curriculum: The purpose of human resources, its role within business and how it influences business activity, including:</p> <p>how businesses recruit people, including methods used to meet different business needs</p> <p>the importance of retaining and motivating employees and how businesses achieve this, including financial and non-financial methods</p> <p>how and why businesses train and develop their employee</p> <p>the impact of legislation on businesses, including employment law and consumer law</p>	<p>OCR J204 Exam 1 Section 3.2 – 3.3</p> <p>National Curriculum: The purpose of human resources, its role within business and how it influences business activity, including:</p> <p>how and why businesses have different organisational structures, including the importance of effective communication, different job roles and responsibilities, and different ways of working</p> <p>how technology, including e-commerce and digital communication, influences business activity</p>	<p>OCR J204 Exam 2 Section 5.1 – 5.5</p> <p>National Curriculum: The purpose of the finance function, its role within business and how it influences business activity, including:</p> <p>what different sources of business finance are available and their suitability for new and established businesses</p> <p>the concept of revenue, costs, profit and loss, including break even and gross and net profit ratios</p> <p>the importance of cash to a business, the difference between cash and profit, and cash-flow forecasting</p> <p>the use of financial information in understanding business performance and making business decisions</p>
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		<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>goods and the provision of services</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>Calculations in a business context</p>
	Powerful Knowledge	<p>Characteristics of an entrepreneur</p> <p>Risks and rewards of business set up</p> <p>Sectors of industry</p> <p>Importance of planning</p>	<p>Business set up requirements</p> <p>How different functional areas work and interdepend</p>	<p>Importance of quality</p> <p>Importance of customer service</p> <p>Impact of consumer law</p> <p>Impact of E Commerce</p>	<p>The recruitment process</p> <p>Impact of employment law</p> <p>Motivation / leadership styles.</p>	<p>Organisational structures</p> <p>Selecting methods of communication</p> <p>Impact of modern working practices</p>	<p>Selecting sources of finance</p> <p>Calculating breakeven, cashflow and profit.</p>

	Mass Practice	<p>Enterprise and Entrepreneurship: Definitions of key terms, list and analyse risk and rewards. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Business Aims and Objectives: Definitions of key terms, list examples. Apply to a case study and create aims based on context. Explain importance and changes. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Sectors of Industry: Definitions of key terms, list examples. Apply to a case study. Explain changes and</p>	<p>Types of Ownership: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Business Growth: Definitions of key terms, list examples. List advantages and disadvantages of each, apply to a case study. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Functional Areas of Business: Definitions of key terms, recall functions and interdependence. Apply to a case study and evaluate. Assessed through exam style questions based on a case study and online multiple choice quizzes. Booklet completion.</p>	<p>Production Processes: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Quality: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Customer Service: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case study. Roleplay.</p> <p>Consumer Law: Definitions of key terms, recall key facts, list types and</p>	<p>The Role of Human Resources: list features of the function, explain the importance and interdependence. Assessed through exam style questions based on a case study.</p> <p>Recruitment and Selection: Definitions of key terms, recall key facts, recall process. Explain benefits and drawback of each element. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes. Creation of recruitment documents.</p> <p>Employment Law: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case study.</p>	<p>Organisational Structures: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes. Draw organisation charts.</p> <p>Communication: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case study. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Modern Working Practices: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on</p>	<p>The role of finance: list features of the function, explain the importance and interdependence. Assessed through exam style questions based on a case study.</p> <p>Sources of Finance: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study.</p> <p>Revenue, Cost and Profit: Definitions of key terms, recall key calculations. Apply to a case study and analyse the impacts. Assessed through exam style questions based on a case study. DNA assess ability to apply formula to case.</p> <p>Break Even: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to</p>
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		<p>interdependence. Assessed through exam style questions based on a case study.</p> <p>Business Planning: Definitions of key terms, list examples. Apply to a case study Stakeholders. Explain importance. Assessed through exam style questions based on a case study and online multiple choice quizzes. Group presentation / discussion work. work.</p> <p>Mini Assessment / baseline.</p>	<p>End of unit assessment based on fictional case study testing key skills and unit 1.1 content.</p>	<p>analyse impacts on stakeholders. Apply to a case study. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Location: Definitions of key terms, recall key facts, list factors and analyse impacts on stakeholders. Apply to a case study. Assessed through exam style questions based on a case study.</p> <p>Working with Suppliers: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case study. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>E Commerce: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and</p>	<p>Training: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Motivation: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Group work.</p> <p>Leadership Styles: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Group work.</p> <p>Ending Employment/ Trade Unions: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Assessed through</p>	<p>a case study and online multiple choice quizzes. End of unit assessment based on fictional case study testing key skills and unit 1.1 and 1.3 content</p>	<p>a case study and evaluate based on context, recall key calculations. Apply to a case study and analyse the impacts. Assessed through exam style questions based on a case study. Ability to produce and interpret financial documents.</p> <p>Cash Flow: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context recall key calculations. Apply to a case study and analyse the impacts. Assessed through exam style questions based on a case study. Ability to produce and interpret financial documents.</p> <p>End of unit assessment assessing common skills and Unit 2.4 and 2.5 knowledge.</p>
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				evaluate based on context. End of unit assessment based on JLR assessing common skills and Unit 2.4 knowledge.	exam style questions based on a case study and online multiple choice quizzes.		
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	Distributed Practice	<p>Builds upon previous learning of: stakeholders (Y9T1-3).</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the exam style and apply knowledge to a real business.</p>	<p>Builds upon previous learning of: Stakeholders and entrepreneurship, functional areas (Y10T1)</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the exam style and apply knowledge to a real business. E.g. ownership links to Drayton Manor.</p>	<p>Builds upon previous learning of: Stakeholders and entrepreneurship, functional areas (Y10T1) USP and customer service, health and safety, (Year 9 T1-3) E commerce (Year 9 T4-6)</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the</p>	<p>Builds upon previous learning of: Consumer Law (Y10T3) functional areas (Y10T1) Recruitment (Year 9 T1-3)</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the exam style and apply knowledge to a real business. E.g.</p>	<p>Builds upon previous learning of: functional areas, stakeholders (Y10T1) modern working practices, (Year 9 T4-6)</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the exam style and apply knowledge to a real business. E.g.</p>	<p>Builds upon previous learning of: finance DNA activities (across all years) Stakeholders and entrepreneurship, functional areas (Y10T1)</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the exam style and apply knowledge to</p>
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		<p>E.g. stakeholders links to Wolverhampton racecourse.</p> <p>Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of Exam 1 content learnt so far.</p>	<p>Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of Exam 1 content learnt so far.</p>	<p>exam style and apply knowledge to a real business. E.g. production processes links to Jaguar.</p> <p>Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam 2 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of Exam 2 content learnt so far.</p>	<p>recruitment links to a music store.</p> <p>Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of Exam 1 content learnt so far.</p>	<p>communication links to hotel.</p> <p>Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of Exam 1 content learnt so far.</p>	<p>a real business. E.g. cashflow links to seasonal industries.</p> <p>Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam 2 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of Exam 2 content learnt so far.</p>
	<p>What are the key concepts to be covered?</p>	<p>Ability to read, analyse and apply work to a case study.</p> <p>Development of key skills: knowledge, analysis, application and evaluation.</p> <p>Ability to understand question types based on command words and formulate an appropriate answer.</p> <p>Ability to instantly recall key financial formulas and apply.</p> <p>Knowledge recall of topics listed in the mass practice section.</p>					

	What prior knowledge, at KS3, are you assuming they have?		To be introduced to the basic principles of the key concepts listed above, reading case studies, key skills, key formulas and ability to understand question types.				
	What knowledge do they need to have a successful start to Year 11?		Ability to read, analyse and apply work to a case study. Development of key skills: knowledge, analysis, application and evaluation. Ability to understand question types based on command words and formulate an appropriate answer. Ability to instantly recall key financial formulas and apply. Ability to retain mass practice knowledge by revisiting regularly.				
	How are topics spaced between unrelated topics?		Business activity must be taught first to give pupils understanding of fundamental concepts of subject. Exam 1 and Exam 2 topics are interwoven to avoid knowledge being forgotten. Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active. Assessment will cover all aspects of content from each exam component studied so far.				
11	Unit/Topic	Unit: Marketing	Unit: External Influences	Unit: Sections 1,2,4 Revision	Unit: Sections 3, 5, 6 Revision	N/A	N/A
		Topics: Role of Marketing Market Research Market Segmentation Price Product Place Promotion Data Interpretation	Topics: Ethics Environment Economic Climate Interest / Exchange Rates Globalisation Data Interpretation	Topics: As above but focus on: Data Interpretation Calculations Exam Skills / technique	Topics: As above but focus on: Data Interpretation Calculations Exam Skills / technique		

	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 they work together</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,</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 data including its selection,</p>	N/A	N/A
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		how the marketing mix is used to inform and implement business decisions		interpretation, analysis and evaluation, and the application of appropriate quantitative skills	interpretation, analysis and evaluation, and the application of appropriate quantitative skills		
	Powerful Knowledge	How to research effectively. The impact of the marketing mix on business stakeholders	Impact of ethical and environmental decisions on businesses and their stakeholders Using exchange and interest rates Understanding the business cycle e.g. recession	Data Interpretation Calculations Exam Skills / technique Context based decision	Data Interpretation Calculations Exam Skills / technique Context based decisions	N/A	N/A

	<p>Mass Practice</p> <p>Role of Marketing: list features of the function, explain the importance and interdependence. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Market Research: Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes. Creation of market research documents e.gg questionnaire. Analysis documents e.g. graphs.</p> <p>Market Segmentation: Definitions of key</p>	<p>Ethics: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case study. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Environment: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>Economic Climate: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p>	<p>Unit: Sections 1,2,4 Revision with focus on:</p> <p>Data Interpretation Calculations Exam Skills / technique</p> <p>Dependent of outcomes of mocks, live data and knowledge audits.</p>	<p>Unit: Sections 3, 5, 6 Revision with focus on:</p> <p>Data Interpretation Calculations Exam Skills / technique</p> <p>Dependent of outcomes of mocks, live data and knowledge audits.</p>	N/A	N/A
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		<p>terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes.</p> <p>The marketing mix. For each element of the 4 P's Definitions of key terms, recall key facts, list and analyse benefits and drawbacks. Apply to a case study and evaluate based on context. Assessed through exam style questions based on a case study and online multiple choice quizzes. Creative design work.</p>	<p>Interest / Exchange Rates: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case study. Recall and apply calculations.</p> <p>Globalisation: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case study.</p>				
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	Distributed Practice	<p>Builds upon previous learning of: stakeholders (Y10T1) Year 9 Marketing Project (T1-3).</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the exam style and</p>	<p>Builds upon previous learning of: stakeholders: (Y10T1) legal implication (Y10T3/4)</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the exam style and apply knowledge to a real business.</p> <p>Completing key calculations: costs, revenue, profit,</p>	<p>Builds upon previous learning of stated units.</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.</p> <p>Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.</p> <p>Use of Case Studies: to present information in the exam style and apply knowledge to a real business.</p> <p>Completing key calculations: costs, revenue, profit,</p>		
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		<p>apply knowledge to a real business. E.g. price links to Sony.</p> <p>Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of Exam 1 content learnt so far.</p>	<p>Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of Exam 1 content learnt so far.</p>	<p>break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam topics to keep refreshed and active based on knowledge audits.</p> <p>Assessment will cover all aspects of the specification to model the real exams.</p>	<p>break even, ARR, cash flow.</p> <p>Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.</p> <p>Homework: Knowledge recap of previously learnt exam topics to keep refreshed and active based on knowledge audits.</p> <p>Assessment will cover all aspects of the specification to model the real exams.</p>		
	<p>What are the key concepts to be covered?</p>	<p>Refining the following:</p> <p>Ability to read, analyse and apply work to a case study.</p> <p>Development of key skills: knowledge, analysis, application and evaluation.</p> <p>Ability to understand question types based on command words and formulate an appropriate answer.</p> <p>Ability to instantly recall key financial formulas and apply.</p> <p>Knowledge recall of topics listed in the mass practice section.</p>					

	What knowledge do they need to have a successful start to Year KS5?	<p>Refining and build upon the following: The topics in business studies are varied but the skills used, types of questions and reliance on a case study are a common thread.</p> <p>Ability to read, analyse and apply work to a case study, pupils should be able to relate answers to the context of a business (size, wealth, rivals etc).</p> <p>Development of key skills: knowledge, analysis, application and evaluation. Knowledge = point, analysis = point & explain, apply = point, explain, apply to context, evaluate = point, explain, evidence x 2, evaluation x 3.</p> <p>Ability to understand question types based on command words and formulate an appropriate answer supporting by marks available and understanding of mark scheme.</p> <p>Ability to instantly recall key financial formulas and apply. Revenue, cost, breakeven, profit, ARR.</p> <p>Ability to retain mass practice knowledge by revisiting regularly through building on assessments and homework's, building in previous work in an interwoven fashion.</p> <p>Knowledge recall of topics listed in the mass practice section by using the key skills above.</p>
	How are topics spaced between unrelated topics?	<p>Business activity must be taught first to give pupils understanding of fundamental concepts of subject.</p> <p>Exam 1 and Exam 2 topics are interwoven to avoid knowledge being forgotten.</p> <p>Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.</p> <p>Assessment will cover all aspects of content from each exam component studied so far.</p>

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

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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10	Social/ Cultural Capital	<p>Providing students with essential workplace skills for example: creating a business plan.</p> <p>Lesson Content: This unit's links to careers in business set up / self –employment developing entrepreneurial spirit / creativity.</p> <p>Discussion of social changes to business sectors e.g. secondary to tertiary shift.</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>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching.</p>	<p>Providing students with essential workplace skills for example: communication amongst functional areas.</p> <p>Lesson Content: This unit's links to careers in business set up / self –employment developing entrepreneurial spirit / creativity.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example calculating profit.</p> <p>Proposed Visit to Euro car Parks. Focus on careers in Production. . Focus on post graduate careers to raise aspirations, using governor links.</p> <p>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>	<p>Providing students with essential workplace skills for example: providing excellent customer service.</p> <p>Lesson Content: This unit's links to careers in logistics, production, supply chain / customer service.</p> <p>Discussion of social changes to business sectors e.g. shift to automation and impact to workers.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example: comparing pie charts.</p> <p>Proposed careers Proposed careers Talk from HRM Expert / Careers Focus on post graduate careers to raise aspirations, using governor links.</p> <p>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>	<p>Providing students with essential workplace skills for example: creating a CV.</p> <p>Lesson Content: This unit's links to careers in HRM / recruitment.</p> <p>Discussion of social changes to business sectors e.g. Importance of interview skills.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example: calculating revenue</p> <p>Model Lesson: Studying Business Studies at 6th Form / University. Focus on post graduate careers to raise aspirations, using trust links.</p> <p>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>	<p>Providing students with essential workplace skills for example: effective homeworking.</p> <p>Lesson Content: This unit's links to careers in in HRM / recruitment.</p> <p>Discussion of social changes to business sectors e.g. ability to homework.</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>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>	<p>Providing students with essential workplace skills for example: understanding personal cashflow</p> <p>Lesson Content: This unit's links to careers in finance / cash flow.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example: % calculating breakeven.</p> <p>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>

	<p>Tier 2/3 Vocabulary</p> <p>Use of key terms throughout and revisiting in starters and plenaries for example stakeholder, enterprise, tertiary.</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary: Aims / vision</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, PLC, LTD, liability.</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary: horizontal / lateral.</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 quality, job, flow.</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary: customer / consumer.</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 CV, Recruitment, discrimination.</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary: HR / Human resources.</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 homeworking, video conferencing, hot desking.</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary: homeworking /teleworking</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 cost, revenue, profit.</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary: income, inflow, revenue.</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>
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		<p>Reading</p> <p>Read a mixture of real world and fictional case studies matching assessments for example Wolverhampton racecourse stakeholders case study.</p> <p>Reading / writing is a professional, customer focused tone for example For example writing a business plan.</p> <p>Exams are based on a case study. For example small gardening business.</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 a mixture of real world and fictional case studies matching assessments for example BP plc case study.</p> <p>Reading / writing is a professional, customer focused tone for example extended answer comparing types of ownership and making a recommendation.</p> <p>Exams are based on a case study. For example small gardening business.</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 a mixture of real world and fictional case studies matching assessments for example JLR quality case study.</p> <p>Reading / writing is a professional, customer focused tone for example extended answer comparing quality control methods and making a recommendation.</p> <p>Exams are based on a case study. For example JLR.</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 a mixture of real world and fictional case studies matching assessments for example small business owner training case study.</p> <p>Reading / writing is a professional, customer focused tone for example writing a CV.</p> <p>Exams are based on a case study. For example Redrow builders.</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 a mixture of real world and fictional case studies matching assessments for example digital advertiser home working case study.</p> <p>Reading / writing is a professional, customer focused tone for example writing a business report.</p> <p>Exams are based on a case study. For example Redrow builders.</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 a mixture of real world and fictional case studies matching assessments for example small manufacturer breakeven case study.</p> <p>Reading / writing is a professional, customer focused tone for example drawing a break even diagram / table.</p> <p>Exams are based on a case study. For example small dry cleaners.</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>
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	Writing	<p>Reading / writing is a professional, customer focused tone for example For example writing a business plan.</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 presenting a pitch.</p>	<p>Reading / writing is a professional, customer focused tone for example extended answer comparing types of ownership and making a recommendation</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 publishing an information poster.</p>	<p>Reading / writing is a professional, customer focused tone for example extended answer comparing quality control methods and making a recommendation.</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 uploading work via teams.</p>	<p>Reading / writing is a professional, customer focused tone for example writing a CV.</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 CV.</p>	<p>Reading / writing is a professional, customer focused tone for example writing a business 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 e.g. in exam questions.</p> <p>Digital writing skills in Office support other subjects for example word processing a report.</p>	<p>Reading / writing is a professional, customer focused tone for example drawing a break even diagram / table.</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 calculations in excel.</p>

		Numeracy	<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 comparing changes in sectors of industry.</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 calculating productivity.</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 changes in wages.</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 costings.</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>In depth look at calculating, interoperating and displaying information for costs, profits, revenue, break even, cashflow and ARR.</p>
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	<p>How does the PoS support students with SEND needs?</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. Levelled learning screen with clear levelled outcomes. Live tracking to identify misconception and trends for teacher to address with SEN. Seating plans. Intervention groups afterschool. Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all Individual support based on individual pupils needs. Exam needs considered. Sequencing supports development of core skills at the start.</p> <p>Applying whole school practices of: Staff SEN champion Teach around the student meeting. Differentiated and accessible work Small chunked up elements Visual clues/dual coding Introduction of new vocabulary using visual imagery and/or etymology Students asked to demonstrate learning in a variety of ways- eg-drawing/video/mind maps/audio Students in a varied mix of groupings- 1:1/pairs/small gps and whole class Students are taught different ways of remembering eg) highlighting/step by step lists/mnemonics/cartoon strips /maps etc Efforts are always rewarded- verbally and through system Learning is revisited for consolidation Learning is exciting/competitive where possible QA: staff attend SEND training/progress is tracked/referrals are made/parents and carers are informed</p>
	<p>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</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. Introduction of difficult maths concepts at an early stage to drill over a long period. Stretch task for all lessons. Development of higher level skills. Careers links / talks focus on post graduate careers to raise aspirations of pupils and families. Low prior attainers supported with scaffolding of exam questions. Key term dictionaries. Catch up club to support both ends.</p>

	How does the PoS offer contextual content appropriate to Amington students?	<p>Data suggests for Business gap between PP and non PP. SEN and non SEN.</p> <p>Live tracking / intervention to identify misconception and trends for teacher to address with SEN. Also see SEN strategies listed above.</p> <p>Seating plans.</p> <p>External speakers focus on careers.</p> <p>Lessons can plug gap in cultural capital of pupils in areas such as recruitment, enterprise, wider horizons.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>
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11	Social/ Cultural Capital	<p>Providing students with essential workplace skills for example: ability to speak confidently in public.</p> <p>Lesson Content: This unit's links to careers in marketing / advertising/ customer service.</p> <p>Discussion of social changes to business sectors e.g. ethical marketing</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example: % change in costs between years.</p> <p>Model Lesson: Studying Business Studies at 6th Form / University. Focus on post graduate careers to raise aspirations, using Trust links.</p> <p>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>	<p>Providing students with essential workplace skills for example: writing a report.</p> <p>Lesson Content: This unit's links to careers in business charity / social enterprises.</p> <p>Discussion of social changes to business sectors e.g. Impact of corona virus.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example: calculating breakeven.</p> <p>Proposed careers Talk from social enterprise / ethical business. Focus on post graduate careers to raise aspirations, using governor links.</p> <p>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>	<p>Providing students with essential workplace skills for example: revision skills.</p> <p>Lesson Content: This unit's links to careers and discussion of social changes to business linked to areas identified in audit and mock.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example calculating profit.</p> <p>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>	<p>Providing students with essential workplace skills for example: revision skills.</p> <p>Lesson Content: This unit's links to careers and discussion of social changes to business linked to areas identified in audit and mock.</p> <p>DNA Activity: Finance Skills for finance / accounting Careers. For example: % change in costs between years.</p> <p>Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching</p>	N/A	N/A
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	Tier 2/3 Vocabulary	<p>Use of key terms throughout and revisiting in starters and plenaries for loss leader, physiological, economy.</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary: competitive / going rate</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 currency, Stirling, ethics.</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary: money / currency.</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 (topic dependent)</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary (topic dependent)</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 (topic dependent)</p> <p>Key terms on learning screen.</p> <p>Key Term Dictionary and revision PPTS:</p> <p>Comfort with alternative vocabulary (topic dependent)</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>	N/A	N/A
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	Reading	<p>Read a mixture of real world and fictional case studies matching assessments for example Cadburys and advertising.</p> <p>Reading / writing is a professional, customer focused tone for example publishing marketing information.</p> <p>Exams are based on a case study. For example Redrow housing.</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 a mixture of real world and fictional case studies matching assessments for example Costa coffee ethics.</p> <p>Reading / writing is a professional, customer focused tone for example analysing the impact of exchange rates on a business.</p> <p>Exams are based on a case study. For example Costa Coffee.</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 a mixture of real world and fictional case studies matching assessments (topic dependent)</p> <p>Reading / writing is a professional, customer focused tone (topic dependent)</p> <p>Exams are based on a case study (topic dependent)</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 a mixture of real world and fictional case studies matching assessments (topic dependent)</p> <p>Reading / writing is a professional, customer focused tone (topic dependent)</p> <p>Exams are based on a case study (topic dependent).</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>	N/A	N/A
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	Writing	<p>Reading / writing is a professional, customer focused tone for example publishing marketing information.</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 publishing marketing information.</p>	<p>Reading / writing is a professional, customer focused tone for example analysing the impact of exchange rates on a business.</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 researching unbiased new stories.</p>	<p>Reading / writing is a professional, customer focused tone (topic dependent)</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 (topic dependent)</p>	<p>Reading / writing is a professional, customer focused tone (topic dependent)</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 (topic dependent)</p>	N/A	N/A
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		Numeracy	<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 comparing changes in marketing costs.</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 comparing changing profit levels.</p> <p>In depth look at exchange and interest rates.</p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information (topic dependent).</p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information (topic dependent).</p>	N/A	N/A
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	<p>How does the PoS support students with SEND needs?</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. Levelled learning screen with clear levelled outcomes. Live tracking to identify misconception and trends for teacher to address with SEN. Seating plans. Intervention groups afterschool. Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all Individual support based on individual pupils needs. Exam needs considered. Sequencing supports development of core skills at the start.</p> <p>Applying whole school practices of: Staff SEN champion Teach around the student meeting. Differentiated and accessible work Small chunked up elements Visual clues/dual coding Introduction of new vocabulary using visual imagery and/or etymology Students asked to demonstrate learning in a variety of ways- eg-drawing/video/mind maps/audio Students in a varied mix of groupings- 1:1/pairs/small gps and whole class Students are taught different ways of remembering eg) highlighting/step by step lists/mnemonics/cartoon strips /maps etc Efforts are always rewarded- verbally and through system Learning is revisited for consolidation Learning is exciting/competitive where possible QA: staff attend SEND training/progress is tracked/referrals are made/parents and carers are informed</p>
	<p>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</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. Introduction of difficult maths concepts at an early stage to drill over a long period. Stretch task for all lessons. Development of higher level skills. Careers links / talks focus on post graduate careers to raise aspirations of pupils and families. Low prior attainers supported with scaffolding of exam questions. Key term dictionaries. Catch up club to support both ends.</p>

	How does the PoS offer contextual content appropriate to Amington students?	<p>Data suggests for Business gap between PP and non PP. SEN and non SEN.</p> <p>Live tracking / intervention to identify misconception and trends for teacher to address with SEN. Also see SEN strategies listed above.</p> <p>Seating plans.</p> <p>External speakers focus on careers.</p> <p>Lessons can plug gap in cultural capital of pupils in areas such as recruitment, enterprise, wider horizons.</p> <p>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?

Ambitious	<p>Lays the groundwork for future progression at KS5 by expanding on NC in places.</p> <p>Developing higher level skills based upon Blooms taxonomy.</p> <p>Develops life skills needed to effectively enter the world of work.</p> <p>Formulaic approach to tracking / testing / feedback to ensure that issues are identified and addressed.</p> <p>Use of external agencies to develop careers.</p> <p>Linked to intent and careers document.</p> <p>Develops core knowledge of key topics and exam skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>
Challenging	<p>Most written tasks mirror the layout / formatting from the OCR GCSE exam.</p> <p>Developing higher level skills based upon Blooms taxonomy.</p> <p>Use of full GCSE content to challenge pupils.</p> <p>Clear stretch and differentiation in all sessions.</p>
Engaging	<p>Business Activity is scheduled first as considered the most accessible topic in subject and eases pupils into the subject. Supports synoptic learning of other areas.</p> <p>Focus on the real world over abstract concepts. Real life application allows pupils to relate to the topics on offer.</p> <p>Interweaving and spacing of content to prepare for KS4 cycle.</p> <p>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?

<p>Clear pathway into GCSE learning through content covered and skills developed at KS3.</p> <p>Access to KS5 content lessons to allow pupils make informed pathway choices.</p> <p>Develops cultural capital and readiness for work for all.</p> <p>Gives pupils the required building block skills to succeed in workplace and exams.</p> <p>Created in conjunction with and quality checked by Market Bosworth Academy.</p>
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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 by resource sharing and QA process with Bosworth Academy.
Continue to be an examiner for OCR.
Make time to develop resources in line with plan.