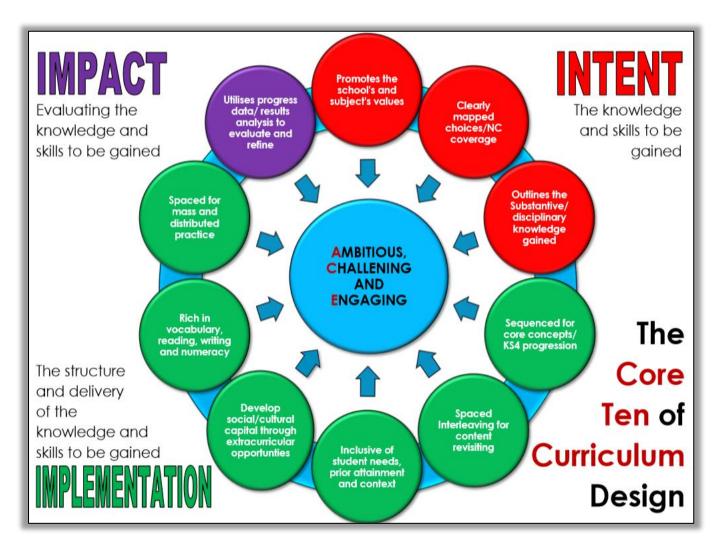
# 2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN Key Stage 4

Subject: OCR GCSE Business Studies

Author: ACR

Created: 17.06.20

Updated: N.A.



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
	Unit/Topic	Unit: Business Activity	Unit: Business Activity	Unit: Operations	Unit: People	Unit: People	Unit: Finance
1	0	Topics: Enterprise and Entrepreneurship Business Aims and Objectives Sectors of Industry Business Planning Stakeholders	Topics: Types of Ownership Business Growth Functional Areas of Business	Topics: Production Processes Quality Customer Service Consumer Law Location Working with Suppliers E Commerce	Topics: The Role of Human Resources Recruitment and Selection Employment Law Training Motivation Leadership Styles Ending Employment/ Trade Unions	Topics: Organisational Structures Communication Modern Working Practices	Topics: The role of finance Sources of Finance Revenue, Cost and Profit Break Even Cash Flow

Specification/ Assessment	OCR J204	OCR J204	OCR J204	OCR J204	OCR J204	OCR J204
Objective	Exam 1	Exam 1	Exam 2	Exam 1	Exam 1	Exam 2
	Section 1.1, 1.2,	Section 1.3, 1.6	Section 4.1 – 4.6	Section 3.1, 3.4 – 3.7	Section 3.2 – 3.3	Section 5.1 – 5.5
	1.4, 1.5					
	National	National Curriculum:	National Curriculum:	National Curriculum:	National Curriculum:	National Curriculum:
	Curriculum:	the types of business	the factors	The purpose of	The purpose of	The purpose of the
	Comediani.	ownership, including	influencing business	human resources, its	human resources, its	finance function, its
	the purpose of	business start-ups	location, including	role within business	role within business	role within business
	business activity,	and the concept of	proximity to market,	and how it	and how it	and how it
	the role of business	limited liability	labour and materials	influences business	influences business	influences business
	enterprise and	in threa haziniy	labour and marchais	activity, including:	activity, including:	activity, including:
	entrepreneurship,	the interdependent	What business			, ,
	and the dynamic	nature of business	operations involve,	how businesses	how and why	what different
	nature of business	operations, finance,	their role within the	recruit people,	businesses have	sources of business
		marketing and	production of goods	including methods	different	finance are
	the competitive	human resources	and the provision of	used to meet	organisational	available and their
	environment and	within a business	services, and how	different business	structures, including	suitability for new
	the impact of risk	context	they influence	needs	the importance of	and established
	and reward on		business activity,		effective	businesses
	business activity		including:	the importance of	communication,	the concept of
				retaining and	different job roles	revenue, costs, profit
	the purpose of		the impact of	motivating	and responsibilities,	and loss, including
	planning business		different types of	employees and how	and different ways	break even and
	activity, including		production	businesses achieve	of working	gross and net profit
	the role and		processes on	this, including		ratios
	importance of a		businesses	financial and non-	how technology,	
	business plan			financial methods	including e-	the importance of
	l,		the role of		commerce and	cash to a business,
	business aims and		procurement and	how and why	digital 	the difference
	objectives, how		the impact of	businesses train and	communication,	between cash and
	and why they		logistical and supply	develop their	influences business	profit, and cash-flow
	differ between		decisions on	employee	activity	forecasting
	businesses, and		businesses	the impact of		the use of financial
	how and why they change as		the concept of	the impact of		the use of financial information in
	businesses evolve		the concept of quality and its	legislation on businesses, including		understanding
	D0311 103303 0101140		importance to a	employment law		business
	methods of		business, including	and consumer law		performance and
	business growth,		the production of	GIIG CONSUMO IGW		making business
	including organic		in a production of			decisions
	L moleculing organic					4001310113

	and external growth  business stakeholders, including owners, employees and customers; their different objectives, how they are affected by business activity		goods and the provision of services  the sales process and the importance to businesses of providing good customer service, including product knowledge, customer engagement and			Calculations in a business context
	and how they affect business		post-sales service  the impact of legislation on businesses, including employment law and consumer law  how technology, including ecommerce and digital communication, influences business activity			
Powerful Knowledge	Characteristics of an entrepreneur Risks and rewards of business set up Sectors of industry Importance of planning	Business set up requirements How different functional areas work and interdepend	Importance of quality  Importance of customer service  Impact of consumer law  Impact of E  Commerce	The recruitment process  Impact of employment law  Motivation / leadership styles.	Organisational structures  Selecting methods of communication  Impact of modern working practices	Selecting sources of finance  Calculating breakeven, cashflow and profit.

### **Mass Practice**

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 auizzes.

**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 auestions based on a case study and online multiple choice auizzes.

Sectors of Industry: Definitions of key terms, list examples. Apply to a case study. Explain changes and 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.

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.

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. 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.

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.

Customer Service:
Definitions of key
terms, recall key
facts, list types and
analyse impacts on
stakeholders.
Apply to a case
study. Roleplay.

Consumer Law: Definitions of key terms, recall key facts, list types and 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.

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 auizzes. Creation of recruitment documents.

Employment Law:
Definitions of key
terms, recall key
facts, list types and
analyse impacts on
stakeholders.
Apply to a case
study.

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.

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.

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

The role of finance: list features of the function, explain the importance and interdependence. Assessed through exam style questions based on a case study.

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.

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.

Break Even:
Definitions of key
terms, recall key
facts, list and
analyse benefits and
drawbacks. Apply to

interdependence.		analyse impacts on	Training: Definitions	a case study and	a case study and
Assessed through	End of unit	stakeholders.	of key terms, recall	online multiple	evaluate based on
exam style	assessment based	Apply to a case	key facts, list and	choice quizzes. End	context, recall key
questions based	on fictional case	study. Assessed	analyse benefits and	of unit assessment	calculations. Apply
on a case study.	study testing key skills	through exam style	drawbacks. Apply to	based on fictional	to a case study and
	and unit 1.1 content.	questions based on	a case study and	case study testing	analyse the impacts.
Business Planning:		a case study and	evaluate based on	key skills and unit 1.1	Assessed through
Definitions of key		online multiple	context. Assessed	and 1.3 content	exam style questions
terms, list		choice quizzes.	through exam style		based on a case
examples. Apply			questions based on		study. Ability to
to a case study		Location: Definitions	a case study and		produce and
Stakeholders.		of key terms, recall	online multiple		interpret financial
Explain		key facts, list factors	choice quizzes.		documents.
importance.		and analyse impacts			
Assessed through		on stakeholders.	Motivation:		Cash Flow:
exam style		Apply to a case	Definitions of key		Definitions of key
questions based		study. Assessed	terms, recall key		terms, recall key
on a case study		through exam style	facts, list and		facts, list and
and online		questions based on	analyse benefits and		analyse benefits and
multiple choice		a case study.	drawbacks. Apply to		drawbacks. Apply to
quizzes. Group			a case study and		a case study and
presentation /		Working with	evaluate based on		evaluate based on
discussion work.		Suppliers: Definitions	context. Group work.		context recall key
work.		of key terms, recall			calculations. Apply
		key facts, list types	Leadership Styles:		to a case study and
Mini Assessment /		and analyse impacts	Definitions of key		analyse the impacts.
baseline.		on stakeholders.	terms, recall key		Assessed through
		Apply to a case	facts, list and		exam style questions
		study. Assessed	analyse benefits and		based on a case
		through exam style	drawbacks. Apply to		study. Ability to
		questions based on	a case study and		produce and
		a case study and	evaluate based on		interpret financial
		online multiple	context. Group work.		documents.
		choice quizzes.			
			Ending Employment/		End of unit
		E Commerce:	Trade Unions:		assessment assessing
		Definitions of key	Definitions of key		common skills and
		terms, recall key	terms, recall key		Unit 2.4 and 2.5
		facts, list and	facts, list types and		knowledge.
		analyse benefits and	analyse impacts on		
		drawbacks. Apply to	stakeholders.		
		a case study and	Assessed through		

evaluate based on context. End of unassessment based on JLR assessing common skills and Unit 2.4 knowledge	based on a case study and online multiple choice quizzes.
--	--

Distributed
Practice

Builds upon previous learning of: stakeholders (Y9T1-3).

Exam style question practice enabling pupils to spot command word and form an appropriately structured response.

Data
Interpretation:
DNA task practice
key finance
calculations that
involve
interpretation of
financial data
based on a case
study. E.g. %
change.

Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.

Use of Case Studies: to present information in the exam style and apply knowledge to a real business. Builds upon previous learning of: Stakeholders and entrepreneurship, functional areas (Y10T1)

Exam style question practice enabling pupils to spot command word and form an appropriately structured response.

Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.

Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.

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.

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)

Exam style question practice enabling pupils to spot command word and form an appropriately structured response.

Data Interpretation:
DNA task practice
key finance
calculations that
involve interpretation
of financial data
based on a case
study. E.g. %
change.

Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.

Use of Case Studies: to present information in the

Builds upon previous learning of: Consumer Law (Y10T3) functional areas (Y10T1) Recruitment (Year 9 T1-3)

Exam style question practice enabling pupils to spot command word and form an appropriately structured response.

Data Interpretation:
DNA task practice
key finance
calculations that
involve interpretation
of financial data
based on a case
study. E.g. %
change.

Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.

Use of Case Studies: to present information in the exam style and apply knowledge to a real business. E.g.

Builds upon previous learning of: functional areas, stakeholders (Y10T1) modern working practices, (Year 9 T4-6)

Exam style question practice enabling pupils to spot command word and form an appropriately structured response.

Data Interpretation:
DNA task practice
key finance
calculations that
involve interpretation
of financial data
based on a case
study. E.g. %
change.

Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.

Use of Case Studies: to present information in the exam style and apply knowledge to a real business. E.g. Builds upon previous learning of: finance DNA activities (across all years) Stakeholders and entrepreneurship, functional areas (Y10T1)

Exam style question practice enabling pupils to spot command word and form an appropriately structured response.

Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. % change.

Interdependence (synoptic element): how do different business link and depend on each other, how businesses impact of stakeholders.

Use of Case Studies: to present information in the exam style and apply knowledge to

Wolverhampton racecourse.  Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.  Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.  Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed	Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.  Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.  Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.  Assessment will cover all aspects of Exam 1 content learnt so far.	exam style and apply knowledge to a real business. E.g. production processes links to Jaguar.  Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.  Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.  Homework: Knowledge recap of previously learnt exam 2 topics to keep refreshed and active.  Assessment will cover all aspects of Exam 2 content learnt so for	recruitment links to a music store.  Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.  Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.  Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.  Assessment will cover all aspects of Exam 1 content learnt so far.	communication links to hotel.  Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.  Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.  Homework: Knowledge recap of previously learnt exam 1 topics to keep refreshed and active.  Assessment will cover all aspects of Exam 1 content learnt so far.	a real business. E.g. cashflow links to seasonal industries.  Completing key calculations: costs, revenue, profit, break even, ARR, cash flow.  Business Context: Ensuring all information is portrayed in a manner true to real life through case studies etc.  Homework: Knowledge recap of previously learnt exam 2 topics to keep refreshed and active.  Assessment will cover all aspects of Exam 2 content learnt so far.
	Development of key sl Ability to understand of	learnt so far. e and apply work to a c kills: knowledge, analysis question types based on all key financial formulas	s, application and evalu command words and and apply.	uation. formulate an appropria	te answer.

	What prior know you assuming th	rledge, at KS3, are ney have?		ne basic principles of the understand question ty	e key concepts listed ab pes.	ove, reading case studi	es, key skills, key	
	_	e do they need to ful 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?		Exam 1 and Exam 2 to Homework: Knowledg	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.				
	Unit/Topic	Unit: Marketing  Topics:	Unit: External Influences	Unit: Sections 1,2,4 Revision	Unit: Sections 3, 5, 6 Revision	N/A	N/A	
1		Role of Marketing Market Research Market Segmentation Price	Topics: Ethics Environment Economic Climate Interest / Exchange	Topics:  As above but focus on:	Topics:  As above but focus on:			
ı		Product Place Promotion Data Interpretation	Rates Globalisation Data Interpretation	Data Interpretation Calculations Exam Skills / technique	Data Interpretation Calculations Exam Skills / technique			

Specification/ Assessment Objective	Exam 1 Section 2.1 – 2.4	Exam 1 Section 6.1 – 6.3	Exam 1 Section 1 and 2	Exam 1 Section 3 Exam 2 Section 4	N/A	N/A
		Section 7	Exam 2 Section 4	and 5		
	National					
	Curriculum	National Curriculum	Interpretation and	Interpretation and		
			use of quantitative	use of quantitative		
	The purpose of		data in business	data in business		
	marketing, its role	The importance of	contexts to support,	contexts to support,		
	within business	external influences	inform and justify	inform and justify		
	and how it	on business and how	business decisions	business decisions		
	influences business	businesses change in				
	activity, including:	response to these	Calculations in a	Calculations in a		
		influences, including:	business context	business context		
	the importance to					
	a business of	the impact of ethical	use business	use business		
	identifying and	and environmental	terminology to	terminology to		
	understanding its	considerations on	identify and explain	identify and explain		
	customers	businesses, including sustainability	business activity	business activity		
	how businesses		apply business	apply business		
	use segmentation	the impact of the	concepts to familiar	concepts to familiar		
	to target	economic climate	and unfamiliar	and unfamiliar		
	customers	on businesses,	contexts	contexts		
		including changing				
	The purpose and	levels of consumer	develop problem	develop problem		
	methods of market	income and	solving and decision	solving and decision		
	research, and the	unemployment	making skills relevant	making skills relevant		
	use of qualitative		to business	to business		
	and quantitative	the impact of				
	market research	globalisation on	investigate, analyse	investigate, analyse		
	data	businesses, including	and evaluate	and evaluate		
		how businesses	business	business		
	the marketing mix	compete	opportunities and	opportunities and		
	and the	internationally	issues	issues		
	importance of	Indonesia koltan ana 1	and and an investigation of	ma autora di continti a cat		
	each of the four	Interpretation and	make justified	make justified		
	elements – price,	use of quantitative data in business	decisions using both qualitative and	decisions using both qualitative and		
	product,		quantitative data	quantitative data		
	promotion and place – and how	contexts to support, inform and justify	including its	including its		
	they work together	business decisions	selection,	selection,		
	I mey work rogerner	DOSILIESS GECISIONS	selection,	Selection,		

	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

			_		1	_	
Mas	ss Practice	Role of Marketing:	Ethics: Definitions of				
		list features of the	key terms, recall key	Unit: Sections 1,2,4	Unit: Sections 3, 5, 6	N/A	N/A
		function, explain	facts, list types and	Revision with	Revision with focus		
		the importance	analyse impacts on	focus on:	on:		
		and	stakeholders.				
		interdependence.	Apply to a case	Data Interpretation	Data Interpretation		
		Assessed through	study. Assessed	Calculations	Calculations		
		exam style	through exam style	Exam Skills /	Exam Skills /		
		questions based	questions based on	technique	technique		
		on a case study	a case study and				
		and online	online multiple	Dependent of	Dependent of		
		multiple choice	choice quizzes.	outcomes of mocks,	outcomes of mocks,		
		quizzes.	diference quizzes.	live data and	live data and		
		90.2200.	Environment:	knowledge audits.	knowledge audits.		
			Definitions of key	in io medge deding.	Knowledge dealis.		
		Market Research:	terms, recall key				
		Definitions of key	facts, list types and				
		terms, recall key	analyse impacts on				
		facts, list and	stakeholders.				
		analyse benefits	Apply to a case.				
		and drawbacks.	Assessed through				
		Apply to a case	exam style questions				
		study and	based on a case				
		evaluate based	study and online				
		on context.	multiple choice				
		Assessed through	1				
		exam style	quizzes.				
		questions based	Economic Climate:				
		on a case study	Definitions of key				
		and online	terms, recall key				
		multiple choice	facts, list types and				
		quizzes. Creation	analyse impacts on				
		of market research	stakeholders.				
		documents e.gg	Apply to a case.				
		questionnaire.	Assessed through				
		Analysis	exam style questions				
		documents e.g.	based on a case				
		graphs.	study and online				
			multiple choice				
		Market	quizzes.				
		Segmentation:					
		Definitions of key					

terms, recall key	Interest / Exchange		
facts, list and	Rates: Definitions of		
analyse benefits	key terms, recall key		
and drawbacks.	facts, list types and		
Apply to a case	analyse impacts on		
study and	stakeholders.		
evaluate based	Apply to a case		
on context.	study. Recall and		
Assessed through	apply calculations.		
exam style			
questions based	Globalisation:		
on a case study	Definitions of key		
and online	terms, recall key		
multiple choice	facts, list types and		
quizzes.	analyse impacts on		
90.2200	stakeholders.		
The marketing mix.	Apply to a case		
For each element	study.		
of the 4 P's	3.547.		
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.			

				1	1
Distributed	Builds upon	Builds upon previous	Builds upon previous	Builds upon previous	
Practice	previous learning	learning of:	learning of stated	learning of stated	
	of: stakeholders	stakeholders: (Y10T1)	units.	units.	
	(Y10T1) Year 9	legal implication			
	Marketing Project	(Y10T3/4)	Exam style question	Exam style question	
	(T1-3).		practice enabling	practice enabling	
		Exam style question	pupils to spot	pupils to spot	
	Exam style	practice enabling	command word and	command word and	
	question practice	pupils to spot	form an	form an	
	enabling pupils to	command word and	appropriately	appropriately	
	spot command	form an	structured response.	structured response.	
	word and form an	appropriately			
	appropriately	structured response.	Data Interpretation:	Data Interpretation:	
	structured		DNA task practice	DNA task practice	
	response.	Data Interpretation:	key finance	key finance	
		DNA task practice	calculations that	calculations that	
	Data	key finance	involve interpretation	involve interpretation	
	Interpretation:	calculations that	of financial data	of financial data	
	DNA task practice	involve interpretation	based on a case	based on a case	
	key finance	of financial data	study. E.g. %	study. E.g. %	
	calculations that	based on a case	change.	change.	
	involve	study. E.g. %			
	interpretation of	change.	Interdependence	Interdependence	
	financial data		(synoptic element):	(synoptic element):	
	based on a case	Interdependence	how do different	how do different	
	study. E.g. %	(synoptic element):	business link and	business link and	
	change.	how do different	depend on each	depend on each	
		business link and	other, how	other, how	
	Interdependence	depend on each	businesses impact of	businesses impact of	
	(synoptic	other, how	stakeholders.	stakeholders.	
	element): how do	businesses impact of			
	different business	stakeholders.	Use of Case Studies:	Use of Case Studies:	
	link and depend		to present	to present	
	on each other,	Use of Case Studies:	information in the	information in the	
	how businesses	to present	exam style and	exam style and	
	impact of	information in the	apply knowledge to	apply knowledge to	
	stakeholders.	exam style and	a real business.	a real business.	
		apply knowledge to			
	Use of Case	a real business. E.g.	Completing key	Completing key	
	Studies: to present	ethics linked to costa	calculations: costs,	calculations: costs,	
	information in the	coffee.	revenue, profit,	revenue, profit,	
	exam style and				

	apply knowledge	e Completing key	break even, ARR,	break even, ARR,		
	to a real business	,	cash flow.	cash flow.		
	E.g. price links to	revenue, profit,				
	Sony.	break even, ARR,	Business Context:	Business Context:		
	, ,	cash flow.	Ensuring all	Ensuring all		
	Completing key		information is	information is		
	calculations: cos	ts, Business Context:	portrayed in a	portrayed in a		
	revenue, profit,	Ensuring all	manner true to real	manner true to real		
	break even, ARR	information is	life through case	life through case		
	cash flow.	portrayed in a	studies etc.	studies etc.		
		manner true to real				
	Business Context:		Homework:	Homework:		
	Ensuring all	studies etc.	Knowledge recap of	Knowledge recap of		
	information is		previously learnt	previously learnt		
	portrayed in a	Homework:	exam topics to keep	exam topics to keep		
	manner true to	Knowledge recap of	refreshed and active	refreshed and active		
	real life through	previously learnt	based on	based on		
	case studies etc.	exam 1 topics to	knowledge audits.	knowledge audits.		
	Homework:	keep refreshed and active.	Assessment will	Assessment will		
	Knowledge reca		cover all aspects of	cover all aspects of		
	of previously lear		the specification to	the specification to		
	exam 1 topics to	cover all aspects of	model the real	model the real		
-	keep refreshed	Exam 1 content	exams.	exams.		
	and active.	learnt so far.				
	Assessment will					
	cover all aspects					
	of Exam 1 conter	nt				
	learnt so far.					
		5 G 1 11 6 11 1				
	What are the key concepts to be	Refining the following	:			
	covered?	Aladith the second second		ll		
			e and apply work to a c		uation	
			skills: knowledge, analysi question types based or			ate answer
			all key financial formulas		ioimoiale an applopiic	IIC UIBWCI.
			opics listed in the mass p			
		Kilotticage recall of t		AGIICO JOCIIOII,		

What knowledge do they need to have a successful start to Year KS5?	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.
	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).  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.  Ability to understand question types based on command words and formulate an appropriate answer supporting by marks available and understanding of mark scheme.  Ability to instantly recall key financial formulas and apply. Revenue, cost, breakeven, profit, ARR.  Ability to retain mass practice knowledge by revisiting regularly through building on assessments and homework's, building in previous work in am interwoven fashion.  Knowledge recall of topics listed in the mass practice section by using the key skills above.
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.

# 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

Term 1         Term 2         Term 3         Term 4         Term 5         Term 6			Term 1	AR	YEA	
---	--	--	--------	----	-----	--

	Social/	Providing students	Providing students	Providing students	Providing students	Providing students	Providing students
	Cultural	with essential	with essential	with essential	with essential	with essential	with essential
	Capital	workplace skills for	workplace skills for	workplace skills for	workplace skills for	workplace skills for	workplace skills for
		example: creating a	example:	example: providing	example: creating a	example: effective	example:
		business plan.	communication	excellent customer	CV.	homeworking.	understanding
			amongst functional	service.			personal cashflow
		Lesson Content: This	areas.		Lesson Content: This	Lesson Content: This	
		unit's links to careers		Lesson Content: This	unit's links to careers	unit's links to careers	Lesson Content:
		in business set up /	Lesson Content: This	unit's links to careers	in HRM / recruitment.	in in HRM /	This unit's links to
		self –employment	unit's links to careers	in logistics,		recruitment.	careers in finance
		developing	in business set up /	production, supply	Discussion of social		/ cash flow.
		entrepreneurial spirit	self –employment	chain / customer	changes to business	Discussion of social	
		/ creativity.	developing	service.	sectors e.g.	changes to business	DNA Activity:
			entrepreneurial spirit		Importance of	sectors e.g. ability to	Finance Skills for
		Discussion of social	/ creativity.	Discussion of social	interview skills.	homework.	finance /
		changes to business		changes to business			accounting
		sectors e.g.	DNA Activity:	sectors e.g. shift to	DNA Activity:	DNA Activity:	Careers. For
		secondary to tertiary	Finance Skills for	automation and	Finance Skills for	Finance Skills for	example: %
		shift.	finance /	impact to workers.	finance /	finance /	calculating
		5,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	accounting Careers.	5,1,4, 1, 1,	accounting Careers.	accounting Careers.	breakeven.
10		DNA Activity:	For example	DNA Activity:	For example:	For example:	
		Finance Skills for	calculating profit.	Finance Skills for	calculating revenue	calculating variable	Weekly CatchUp –
		finance /	Due se e e e el Mieit te	finance /	Maralal Lassacia	costs.	Club to aid those
		accounting Careers.	Proposed Visit to	accounting Careers.	Model Lesson:	Llaviala Davalia Cava ava	who have missed
		For example: %	Euro car Parks.	For example:	Studying Business	Lloyds Banks Careers	lessons / need
		change in costs	Focus on careers in	comparing pie	Studies at 6 <sup>th</sup> Form /	Webinar. Based on a	support or
		between years.	Production.	charts.	University.	wide range of	stretching
		Proposed careers	. Focus on post graduate careers to	Proposed careers	Focus on post graduate careers to	careers. Focus on post	
		Talk from Marketing	raise aspirations,	Proposed careers	raise aspirations,	graduate careers to	
		Expert / Careers.	using governor links.	Talk from HRM Expert	using trust links.	raise aspirations,	
		Focus on post	Using governor links.	/ Careers	031119 11031 111183.	using governor links.	
		graduate careers to	Weekly CatchUp –	Focus on post	Weekly CatchUp –	Using governor links.	
		raise aspirations,	Club to aid those	graduate careers to	Club to aid those	Weekly CatchUp –	
		using governor links.	who have missed	raise aspirations,	who have missed	Club to aid those	
				•			
		Weekly Catchlin -	•	John G. Governor III Iks.	•		
				Weekly CatchUp –		•	
		-					
		1 1 5 5 5 5 5 6 6 6 6 7 6 7 6 7 6 7 6 7 6 7		support or stretching			
		Weekly CatchUp – Club to aid those who have missed lessons / need support or stretching.	lessons / need support or stretching	using governor links.  Weekly CatchUp – Club to aid those who have missed lessons / need	lessons / need support or stretching	who have missed lessons / need support or stretching	

Tier 2/3	Use of key terms					
/ocabulary	throughout and					
,	revisiting in starters	revisiting in starte				
	and plenaries for					
	example	example, PLC, LTD,	example quality, job,	example CV,	example	example cost,
	stakeholder,	liability.	flow.	Recruitment,	homeworking, video	revenue, profit.
	enterprise, tertiary.			discrimination.	conferencing, hot	
		Key terms on	Key terms on		desking.	Key terms on
	Key terms on	learning screen.	learning screen.	Key terms on		learning screen.
	learning screen.			learning screen.	Key terms on	
		Key Term Dictionary	Key Term Dictionary		learning screen.	Key Term
	Key Term Dictionary	and revision PPTS:	and revision PPTS:	Key Term Dictionary		Dictionary and
	and revision PPTS:			and revision PPTS:	Key Term Dictionary	revision PPTS:
		Comfort with	Comfort with		and revision PPTS:	
	Comfort with	alternative	alternative	Comfort with		Comfort with
	alternative	vocabulary:	vocabulary:	alternative	Comfort with	alternative
	vocabulary: Aims /	horizontal / lateral.	customer /	vocabulary: HR/	alternative	vocabulary:
	vision		consumer.	Human resources.	vocabulary:	income, inflow,
		Revisiting key			homeworking	revenue.
	Revisiting key	vocabulary regularly	Revisiting key	Revisiting key	/teleworking	
	vocabulary regularly	and building upon it.	vocabulary regularly	vocabulary regularly		Revisiting key
	and building upon it.		and building upon it.	and building upon it.	Revisiting key	vocabulary
		Focus on developing			vocabulary regularly	regularly and
	Focus on developing	pupils understanding	Focus on developing	Focus on developing	and building upon it.	building upon it.
	pupils understanding	of GCSE exam	pupils understanding	pupils understanding		_
	of GCSE exam	command words.	of GCSE exam	of GCSE exam	Focus on developing	Focus on
	command words.	Exam style questions	command words.	command words.	pupils understanding	developing pup
	Exam style questions	focus on define, list,	Exam style questions	Exam style questions	of GCSE exam	understanding o
	focus on define, list,	explain, analyse,	focus on define, list,	focus on define, list,	command words.	GCSE exam
	explain, analyse,	apply and evaluate.	explain, analyse,	explain, analyse,	Exam style questions	command word
	apply and evaluate.	Developing these skills is a consistent	apply and evaluate.	apply and evaluate.	focus on define, list,	Exam style
	Developing these skills is a consistent		Developing these skills is a consistent	Developing these skills is a consistent	explain, analyse,	questions focus
	thread through all	thread through all	thread through all	thread through all	apply and evaluate. Developing these	define, list, explo analyse, apply o
	•	topics.	topics.	topics.	skills is a consistent	evaluate.
	topics.		iopics.	Topics.	thread through all	Developing the
					topics.	skills is a consiste
					TOPICS.	thread through
				I		micaa mioogii

Reading	Read a mixture of					
	real world and					
	fictional case studies	fictional case				
	matching	matching	matching	matching	matching	studies matching
	assessments for					
	example	example BP plc case	example JLR quality	example small	example digital	example small
	Wolverhampton	study.	case study.	business owner	advertiser home	manufacturer
	racecourse			training case study.	working case study.	breakeven case
	stakeholders case	Reading / writing is a	Reading / writing is a			study.
	study.	professional,	professional,	Reading / writing is a	Reading / writing is a	
		customer focused	customer focused	professional,	professional,	Reading / writing is
	Reading / writing is a	tone for example	tone for example	customer focused	customer focused	a professional,
	professional,	extended answer	extended answer	tone for example	tone for example	customer focused
	customer focused	comparing types of	comparing quality	writing a CV.	writing a business	tone for example
	tone for example For	ownership and	control methods and		report.	drawing a break
	example writing a	making a	making a	Exams are based on		even diagram /
	business plan.	recommendation.	recommendation.	a case study. For	Exams are based on	table.
				example Redrow	a case study. For	
	Exams are based on	Exams are based on	Exams are based on	builders.	example Redrow	Exams are based
	a case study. For	a case study. For	a case study. For		builders.	on a case study.
	example small	example small	example JLR.	Development of		For example small
	gardening business.	gardening business.		understanding key	Development of	dry cleaners.
			Development of	exam command	understanding key	
	Development of	Development of	understanding key	word and using this	exam command	Development of
	understanding key	understanding key	exam command	to understand how	word and using this	understanding key
	exam command	exam command	word and using this	to answer. Exam	to understand how	exam command
	word and using this	word and using this	to understand how	style questions focus	to answer. Exam	word and using this
	to understand how	to understand how	to answer. Exam	on define, list,	style questions focus	to understand how
	to answer. Exam	to answer. Exam	style questions focus	explain (make a	on define, list,	to answer. Exam
	style questions focus	style questions focus	on define, list,	point), analyse	explain (make a	style questions
	on define, list,	on define, list,	explain (make a	(expand on point),	point), analyse	focus on define,
	explain (make a	explain (make a	point), analyse	apply (to a case	(expand on point),	list, explain (make
	point), analyse	point), analyse	(expand on point),	study) and evaluate	apply (to a case	a point), analyse
	(expand on point),	(expand on point),	apply (to a case	(make a	study) and evaluate	(expand on point),
	apply (to a case	apply (to a case	study) and evaluate	recommendation).	(make a	apply (to a case
	study) and evaluate	study) and evaluate	(make a	Developing these	recommendation).	study) and
	(make a	(make a	recommendation).	skills is a consistent	Developing these	evaluate (make a
	recommendation).	recommendation).	Developing these	thread through all	skills is a consistent	recommendation).
	Developing these	Developing these	skills is a consistent	topics	thread through all	Developing these
	skills is a consistent	skills is a consistent	thread through all		topics	skills is a consistent
	thread through all	thread through all	topics			thread through all
	topics.	topics				topics

Writing	Reading / writing is a professional, customer focused tone for example For example writing a business plan.  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.  Encouraging extended writing that compare, contrast and recommend e.g. in exam questions.  Digital writing skills in Office support other subjects for example presenting a pitch.	Reading / writing is a professional, customer focused tone for example for example extended answer comparing types of ownership and making a recommendation  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.  Encouraging extended writing that compare, contrast and recommend e.g. in exam questions.  Digital writing skills in Office support other subjects for example publishing an information poster.	Reading / writing is a professional, customer focused tone for example extended answer comparing quality control methods and making a recommendation.  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.  Encouraging extended writing that compare, contrast and recommend e.g. in exam questions.  Digital writing skills in Office support other subjects for example uploading work via teams.	Reading / writing is a professional, customer focused tone for example for example writing a CV.  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.  Encouraging extended writing that compare, contrast and recommend e.g. in exam questions.  Digital writing skills in Office support other subjects for example word processing a CV.	Reading / writing is a professional, customer focused tone for example writing a business report.  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.  Encouraging extended writing that compare, contrast and recommend e.g. in exam questions.  Digital writing skills in Office support other subjects for example word processing a report.	Reading / writing is a professional, customer focused tone for example drawing a break even diagram / table.  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.  Encouraging extended writing that compare, contrast and recommend e.g. in exam questions.  Digital writing skills in Office support other subjects for example calculations in excel.

Numeracy	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.  Data interpretation of financial information for example comparing pie charts comparing changes in sectors of industry.	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.  Data interpretation of financial information for example comparing pie charts.	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.  Data interpretation of financial information for example calculating productivity.	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.  Data interpretation of financial information for example changes in wages.	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.  Data interpretation of financial information for example comparing costings.	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.  Data interpretation of financial information for example comparing pie charts.
						In depth look at calculating, interoperating and displaying information for costs, profits, revenue, break even, cashflow and ARR.

How does the PoS support students with SEND needs?	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.  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
How does the PoS support students with low prior attainment/challenge those with high prior attainment?	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.

How does the PoS offer contextual
content appropriate to Amington
students?

Data suggests for Business gap between PP and non PP. SEN and non SEN.

Live tracking / intervention to identify misconception and trends for teacher to address with SEN. Also see SEN strategies listed above.

Seating plans.

External speakers focus on careers.

Lessons can plug gap in cultural capital of pupils in areas such as recruitment, enterprise, wider horizons.

Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.

	Social/					N/A	N/A	$\exists$
	Cultural	Providing students	Providing students	Providing students	Providing students	13/73	1 1,7 1	
	Capital	with essential	with essential	with essential	with essential			
	o a p a.	workplace skills for	workplace skills for	workplace skills for	workplace skills for			
		example: ability to	example: writing a	example: revision	example: revision			
		speak confidently in	report.	skills.	skills.			
		public.	100011.	SKIIIS.	SKIIIS.			
		poblic.	Lesson Content: This	Lesson Content: This	Lesson Content: This			
		Lesson Content: This	unit's links to careers	unit's links to careers	unit's links to careers			
		unit's links to careers	in business charity /	and discussion of	and discussion of			
		in marketing /	social enterprises.	social changes to	social changes to			
		advertising/	secial emerphises.	business linked to	business linked to			
		customer service.	Discussion of social	areas identified in	areas identified in			
		3031011101 3011100.	changes to business	audit and mock.	audit and mock.			
		Discussion of social	sectors e.g. Impact	dodn'ana mock.	adan ana meek.			
		changes to business	of corona virus.	DNA Activity:	DNA Activity:			
		sectors e.g. ethical	or corona viios.	Finance Skills for	Finance Skills for			
		marketing	DNA Activity:	finance /	finance /			
		i i i i i i i i i i i i i i i i i i i	Finance Skills for	accounting Careers.	accounting Careers.			
		DNA Activity:	finance /	For example	For example: %			
		Finance Skills for	accounting Careers.	calculating profit.	change in costs			
11		finance /	For example:		between years.			
		accounting Careers.	calculating	Weekly CatchUp –				
		For example: %	breakeven.	Club to aid those	Weekly CatchUp –			
		change in costs		who have missed	Club to aid those			
		between years.	Proposed careers	lessons / need	who have missed			
		•	Talk from social	support or stretching	lessons / need			
		Model Lesson:	enterprise / ethical		support or stretching			
		Studying Business	business.					
		Studies at 6 <sup>th</sup> Form /	Focus on post					
		University.	graduate careers to					
		Focus on post	raise aspirations,					
		graduate careers to	using governor links.					
		raise aspirations,						
		using	Weekly CatchUp –					
		Trust links.	Club to aid those					
			who have missed					
		Weekly CatchUp –	lessons / need					
		Club to aid those	support or stretching					
		who have missed						
		lessons / need						
		support or stretching						$oldsymbol{\bot}$

Tier 2/3	Use of key terms	N/A	N/A			
Vocabulary	throughout and	throughout and	throughout and	throughout and		
	revisiting in starters	revisiting in starters	revisiting in starters	revisiting in starters		
	and plenaries for loss	and plenaries for	and plenaries (topic	and plenaries (topic		
	leader,	example currency,	dependent)	dependent)		
	physiological,	Stirling, ethics.		-		
	economy.		Key terms on	Key terms on		
		Key terms on	learning screen.	learning screen.		
	Key terms on	learning screen.	_	_		
	learning screen.		Key Term Dictionary	Key Term Dictionary		
	J	Key Term Dictionary	and revision PPTS:	and revision PPTS:		
	Key Term Dictionary	and revision PPTS:				
	and revision PPTS:		Comfort with	Comfort with		
		Comfort with	alternative	alternative		
	Comfort with	alternative	vocabulary (topic	vocabulary (topic		
	alternative	vocabulary: money	dependent)	dependent)		
	vocabulary:	/ currency.	·	,		
	competitive / going	,	Revisiting key	Revisiting key		
	rate		vocabulary regularly	vocabulary regularly		
		Revisiting key	and building upon it.	and building upon it.		
	Revisiting key	vocabulary regularly		0 1		
	vocabulary regularly	and building upon it.	Focus on developing	Focus on developing		
	and building upon it.	<u> </u>	pupils understanding	pupils understanding		
	0 1	Focus on developing	of GCSE exam	of GCSE exam		
	Focus on developing	pupils understanding	command words.	command words.		
	pupils understanding	of GCSE exam	Exam style questions	Exam style questions		
	of GCSE exam	command words.	focus on define, list,	focus on define, list,		
	command words.	Exam style questions	explain, analyse,	explain, analyse,		
	Exam style questions	focus on define, list,	apply and evaluate.	apply and evaluate.		
	focus on define, list,	explain, analyse,	Developing these	Developing these		
	explain, analyse,	apply and evaluate.	skills is a consistent	skills is a consistent		
	apply and evaluate.	Developing these	thread through all	thread through all		
	Developing these	skills is a consistent	topics.	topics.		
	skills is a consistent	thread through all	1001001	100100.		
	thread through all	topics.				
	topics.	1001001				
	100103.					

Reading	Read a mixture of	N/A	N/A			
	real world and	real world and	real world and	real world and		
	fictional case studies	fictional case studies	fictional case studies	fictional case studies		
	matching	matching	matching	matching		
	assessments for	assessments for	assessments (topic	assessments (topic		
	example Cadburys	example Costa	dependent)	dependent)		
	and advertising.	coffee ethics.		•		
			Reading / writing is a	Reading / writing is a		
	Reading / writing is a	Reading / writing is a	professional,	professional,		
	professional,	professional,	customer focused	customer focused		
	customer focused	customer focused	tone (topic	tone (topic		
	tone for example	tone for example	dependent)	dependent)		
	publishing marketing	analysing the impact				
	information.	of exchange rates	Exams are based on	Exams are based on		
		on a business.	a case study (topic	a case study (topic		
	Exams are based on		dependent)	dependent).		
	a case study. For	Exams are based on				
	example Redrow	a case study. For	Development of	Development of		
	housing.	example Costa	understanding key	understanding key		
		Coffee.	exam command	exam command		
	Development of		word and using this	word and using this		
	understanding key	Development of	to understand how	to understand how		
	exam command	understanding key	to answer. Exam	to answer. Exam		
	word and using this	exam command	style questions focus	style questions focus		
	to understand how	word and using this	on define, list,	on define, list,		
	to answer. Exam	to understand how	explain (make a	explain (make a		
	style questions focus	to answer. Exam	point), analyse	point), analyse		
	on define, list,	style questions focus	(expand on point),	(expand on point),		
	explain (make a	on define, list,	apply (to a case	apply (to a case		
	point), analyse	explain (make a	study) and evaluate	study) and evaluate		
	(expand on point),	point), analyse	(make a	(make a		
	apply (to a case	(expand on point),	recommendation).	recommendation).		
	study) and evaluate	apply (to a case	Developing these	Developing these		
	(make a	study) and evaluate	skills is a consistent	skills is a consistent		
	recommendation).	(make a	thread through all	thread through all		
	Developing these	recommendation).	topics	topics		
	skills is a consistent	Developing these				
	thread through all	skills is a consistent				
	topics.	thread through all				
		topics				

Writing	Reading / writing is a	N/A	N/A			
	professional,	professional,	professional,	professional,		
	customer focused	customer focused	customer focused	customer focused		
	tone for example	tone for example	tone (topic	tone (topic		
	publishing marketing	analysing the impact	dependent)	dependent)		
	information.	of exchange rates				
		on a business.	Exam style questions	Exam style questions		
	Exam style questions		practiced at regular	practiced at regular		
	practiced at regular	Exam style questions	intervals with	intervals with		
	intervals with	practiced at regular	sentence starters.	sentence starters.		
	sentence starters.	intervals with	Building to a position	Building to a position		
	Building to a position	sentence starters.	where pupils can	where pupils can		
	where pupils can	Building to a position	read any exam	read any exam		
	read any exam	where pupils can	question and know	question and know		
	question and know	read any exam	how to layout their	how to layout their		
	how to layout their	question and know	answer based on the	answer based on the		
	answer based on the	how to layout their	command word.	command word.		
	command word.	answer based on the				
		command word.	Encouraging	Encouraging		
	Encouraging		extended writing	extended writing		
	extended writing	Encouraging	that compare,	that compare,		
	that compare,	extended writing	contrast and	contrast and		
	contrast and	that compare,	recommend e.g. in	recommend e.g. in		
	recommend e.g. in	contrast and	exam questions.	exam questions.		
	exam questions.	recommend e.g. in				
		exam questions.	Digital writing skills in	Digital writing skills in		
	Digital writing skills in		Office support other	Office support other		
	Office support other	Digital writing skills in	subjects (topic	subjects (topic		
	subjects for example	Office support other	dependent)	dependent)		
	publishing marketing	subjects for example				
	information.	researching unibias				
		new stories.				

Numeracy	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.	DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.	N/A	N/A
	Data interpretation of financial information for example comparing pie charts comparing changes in marketing costs.	Data interpretation of financial information for example comparing pie charts comparing changing profit levels.  In depth look at exchange and interest rates.	Data interpretation of financial information (topic dependent).	Data interpretation of financial information (topic dependent).		

How do so the Das arranged should not	Tiered maths DNA based on ability and get progressively based at Lewestian vill sympost public villages and
How does the PoS support students with SEND needs?	Tiered maths DNA based on ability and get progressively harder. Lower tier will support pupils with less prior knowledge or developing maths skills.
wiiii SEND lieeus:	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.
	sequencing supports development of core skills of the start.
	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
How does the PoS support students	DNA tasks are tiered based on ability and get progressively harder. Higher tier will support pupils with more prior
with low prior attainment/challenge	
those with high prior attainment?	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.

How does the PoS offer contextual
content appropriate to Amington
students?

Data suggests for Business gap between PP and non PP. SEN and non SEN.

Live tracking / intervention to identify misconception and trends for teacher to address with SEN. Also see SEN strategies listed above.

Seating plans.

External speakers focus on careers.

Lessons can plug gap in cultural capital of pupils in areas such as recruitment, enterprise, wider horizons.

Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.

now does the implementation right meet the ACE controller design:				
Ambitious	Lays the groundwork for future progression of			

at KS5 by expanding on NC in places.

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 and 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.

#### Challenging Most written tasks mirror the layout / formatting 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 in all sessions.

# **Engaging**

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.

Focus on the real word 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.

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

Clear pathway into GCSE learning through content covered and skills developed at KS3.

Access to KS5 content 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 in workplace and exams.

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 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.