

3. FIVE YEAR CURRICULUM PLAN

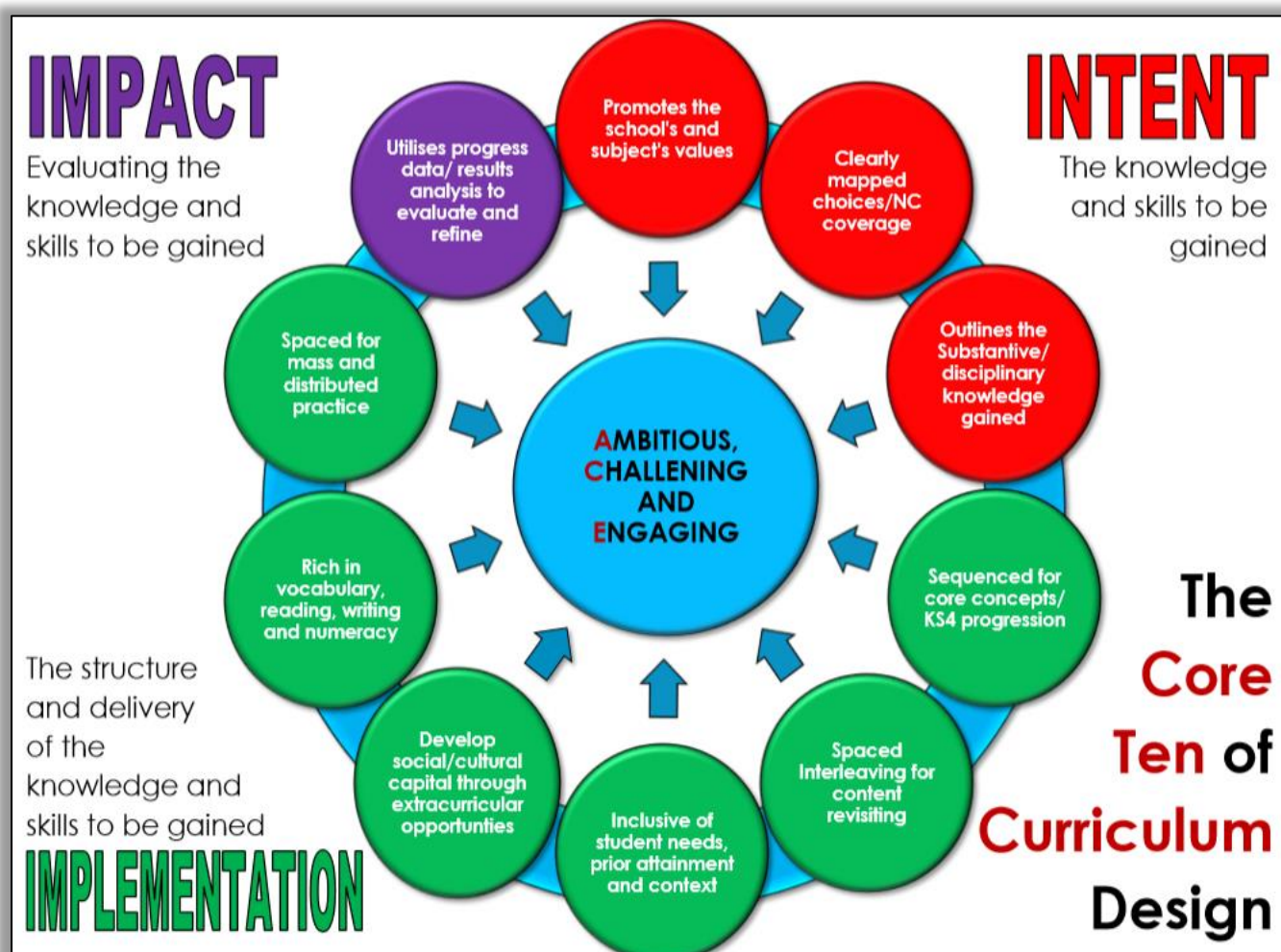
Key Stage 3 and 4

Subject: Business Studies

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Document(s) which inform this Five Year Curriculum Plan are:

1. Curriculum Intent Overview Plan (KS3 & KS4)
2. Curriculum Implementation Overview (KS3 & KS4)

KS3 – Year 9 Year Plan

Intent

<p>Aims:</p>	<p>To develop the key skills of business studies of knowledge, application, analysis and evaluation.</p> <p>To know and understand business concepts, business terminology, business objectives and the impact of business on individuals and wider society.</p> <p>To apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses. To develop as enterprising individuals with the ability to think commercially and creatively</p> <p>To embed and interweave key financial calculations so that recall is instant at KS4.</p> <p>To allow pupils to make informed choices about future pathways.</p> <p>To introduce foundation knowledge for key KS4 topics.</p> <p>To allow all pupils to communicate effectively and with confidence in the workplace.</p> <p>To allow pupils to make informed decisions based on evidence and critical thinking in the future.</p>
<p>Academy values:</p>	<p>Brave: The curriculum encourages pupils to think independently and encourages balanced and considered decision making. The curriculum encourages pupils to develop the skills needed to enter the world of work with confidence and information needed to make the correct pathway choice moving forward.</p> <p>Ambitious: The curriculum intends to stretch pupils by introducing large amounts of by allowing ng pupils to develop their creative and entrepreneurial business. It aims to give pupils the confidence to consider setting up their own business or entering employment with the confidence to succeed.</p> <p>Kind: The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of others in the Modern working practices element of the course. The curriculum intends to provide for all by ensuring that in mixed ability classes the work is accessible for all but challenging at the higher end.</p>
<p>Units of Study:</p>	

Unit/Topic 1	Content:	Unit: Marketing / HRM 1. Marketing Mix: Product 2. Market Segmentation 3. Market Research DNA: Basic finance calculations	NC Content:	N/A However links to OCR GCSE Business Studies Section 2.1 to 2.4, 5.3
	Key Concepts:	Unit: Marketing / HRM 1. Marketing Mix: Product: Definitions and examples of USP and Target Audience 2. Market Segmentation: Definition, types, benefits and drawbacks, application to a case study. 3. Market Research: Definition, types, benefits and drawbacks, application to a case study.	Powerful Knowledge:	USP and target audience. How to research effectively.
Unit/Topic 2	Content:	Unit: Marketing / HRM 1. Data Interpretation 2. Marketing Mix: Price 3. Marketing Mix: Promotion DNA: Basic finance calculations	NC Content:	N/A However links to OCR GCSE Business Studies Section 2.4, 5.3
	Key Concepts:	Unit: Marketing / HRM 1. Data Interpretation: Collecting, representing and interoperating data.	Powerful Knowledge:	Data interpretation. The impact of business promotion and pricing strategies on stakeholders

		2. Marketing Mix: Price: Definition, types, benefits and drawbacks, application to a case study. 3. Marketing Mix: Promotion: Definition, types, benefits and drawbacks, application to a case study.		
Unit/Topic 3	Content:	Unit: Marketing / HRM 1. Marketing Mix: Promotion 2. Stakeholders DNA: Basic finance calculations	NC Content:	N/A However links to OCR GCSE Business Studies Section 2.4 and 1.5, 5.3
	Key Concepts:	Unit: Marketing / HRM 1. Marketing Mix: Promotion: Definition, types, benefits and drawbacks, application to a case study. 2. Stakeholders: Definition, types, conflicts of interest, application to a case study.	Powerful Knowledge:	The impact of business promotion on stakeholders The impact of businesses with all stakeholders.
Unit/Topic 4	Content:	Unit: Marketing / HRM 1. Recruitment 2. Health and Safety 3. DNA: Basic finance calculations	NC Content:	N/A However links to OCR GCSE Business Studies Section 3.4 and 3.7, 5.3

	Key Concepts:	Unit: Marketing / HRM 1. Recruitment: definition, steps in the process, application to a case study 2. Health and Safety: Recall laws, list rights and responsibilities, application to a case study	Powerful Knowledge:	The qualities that employers are looking for in employees The rights and responsibilities of employers and employees regarding health and safety.
Unit/Topic 5	Content:	Unit: Communication / Modern Working Practices 1. Internal and External Communication 2. Organisational Structures DNA: Basic finance calculations	NC Content:	N/A However links to OCR GCSE Business Studies Section 3.2 and 3.3, 5.3
	Key Concepts:	Unit: Communication / Modern Working Practices 1. Internal and External Communication: Definitions, examples, application to a case study 2. Organisational Structures: Definition, types, benefits and drawbacks, application to a case study, draw 3. Barriers to Communication: Definitions, types / examples, application to a case study	Powerful Knowledge:	The importance of communication in business. To understand the hierarchy of organisations.

Unit/Topic 6	Content:	Unit: Communication / Modern Working Practices 1. Barriers to Communication 2. Methods of Communication 3. Modern Working Practices 4. Flexitime E Commerce DNA: Basic finance calculations	NC Content:	N/A However links to OCR GCSE Business Studies Section 3.2 3.3, 5.3
	Key Concepts:	Unit: Communication / Modern Working Practices 1. Methods of Communication: Definition, types, benefits and drawbacks, application to a case study 2. Modern Working Practices: Definition, types, benefits and drawbacks, application to a case study E Commerce: Definitions, types / examples, application to a case study	Powerful Knowledge:	Overcoming barriers to communication How to communicate effectively based upon the context. Methods of modern working practices available to employees. Impacts of E Commerce
Implementation				
Progression to Year 10:	How to calculate the following: revenue, variable cost, total cost, profit, break eve, % change. Principles of knowledge, analysis, application and evaluation. Data Interpretation. Impact of issues on stakeholders. Knowledge of key marketing and communication principals.			
Spaced Interleaving:	Not taught at Year 7-8 so fresh knowledge. Finance knowledge is shared and interwoven with Maths department. Spacing impacts the KS4 learning. Assessments are not linear and focus upon all topics learnt so far.			

Student Needs:	SEND:	<p>Tiered maths DNA based on ability and get progressively harder. Lower tier will support pupils with less prior knowledge or developing maths skills.</p> <p>Levelled learning screen with clear levelled outcomes.</p> <p>Live tracking to identify misconception and trends for teacher to address with SEN.</p> <p>Seating plans.</p> <p>Intervention groups afterschool.</p> <p>Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all</p> <p>Individual support based on individual pupils needs. Exam needs considered.</p> <p>Sequencing supports development of core skills at the start.</p>	Context	<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.</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, ambitions and enterprise.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>
	LPA:	<p>Tiered maths DNA based on ability and get progressively harder. Lower tier will support pupils with less prior knowledge or developing maths skills.</p> <p>Levelled learning screen with clear levelled outcomes.</p> <p>Live tracking to identify misconception and trends for teacher to address with SEN.</p> <p>Seating plans.</p> <p>Intervention groups afterschool.</p> <p>Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all</p> <p>Individual support based on individual pupils needs. Exam needs considered.</p> <p>Sequencing supports development of core skills at the start.</p>	HPA:	<p>DNA tasks are tiered based on ability and get progressively harder. Higher tier will support pupils with more prior knowledge and advanced maths skills.</p> <p>Introduction of difficult computing concepts at an early stage.</p> <p>Stretch task for all lessons.</p> <p>Basis for SOW on GCSE content.</p> <p>Development of higher level skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>

<p>Extracurricular:</p>	<p>T1: Proposed careers Talk from Marketing Expert / Careers. Focus on post graduate careers to raise aspirations, using governor links. T2: Proposed careers Talk from Finance / Accounting Expert / Careers Focus on post graduate careers to raise aspirations, using governor links. T3: Proposed careers Talk from HRM Expert / Careers. Focus on post graduate careers to raise aspirations, using governor links. T4: Careers Talk: Studying Business Studies at 6th Form / University. Focus on post graduate careers to raise aspirations, using governor links. T5: Lloyds Banks Careers Webinar. Based on a wide range of careers. Focus on post graduate careers to raise aspirations, using governor links. T6: Proposed careers Talk from Law Expert / Careers. Focus on post graduate careers to raise aspirations, using governor links.</p>			
<p>Literacy/Numeracy:</p>	<p>Vocab (tier 2/3):</p>	<p>Use of key terms throughout and revisiting in starters and plenaries. For example USP and Target Market.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Use of key terms throughout and revisiting in starters and plenaries for example psychological pricing, premium, economy.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p>	<p>Reading:</p>	<p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example project revolves around brief of creating your own restaurant.</p> <p>Reading / writing in a professional, customer focused tone. For example creating a questionnaire.</p> <p>Exams are based on a case study. For example project revolves around brief of creating your own restaurant.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent thread through all topics.</p> <p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example segmentation focuses on Boohoo.com.</p>

		<p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Use of key terms throughout and revisiting in starters and plenaries. For example stakeholders, conflict of interest.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Use of key terms throughout and revisiting in starters and plenaries. For example recruitment, internal, external.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Use of key terms throughout and revisiting in starters and plenaries. For example: hierarchy, chain of command, delegation.</p>	<p>Reading / writing in a professional, customer focused tone. For example professionally creating graphs.</p> <p>Exams are based on a case study. For example segmentation focuses on Boohoo.com.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent thread through all topics.</p> <p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example stakeholders focuses on a Pizza delivery service.</p> <p>Reading / writing in a professional, customer focused tone. For example make a recommendation based on context and evidence.</p> <p>Exams are based on a case study. For example stakeholders focuses on a Pizza delivery service.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation).</p> <p>Developing these skills is a consistent thread through all topics.</p>
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		<p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Communication project focuses on communicating professionally and formally based on context. For example writing a report.</p> <p>Use of key terms throughout and revisiting in starters and plenaries. For example, jargon, flexitime, videoconferencing.</p> <p>Key terms on learning screen.</p> <p>Revisiting key vocabulary regularly and building upon it.</p> <p>Focus on developing pupils understanding of GCSE exam command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Communication project focuses on communicating professionally and formally based on context. For example writing a report.</p>	<p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example health and safety focuses on the Academy.</p> <p>Reading / writing in a professional, customer focused tone. For example creating a business informative poster.</p> <p>Exams are based on a case study. For example health and safety focuses on the Academy.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent thread through all topics.</p> <p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example organisational structures refers to a phone retailer.</p> <p>Reading / writing in a professional, customer focused tone. For example drawing organisational charts.</p> <p>Exams are based on a case study. For example organisational structures refers to a phone retailer.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation).</p>
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				<p>Developing these skills is a consistent thread through all topics.</p> <p>Read customer briefs, case studies, tasks. Focus on reading a real life business based case study each lesson. For example communication refers to a small hotel.</p> <p>Reading / writing in a professional, customer focused tone. For example writing a formal report.</p> <p>Exams are based on a case study. For example communication refers to a small hotel.</p> <p>Development of understanding key exam command word and using this to understand how to answer. Exam style questions focus on define, list, explain (make a point), analyse (expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent thread through all topics.</p>
	Writing:	<p>Reading / writing in a professional, customer focused tone. For example creating a questionnaire.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend e.g. in exam questions.</p>	Numeracy:	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Market research – data collection and interpretation. For example creating a using a questionnaire.</p> <p>Data interpretation of financial information for example comparing pie charts.</p> <p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p>

		<p>Digital writing skills in Office support other subjects for example word processing a questionnaire.</p> <p>Reading / writing in a professional, customer focused tone. For example professionally creating graphs.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend the most suitable pricing strategy.</p> <p>Digital writing skills in Office support other subjects for example creating graphs in spreadsheet software.</p> <p>Reading / writing in a professional, customer focused tone. For example make a recommendation based on context and evidence.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend for example: recommend the most suitable promotional budget based on context and budget.</p>		<p>Market research – data presentation and interpretation for example creating charts and graphs.</p> <p>Data interpretation of financial information, for example interoperating changes in costs between years.</p> <p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information, for example comparing pie charts.</p> <p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information, for example interoperating changes in costs between years.</p> <p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information, for example comparing pie charts.</p> <p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</p> <p>Data interpretation of financial information, for example interoperating changes in costs between years.</p>
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		<p>Digital writing skills in Office support other subjects. For example using presentation software.</p> <p>Reading / writing in a professional, customer focused tone. For example creating a business informative poster.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend for example discuss the impacts of health and safety legislation on a business.</p> <p>Digital writing skills in Office support other subjects For example using publishing software to create a poster.</p> <p>Reading / writing in a professional, customer focused tone. For example drawing organisational charts.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend, for example which organisational structure is more suitable; tall or flat?</p> <p>Digital writing skills in Office support other subjects.</p>		
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		<p>Reading / writing in a professional, customer focused tone. For example writing a formal report.</p> <p>Exam style questions practiced at regular intervals with sentence starters. Building to a position where pupils can read any exam question and know how to layout their answer based on the command word.</p> <p>Encouraging extended writing that compare, contrast and recommend for example what is the most suitable communication method based on context.</p> <p>Digital writing skills in Office support other subjects for example writing a report using word processing software.</p>		
Practice:	Mass:	<p>Unit: Marketing / HRM</p> <ol style="list-style-type: none"> Marketing Mix: Product: Definitions and examples of USP and Target Audience Market Segmentation: Definition, types, benefits and drawbacks, application to a case study. Market Research: Definition, types, benefits and drawbacks, application to a case study. <p>Unit: Marketing / HRM</p> <ol style="list-style-type: none"> Data Interpretation: Collecting, representing and interoperating data. 	Distributed:	<p>Data Interpretation. For example: % change in costs between years.</p> <p>Contextual maths skills through DNA tasks. For example calculating revenue.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. Project revolves around brief of creating your own restaurant.</p> <p>Base line assessment to establish prior knowledge.</p>

	<p>2. Marketing Mix: Price: Definition, types, benefits and drawbacks, application to a case study.</p> <p>3. Marketing Mix: Promotion: Definition, types, benefits and drawbacks, application to a case study.</p> <p>Unit: Marketing / HRM</p> <p>1. Marketing Mix: Promotion: Definition, types, benefits and drawbacks, application to a case study.</p> <p>2. Stakeholders: Definition, types, conflicts of interest, application to a case study.</p> <p>Unit: Marketing / HRM</p> <p>1. Recruitment: definition, steps in the process, application to a case study</p> <p>2. Health and Safety: Recall laws, list rights and responsibilities, application to a case study Unit: Communication / Modern Working Practices</p> <p>1. Internal and External Communication: Definitions, examples, application to a case study</p> <p>2. Organisational Structures: Definition, types, benefits and drawbacks, application to a case study, draw</p> <p>3. Barriers to Communication: Definitions, types / examples, application to a case study</p>	<p>Data Interpretation refers back to market research and segmentation.</p> <p>Contextual maths skills through DNA tasks. For example calculating total costs.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example segmentation focuses on Boohoo.com.</p> <p>Exam content requires knowledge of all topics covered so far.</p> <p>Data Interpretation. For example: comparing pie charts.</p> <p>Marketing mix refers back to market research and segmentation.</p> <p>Contextual maths skills through DNA tasks. For example calculating variable costs.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example stakeholders focuses on a Pizza delivery service.</p>
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		<p>Unit: Communication / Modern Working Practices</p> <ol style="list-style-type: none"> 1. Methods of Communication: Definition, types, benefits and drawbacks, application to a case study 2. Modern Working Practices: Definition, types, benefits and drawbacks, application to a case study 3. E Commerce: Definitions, types / examples, application to a case study 	<p>Data Interpretation. For example: % change in costs between years.</p> <p>Health and safety refers to stakeholders.</p> <p>Contextual maths skills through DNA tasks. For example calculating profit.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example health and safety focuses on the Academy.</p> <p>Data Interpretation. For example: comparing pie charts.</p> <p>Contextual maths skills through DNA tasks. For example calculating breakeven.</p> <p>Communication refers to stakeholders.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example organisational structures refers to a phone retailer.</p> <p>Exam content requires knowledge of all topics covered so far.</p>
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				<p>Data Interpretation. For example: % change in costs between years.</p> <p>Contextual maths skills through DNA tasks. For example calculating margin of safety.</p> <p>Modern working practices builds on recruitment process.</p> <p>Understanding exam criteria through understanding command words. Exam style questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.</p> <p>Exam skills using blooms taxonomy and relating answers to case study / context. For example communication refers to a small hotel.</p>
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KS4 – Year 10 Year Plan (Business Studies)

Intent

Aims:	<p>This scheme of learning aims to equip learners with the skills and confidence to explore how different business situations affect business decisions. It hopes to not only produce the best academic outcomes but also create the next generation of successful entrepreneurs by giving pupils the knowledge and skills needed to succeed in a modern working environment. It should allow pupils to make informed decisions about future pathways and allow them to enter future employment with the confidence to succeed.</p> <p>To enable pupils to:</p> <ul style="list-style-type: none"> • know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society • apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
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	<ul style="list-style-type: none">• develop as effective and independent students, and as critical and reflective thinkers with enquiring minds• use an enquiring, critical approach to make informed judgements• investigate and analyse real business opportunities and issues to construct well- argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business• develop and apply quantitative skills relevant to business, including using and interpreting data• To develop as enterprising individuals with the ability to think commercially and creatively• To allow pupils to make informed choices about future pathways.• To develop life skills that enable them to become more financially, commercially and socially aware when entering the workplace.			
Academy values:	<p>Brave: The curriculum encourages pupils to think independently and encourages balanced and considered decision making. The curriculum encourages pupils to develop the skills needed to enter the world of work with confidence and information needed to make the correct pathway choice moving forward.</p> <p>Ambitious: The curriculum intends to stretch pupils by giving all pupils stretch booklets to ensure they are well challenged and focuses heavily on exam technique / skills to ensure that pupils are developing at the higher end of Blooms taxonomy.</p> <p>Kind: The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of other stakeholders, legal, social, environmental and ethical issues. The curriculum intends to provide for all by ensuring that in mixed ability classes the work is accessible for all but challenging at the higher end.</p>			
Units of Study:				
Unit/Topic 1	Content:	Unit: Business Activity Topics: Enterprise and Entrepreneurship Business Aims and Objectives Sectors of Industry Business Planning Stakeholders	Spec Content:	OCR J204 Exam 1 Section 1.1, 1.2, 1.4, 1.5 National Curriculum: the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business

				<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 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>
	Key Concepts:	<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>	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>Sectors of Industry: Definitions of key terms, list examples. Apply to a case study. Explain changes and 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>		
Unit/Topic 2	Content:	<p>Unit: Business Activity</p> <p>Topics: Types of Ownership Business Growth Functional Areas of Business</p>	Spec Content:	<p>OCR J204 Exam 1 Section 1.3, 1.6</p> <p>National Curriculum:</p> <p>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>

	Key Concepts:	<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>End of unit assessment based on fictional case study testing key skills and unit 1.1 content.</p>	Powerful Knowledge:	<p>Business set up requirements</p> <p>How different functional areas work and interdepend</p>
Unit/Topic 3	Content:	<p>Unit: Operations</p> <p>Topics: Production Processes Quality Customer Service Consumer Law Location Working with Suppliers E Commerce</p>	Spec Content:	<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 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>
	Key Concepts:	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.	Powerful Knowledge:	<p>Importance of quality</p> <p>Importance of customer service</p> <p>Impact of consumer law</p> <p>Impact of E Commerce</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 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 evaluate based on context. End of</p>		
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		unit assessment based on JLR assessing common skills and Unit 2.4 knowledge.		
Unit/Topic 4	Content:	<p>Unit: People</p> <p>Topics:</p> <p>The Role of Human Resources Recruitment and Selection Employment Law Training Motivation Leadership Styles Ending Employment/ Trade Unions</p>	Spec Content:	<p>OCR J204 Exam 1 Section 3.1, 3.4 – 3.7</p> <p>National Curriculum:</p> <p>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>
	Key Concepts:	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.	Powerful Knowledge:	<p>The recruitment process</p> <p>Impact of employment law</p> <p>Motivation / leadership styles.</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.

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

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.

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.

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.

		Ending Employment/ Trade Unions: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Assessed through exam style questions based on a case study and online multiple choice quizzes.		
Unit/Topic 5	Content:	<p>Unit: People</p> <p>Topics: Organisational Structures Communication Modern Working Practices</p>	Spec Content:	<p>OCR J204 Exam 1 Section 3.2 – 3.3</p> <p>National Curriculum:</p> <p>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>
	Key Concepts:	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.	Powerful Knowledge:	<p>Organisational structures</p> <p>Selecting methods of communication</p> <p>Impact of modern working practices</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 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>		
Unit/Topic 6	Content:	<p>Unit: Finance</p> <p>Topics: The role of finance Sources of Finance Revenue, Cost and Profit Break Even Cash Flow</p>	Spec Content:	<p>OCR J204 Exam 2 Section 5.1 – 5.5</p> <p>National Curriculum:</p> <p>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> <p>Calculations in a business context</p>
	Key Concepts:	<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 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</p>	Powerful Knowledge:	<p>Selecting sources of finance</p> <p>Calculating breakeven, cashflow and profit.</p>

		<p>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>		
Implementation				
Progression from Year 9:	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.			
Progression to Year 11:	<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>Ability to retain mass practice knowledge by revisiting regularly.</p>			
Spaced Interleaving:	<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>			
Student Needs:	SEND:	<p>Tiered maths DNA based on ability and get progressively harder. Lower tier will support pupils with less prior knowledge or developing maths skills.</p> <p>Levelled learning screen with clear levelled outcomes.</p> <p>Live tracking to identify misconception and trends for teacher to address with SEN.</p> <p>Seating plans.</p> <p>Intervention groups afterschool.</p> <p>Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all</p>	Context	<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>

		<p>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>		
	LPA:	<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.</p>	HPA:	<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.</p>

		<p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Low prior attainers supported with scaffolding of exam questions.</p> <p>Key term dictionaries.</p> <p>Catch up club to support both ends.</p>		<p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Low prior attainers supported with scaffolding of exam questions.</p> <p>Key term dictionaries.</p> <p>Catch up club to support both ends.</p>
Extracurricular:	<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>Proposed Visit to Euro car Parks. Focus on careers in Production. Focus on post graduate careers to raise aspirations, using governor links.</p> <p>Proposed careers Proposed careers Talk from HRM Expert / Careers Focus on post graduate careers to raise aspirations, using governor links</p> <p>Model Lesson: Studying Business Studies at 6th Form / University. Focus on post graduate careers to raise aspirations, using trust links.</p>			
Literacy/Numeracy:	<p>Vocab (tier 2/3):</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</p>	<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</p>

		questions focus on define, list, explain, analyse, apply and evaluate. Developing these skills is a consistent thread through all topics.		(expand on point), apply (to a case study) and evaluate (make a recommendation). Developing these skills is a consistent thread through all topics.
	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>	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>
Practice:	Mass:	<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</p>	Distributed:	<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>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 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>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.</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. 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>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>
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	<p>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>End of unit assessment based on fictional case study testing key skills and unit 1.1 content.</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</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. 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>Builds upon previous learning of:</p>
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	<p>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 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</p>	<p>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 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>
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		<p>and drawbacks. Apply to a case study and evaluate based on context. End of unit assessment based on JLR assessing common skills and Unit 2.4 knowledge.</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>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</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>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. recruitment links to a music store.</p>
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		<p>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 exam style questions based on a case study and online multiple choice quizzes.</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>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>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>
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		<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 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>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>Use of Case Studies: to present information in the exam style and apply knowledge to a real business. E.g. 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>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</p>
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KS4 – Year 11 Year Plan (Business Studies)

Intent

<p>Aims:</p>	<p>This scheme of learning aims to equip learners with the skills and confidence to explore how different business situations affect business decisions. It hopes to not only produce the best academic outcomes but also create the next generation of successful entrepreneurs by giving pupils the knowledge and skills needed to succeed in a modern working environment. It should allow pupils to make informed decisions about future pathways and allow them to enter future employment with the confidence to succeed.</p> <p>To enable pupils to:</p> <ul style="list-style-type: none"> • know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society • apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds • use an enquiring, critical approach to make informed judgements • investigate and analyse real business opportunities and issues to construct well- argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business • develop and apply quantitative skills relevant to business, including using and interpreting data • To develop as enterprising individuals with the ability to think commercially and creatively • To allow pupils to make informed choices about future pathways. • To develop life skills that enable them to become more financially, commercially and socially aware when entering the workplace.
<p>Academy values:</p>	<p>Brave: The curriculum encourages pupils to think independently and encourages balanced and considered decision making. The curriculum encourages pupils to develop the skills needed to enter the world of work with confidence and information needed to make the correct pathway choice moving forward.</p> <p>Ambitious: The curriculum intends to stretch pupils by giving all pupils stretch booklets to ensure they are well challenged and focuses heavily on exam technique / skills to ensure that pupils are developing at the higher end of Blooms taxonomy.</p> <p>Kind:</p>

	The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of other stakeholders, legal, social, environmental and ethical issues. The curriculum intends to provide for all by ensuring that in mixed ability classes the work is accessible for all but challenging at the higher end.			
Units of Study:				
Unit/Topic 1	Content:	Unit: Marketing Topics: Role of Marketing Market Research Market Segmentation Price Product Place Promotion Data Interpretation	Spec Content:	Exam 1 Section 2.1 – 2.4 National Curriculum The purpose of marketing, its role within business and how it influences business activity, including: the importance to a business of identifying and understanding its customers how businesses use segmentation to target customers The purpose and methods of market research, and the use of qualitative and quantitative market research data the marketing mix and the importance of each of the four elements – price, product, promotion and place – and how they work together how the marketing mix is used to inform and implement business decisions

	Key Concepts:	<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>	Powerful Knowledge:	<p>How to research effectively.</p> <p>The impact of the marketing mix on business stakeholders</p>
Unit/Topic 2	Content:	<p>Unit: External Influences</p> <p>Topics:</p> <p>Ethics</p> <p>Environment</p> <p>Economic Climate</p> <p>Interest / Exchange Rates</p> <p>Globalisation</p> <p>Data Interpretation</p>	Spec Content:	<p>Exam 1</p> <p>Section 6.1 – 6.3</p> <p>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>

				Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions
	Key Concepts:	<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>	Powerful Knowledge:	<p>Impact of ethical and environmental decisions on businesses and their stakeholders</p> <p>Using exchange and interest rates</p> <p>Understanding the business cycle e.g. recession</p>
Unit/Topic 3	Content:	<p>Unit: Sections 1,2,4 Revision</p> <p>Topics:</p> <p>As above but focus on:</p> <p>Data Interpretation</p> <p>Calculations</p> <p>Exam Skills / technique</p>	Spec Content:	<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>

				make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills
	Key Concepts:	<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>	Powerful Knowledge:	<p>Data Interpretation</p> <p>Calculations</p> <p>Exam Skills / technique</p> <p>Context based decision</p>
Unit/Topic 4	Content:	<p>Unit: Sections 3, 5, 6 Revision</p> <p>Topics:</p> <p>As above but focus on:</p> <p>Data Interpretation</p> <p>Calculations</p> <p>Exam Skills / technique</p>	Spec Content:	<p>Exam 1 Section 3</p> <p>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, interpretation, analysis and evaluation, and the application of appropriate quantitative skills</p>
	Key Concepts:	<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>	Powerful Knowledge:	<p>Data Interpretation</p> <p>Calculations</p> <p>Exam Skills / technique</p> <p>Context based decisions</p>
Implementation				
Progression from Year 10:	<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>Ability to retain mass practice knowledge by revisiting regularly.</p>			
Progression to Post-16:	<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>			
Spaced Interleaving:	<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>			
Student Needs:	SEND:	<p>Tiered maths DNA based on ability and get progressively harder. Lower tier will support pupils with less prior knowledge or developing maths skills.</p> <p>Levelled learning screen with clear levelled outcomes.</p> <p>Live tracking to identify misconception and trends for teacher to address with SEN.</p> <p>Seating plans.</p> <p>Intervention groups afterschool.</p> <p>Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all</p> <p>Individual support based on individual pupils needs. Exam needs considered.</p> <p>Sequencing supports development of core skills at the start.</p> <p>Applying whole school practices of:</p>	Context	<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>

		<p>Staff SEN champion</p> <p>Teach around the student meeting.</p> <p>Differentiated and accessible work</p> <p>Small chunked up elements</p> <p>Visual clues/dual coding</p> <p>Introduction of new vocabulary using visual imagery and/or etymology</p> <p>Students asked to demonstrate learning in a variety of ways- eg-drawing/video/mind maps/audio</p> <p>Students in a varied mix of groupings- 1:1/pairs/small gps and whole class</p> <p>Students are taught different ways of remembering eg) highlighting/step by step lists/mnemonics/cartoon strips /maps etc</p> <p>Efforts are always rewarded- verbally and through system</p> <p>Learning is revisited for consolidation</p> <p>Learning is exciting/competitive where possible</p> <p>QA: staff attend SEND training/progress is tracked/referrals are made/parents and carers are informed</p>		
	LPA:	<p>DNA tasks are tiered based on ability and get progressively harder. Higher tier will support pupils with more prior knowledge and advanced maths skills.</p> <p>Introduction of difficult maths concepts at an early stage to drill over a long period.</p> <p>Stretch task for all lessons.</p> <p>Development of higher level skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Low prior attainers supported with scaffolding of exam questions.</p> <p>Key term dictionaries.</p> <p>Catch up club to support both ends.</p>	HPA:	<p>DNA tasks are tiered based on ability and get progressively harder. Higher tier will support pupils with more prior knowledge and advanced maths skills.</p> <p>Introduction of difficult maths concepts at an early stage to drill over a long period.</p> <p>Stretch task for all lessons.</p> <p>Development of higher level skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Low prior attainers supported with scaffolding of exam questions.</p> <p>Key term dictionaries.</p> <p>Catch up club to support both ends.</p>

<p>Extracurricular:</p>	<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>Proposed careers Talk from social enterprise / ethical business. Focus on post graduate careers to raise aspirations, using governor links.</p>			
<p>Literacy/Numeracy:</p>	<p>Vocab (tier 2/3):</p>	<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>Reading:</p>	<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>Writing:</p>	<p>Reading / writing is a professional, customer focused tone for example publishing marketing information.</p>	<p>Numeracy:</p>	<p>DNA Activity focuses on key maths skills needed for business. Revenue, cost, profit and breakeven.</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>Data interpretation of financial information for example comparing pie charts comparing changes in marketing costs.</p> <p>In depth look at exchange and interest rates.</p>
Practice:	Mass:	<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>	Distributed:	<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>Market Segmentation: 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>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>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</p>	<p>Use of Case Studies: to present information in the exam style and 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. 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>
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	<p>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>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> <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>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. ethics linked to costa coffee.</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. 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</p>
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		<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>	<p>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, 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. 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>
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				<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, 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>
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KS4 – Year 10 Year Plan (Enterprise)

Intent	
Aims:	<p>To enable pupils to:</p> <ul style="list-style-type: none"> • know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society • Apply knowledge and understanding based upon a case study and project based learning. • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds • use an enquiring, critical approach to make informed judgements • To develop as enterprising individuals with the ability to think commercially and creatively • To allow pupils to make informed choices about future pathways. • To develop life skills that enable them to become more financially, commercially and socially aware when entering the workplace. • investigate and analyse business problems and scenarios based upon pupils own market research and creative ideas issues to construct well- argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business • develop and apply quantitative skills relevant to business, including using and interpreting data • Develop pupils extended writing in a formal business context • To develop pupils confidence and skills when presenting in a formal situation.
Academy values:	<p>Brave: The curriculum encourages pupils to think independently and encourages balanced and considered decision making. The curriculum encourages pupils to develop the skills needed to enter the world of work with confidence and information needed to make the correct pathway choice moving forward. It requires pupils to step outside of their comfort zone particularly when completing market research and the final “Dragons Den” presentation.</p> <p>Ambitious: The curriculum intends to stretch pupils by giving all pupils stretch booklets to ensure they are well challenged and focuses heavily on exam technique / skills to ensure that pupils are developing at the higher end of Blooms taxonomy. Pupils are encouraged to plan and work independently in order to attempt to reach the distinction level by displaying evaluative skills.</p> <p>Kind: The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of other stakeholders, legal, social, technological and economic issues. The curriculum intends to provide for all by ensuring that in mixed ability classes the work is accessible for all but challenging at the higher end. Support is offered in a catch up group and PTT intervention.</p>
Units of Study:	

Unit/Topic 1	Content:	<p>Unit R064: Enterprise and marketing concepts</p> <p>Background Topics: Enterprise and Entrepreneurship Sectors of Industry Stakeholders</p> <p>L0 6: Understand different functional activities needed to support a business start-up 6.1-6.2 The purpose and main activities of: Human resources Marketing Operations Finance</p> <p>L03: Understand product development 3.4 Impact of Technology</p>	Spec Content:	<p>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>Business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve</p> <p>Business stakeholders, including owners, employees and customers; their different objectives, how they are affected by business activity and how they affect business</p> <p>The interdependent nature of business operations, finance, marketing and human resources within a business context</p> <p>How technology, including e-commerce and digital communication, influences business activity</p> <p>The impact of different types of production processes on businesses</p>
	Key Concepts:	<p>Exam</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>	Powerful Knowledge:	<p>Characteristics of an entrepreneur</p> <p>Risks and rewards of business set up</p> <p>Sectors of industry</p> <p>Impact of Business on different stakeholders</p> <p>How different functional areas work and interdepend</p>

Unit/Topic 2	Content:	<p>Unit R064: Enterprise and marketing concepts</p> <p>L05: Understand factors for consideration when starting up a business 5.1 Forms of ownership 5.2 Business Planning</p> <p>L01: Understand how to target a market 1.1–1.3 Market Segmentation 1.3 – 1.4 Market Research (Primary and secondary) 1.7 Customer Feedback</p> <p>L04: Understand how to attract and retain customers 4.5 Customer Service</p>	Spec Content:	<p>The types of business ownership, including business start-ups and the concept of limited liability</p> <p>The purpose of planning business activity, including the role and importance of a business plan</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 sales process and the importance to businesses of providing good customer service, including product knowledge, customer engagement and post-sales service</p>
	Key Concepts:	<p>Exam</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>	Powerful Knowledge:	<p>Business set up requirements</p> <p>Importance of planning</p> <p>How to research effectively.</p> <p>Importance of customer service and feedback</p>

Unit/Topic 3	Content:	<p>Unit R064: Enterprise and marketing concepts</p> <p>L03: Understand product development 3.1 Product Lifecycle 3.2 Extension Strategies 3.3 Product differentiation 3.4 Legal and Economic Issues</p> <p>L04: Understand how to attract and retain customers 4.1-4.2 Price 4.3 Advertising Methods 4.4 Sales Promotion Methods</p>	Spec Content:	<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>How the marketing mix is used to inform and implement business decisions</p> <p>the impact of the economic climate on businesses, including changing levels of consumer income and unemployment</p> <p>The impact of legislation on businesses, including employment law and consumer law</p>
	Key Concepts:	<p>Exam</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>	Powerful Knowledge:	<p>The impact of the marketing mix on business stakeholders</p> <p>Impact of consumer law and economic issues on Business</p> <p>The importance of having a USP in Business.</p> <p>Understanding the business cycle e.g. recession</p>
Unit/Topic 4	Content:	<p>Unit R064: Enterprise and marketing concepts</p> <p>L05: Understand factors for consideration when starting up a business 5.1 Sources of finance</p>	Spec Content:	<p>What different sources of business finance are available and their suitability for new and established businesses</p>

		L02: Understand what makes a product or service financially viable 2.1 Costs 2.2 Revenue 2.3 Breakeven 2.4 Profit		The concept of revenue, costs, profit and loss, including break even and gross and net profit ratios The use of financial information in understanding business performance and making business decisions Calculations in business context
	Key Concepts:	Exam 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. Knowledge recall of topics listed in the mass practice section.	Powerful Knowledge:	Selecting sources of finance Calculating breakeven, costs and profit. Data Interpretation Calculations
Unit/Topic 5	Content:	Unit R065: Design a business proposal L01: Be able to identify the customer profile for a business challenge 1.1 Market Segmentation L02: Be able to complete market research to aid decisions relating to a business challenge 2.1 – 2.2 Market Research	Spec Content:	The importance to a business of identifying and understanding its customers How businesses use segmentation to target customers The purpose and methods of market research, and the use of qualitative and quantitative market research data
	Key Concepts:	CA: Knowledge recall of topics listed in exam. Ability to read, analyse and apply work to a case study.	Powerful Knowledge:	Project management Skills Formal report writing Skills.

		Development of key skills: knowledge, analysis, application and evaluation. CA skills: time management, organisation, reading the brief, relating to the context, understanding the mark scheme, independent work and revision.		Research and referencing skills. Selecting a target Market Selecting and undertaking market research. Sampling methods. Data Interpretation Calculations
Unit/ Topic 6	Content:	Unit R065: Design a business proposal L03: Be able to develop a design proposal for a business challenge 3.1-3.2 Product Design	Spec Content:	The marketing mix and the importance of each of the four elements – price, product, promotion and place – and how they work together How the marketing mix is used to inform and implement business decisions
	Key Concepts:	CA: Knowledge recall of topics listed in exam. Ability to read, analyse and apply work to a case study. Development of key skills: knowledge, analysis, application and evaluation. CA skills: time management, organisation, reading the brief, relating to the context, understanding the mark scheme, independent work and revision.	Powerful Knowledge:	Project management Skills Formal report writing Skills. Research and referencing skills. Self and Peer assessment skills
Implementation				
Progression from Year 9:	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.			

Progression to Year 11:	<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>Ability to retain mass practice knowledge by revisiting regularly.</p>			
Spaced Interleaving:	<p>Clear consideration of sequencing and interleaving to allow engagement the beginning and allows for 2 exam attempts. R064 content must be taught first so pupils can access CA work in other units.</p> <p>R066 MUST follow R065.</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>			
Student Needs:	SEND:	<p>Tiered maths DNA based on ability and get progressively harder. Lower tier will support pupils with less prior knowledge or developing maths skills.</p> <p>Levelled learning screen with clear levelled outcomes.</p> <p>Live tracking to identify misconception and trends for teacher to address with SEN.</p> <p>Seating plans.</p> <p>Intervention groups afterschool.</p> <p>Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all</p> <p>Individual support based on individual pupils needs. Exam needs considered.</p> <p>Sequencing supports development of core skills at the start.</p> <p>Clear broken down instructions for controlled assessment.</p> <p>Ability to peer assess with a strong candidate.</p> <p>Applying whole school practices of:</p> <p>Staff SEN champion</p> <p>Teach around the student meeting.</p>	Context	<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> <p>Cultural capital is improved by gaining confidence in public speaking outside of peers, visiting the bullring in a professional capacity.</p> <p>Dealing with external agencies such as governors and businesses.</p>

		<p>Differentiated and accessible work</p> <p>Small chunked up elements</p> <p>Visual clues/dual coding</p> <p>Introduction of new vocabulary using visual imagery and/or etymology</p> <p>Students asked to demonstrate learning in a variety of ways- eg-drawing/video/mind maps/audio</p> <p>Students in a varied mix of groupings- 1:1/pairs/small groups and whole class</p> <p>Students are taught different ways of remembering eg) highlighting/step by step lists/mnemonics/cartoon strips /maps etc</p> <p>Efforts are always rewarded- verbally and through system</p> <p>Learning is revisited for consolidation</p> <p>Learning is exciting/competitive where possible</p> <p>QA: staff attend SEND training/progress is tracked/referrals are made/parents and carers are informed</p>		
	LPA:	<p>DNA tasks are tiered based on ability and get progressively harder. Higher tier will support pupils with more prior knowledge and advanced maths skills.</p> <p>Introduction of difficult maths concepts at an early stage to drill over a long period.</p> <p>Stretch task for all lessons.</p> <p>Development of higher level skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Low prior attainers supported with scaffolding of exam questions.</p> <p>Key term dictionaries.</p> <p>Catch up club to support both ends.</p> <p>Clear broken down instructions for controlled assessment.</p> <p>Ability to peer assess with a strong candidate.</p>	HPA:	<p>DNA tasks are tiered based on ability and get progressively harder. Higher tier will support pupils with more prior knowledge and advanced maths skills.</p> <p>Introduction of difficult maths concepts at an early stage to drill over a long period.</p> <p>Stretch task for all lessons.</p> <p>Development of higher level skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Low prior attainers supported with scaffolding of exam questions.</p> <p>Key term dictionaries.</p> <p>Catch up club to support both ends.</p> <p>Clear broken down instructions for controlled assessment.</p> <p>Ability to peer assess with a strong candidate.</p>

Extracurricular:	<p>Providing students with essential workplace skills for example: working as part of a team</p> <p>Lesson Content: This unit's links to careers in HR, marketing, finance and operations.</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>Proposed careers Proposed careers Talk from HRM Expert / Careers Focus on post graduate careers to raise aspirations, using governor links.</p> <p>Model Lesson: Studying Business Studies at 6th Form / University. Focus on post graduate careers to raise aspirations, using trust links</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>			
Literacy/Numeracy:	<p>Vocab (tier 2/3):</p>	<p>Term 1 Example:</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>Reading:</p>	<p>Term 1 Example</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>

		Focus on developing pupils understanding of 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.		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.
	Writing:	<p>Term 1 Example</p> <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>	Numeracy:	<p>Term 1 Example</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 changes in sectors of industry.</p>
Practice:	Mass:	<p>Term 1 Example</p> <p>Enterprise and Entrepreneurship: Definitions of key terms, list and analyse risk and rewards. Apply to a case study and evaluate based on context.</p> <p>Sectors of Industry: Definitions of key terms, list examples. Apply to a case study. Explain changes and interdependence</p>	Distributed:	<p>Term 1 Example</p> <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</p>

		<p>Stakeholders: Key term definition, types, analysis of wants / needs and conflicts based on a case. Assessed through Exam style questions based on a case study and group presentations.</p> <p>6.1-6.2 The purpose and main activities of: Human resources Marketing Operations Finance: 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, booklet completion.</p> <p>3.4 Impact of Technology: Definitions of key terms, recall key facts, list types and analyse impacts on stakeholders. Apply to a case study.</p>		<p>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>
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KS4 – Year 11 Year Plan (Enterprise)

Intent

Aims:	<p>To enable pupils to:</p> <ul style="list-style-type: none"> • know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society • Apply knowledge and understanding based upon a case study and project based learning. • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds • use an enquiring, critical approach to make informed judgements • To develop as enterprising individuals with the ability to think commercially and creatively • To allow pupils to make informed choices about future pathways.
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	<ul style="list-style-type: none">• To develop life skills that enable them to become more financially, commercially and socially aware when entering the workplace.• investigate and analyse business problems and scenarios based upon pupils own market research and creative ideas issues to construct well- argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business• develop and apply quantitative skills relevant to business, including using and interpreting data• Develop pupils extended writing in a formal business context• To develop pupils confidence and skills when presenting in a formal situation.			
Academy values:	<p>Brave: The curriculum encourages pupils to think independently and encourages balanced and considered decision making. The curriculum encourages pupils to develop the skills needed to enter the world of work with confidence and information needed to make the correct pathway choice moving forward. It requires pupils to step outside of their comfort zone particularly when completing market research and the final “Dragons Den” presentation.</p> <p>Ambitious: The curriculum intends to stretch pupils by giving all pupils stretch booklets to ensure they are well challenged and focuses heavily on exam technique / skills to ensure that pupils are developing at the higher end of Blooms taxonomy. Pupils are encouraged to plan and work independently in order to attempt to reach the distinction level by displaying evaluative skills.</p> <p>Kind: The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of other stakeholders, legal, social, technological and economic issues. The curriculum intends to provide for all by ensuring that in mixed ability classes the work is accessible for all but challenging at the higher end. Support is offered in a catch up group and PTT intervention.</p>			
Units of Study:				
Unit/Topic 1	Content:	<p>Unit R065: Design a business proposal</p> <p>LO4: Be able to review whether a business proposal is viable</p> <p>4.1 Costings</p> <p>4.2 Pricing</p> <p>4.3 Review</p> <p>4.4. Identifying Challenges</p>	Spec Content:	<p>The concept of revenue, costs, profit and loss, including break even and gross and net profit ratios</p> <p>The use of financial information in understanding business performance and making business decisions</p> <p>Calculations in business context</p> <p>the impact of the economic climate on businesses, including changing levels of consumer income and unemployment</p> <p>The impact of legislation on businesses, including employment law</p>

	Key Concepts:	<p>CA: Knowledge recall of topics listed in exam. Ability to read, analyse and apply work to a case study. Development of key skills: knowledge, analysis, application and evaluation. CA skills: time management, organisation, reading the brief, relating to the context, understanding the mark scheme, independent work and revision.</p>	Powerful Knowledge:	<p>Project management Skills</p> <p>Formal report writing Skills.</p> <p>Research and referencing skills.</p> <p>Impact of consumer law and economic issues on Business</p> <p>Calculating breakeven, costs and profit.</p> <p>Data Interpretation Calculations</p>
Unit/Topic 2	Content:	<p>Unit R066: Market and pitch a business proposal</p> <p>L01: Be able to develop a brand identity and promotional plan to target a customer profile</p> <p>1.1-1.2 Branding 1.3 Promotion</p>	Spec Content:	<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>How the marketing mix is used to inform and implement business decisions</p>
	Key Concepts:	<p>CA: Knowledge recall of topics listed in exam. Ability to read, analyse and apply work to a case study. Development of key skills: knowledge, analysis, application and evaluation. CA skills: time management, organisation, reading the brief, relating to the context, understanding the mark scheme, independent work and revision.</p>	Powerful Knowledge:	<p>Project management Skills</p> <p>Formal report writing Skills.</p> <p>Research and referencing skills.</p> <p>The impact of the marketing mix on business stakeholders</p>
Unit/Topic 3	Content:	<p>Unit R066: Market and pitch a business proposal</p>	Spec Content:	<p>Use business terminology to identify and explain business activity</p>

		L02: Be able to plan a pitch for a proposal 2.1 Plan a pitch L03: Be able to pitch a proposal to an audience 3.1 Develop a pitch 3.2 – 3.3 Peer Review		Apply business concepts to familiar and unfamiliar contexts Develop problem solving and decision making skills relevant to business Investigate, analyse and evaluate business opportunities and issues Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills
	Key Concepts:	CA: Knowledge recall of topics listed in exam. Ability to read, analyse and apply work to a case study. Development of key skills: knowledge, analysis, application and evaluation. CA skills: time management, organisation, reading the brief, relating to the context, understanding the mark scheme, independent work and revision.	Powerful Knowledge:	Project management Skills Formal report writing Skills. Research and referencing skills. Self and Peer assessment skills Presenting skills
Unit/Topic 4	Content:	Unit R066: Market and pitch a business proposal L03: Be able to pitch a proposal to an audience 3.4 Final Pitch L04: Be able to review the strengths and weaknesses of a proposal and pitch 4.1 Review Pitch 4.2 Review Proposal	Spec Content:	the impact of the economic climate on businesses, including changing levels of consumer income and unemployment The impact of legislation on businesses, including employment law and consumer law
	Key Concepts:	CA: Knowledge recall of topics listed in exam. Ability to read, analyse and apply work to a case study.	Powerful Knowledge:	Project management Skills Formal report writing Skills. Research and referencing skills.

		Development of key skills: knowledge, analysis, application and evaluation. CA skills: time management, organisation, reading the brief, relating to the context, understanding the mark scheme, independent work and revision.		Self and Peer assessment skills Presenting Skills
Implementation				
Progression from Year 10:	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.			
Progression to Post-16:	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.			
Spaced Interleaving:	Clear consideration of sequencing and interleaving to allow engagement the beginning and allows for 2 exam attempts. R064 content must be taught first so pupils can access CA work in other units. R066 MUST follow R065. 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.			
Student Needs:	SEND:	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.	Context	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.

		<p>Differentiation in tasks. Clear support for all exam style questions / exit tickets with sentence starters provided for all and personalised feedback for all</p> <p>Individual support based on individual pupils needs. Exam needs considered.</p> <p>Sequencing supports development of core skills at the start.</p> <p>Clear broken down instructions for controlled assessment.</p> <p>Ability to peer assess with a strong candidate.</p> <p>Applying whole school practices of:</p> <p>Staff SEN champion</p> <p>Teach around the student meeting.</p> <p>Differentiated and accessible work</p> <p>Small chunked up elements</p> <p>Visual clues/dual coding</p> <p>Introduction of new vocabulary using visual imagery and/or etymology</p> <p>Students asked to demonstrate learning in a variety of ways- eg-drawing/video/mind maps/audio</p> <p>Students in a varied mix of groupings- 1:1/pairs/small gps and whole class</p> <p>Students are taught different ways of remembering eg) highlighting/step by step lists/mnemonics/cartoon strips /maps etc</p> <p>Efforts are always rewarded- verbally and through system</p> <p>Learning is revisited for consolidation</p> <p>Learning is exciting/competitive where possible</p> <p>QA: staff attend SEND training/progress is tracked/referrals are made/parents and carers are informed</p>		<p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Cultural capital is improved by gaining confidence in public speaking outside of peers, visiting the bullring in a professional capacity.</p> <p>Dealing with external agencies such as governors and businesses.</p>
	LPA:	DNA tasks are tiered based on ability and get progressively harder. Higher tier will support	HPA:	DNA tasks are tiered based on ability and get progressively harder. Higher tier will support pupils

		<p>pupils with more prior knowledge and advanced maths skills.</p> <p>Introduction of difficult maths concepts at an early stage to drill over a long period.</p> <p>Stretch task for all lessons.</p> <p>Development of higher level skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Low prior attainers supported with scaffolding of exam questions.</p> <p>Key term dictionaries.</p> <p>Catch up club to support both ends.</p> <p>Clear broken down instructions for controlled assessment.</p> <p>Ability to peer assess with a strong candidate.</p>		<p>with more prior knowledge and advanced maths skills.</p> <p>Introduction of difficult maths concepts at an early stage to drill over a long period.</p> <p>Stretch task for all lessons.</p> <p>Development of higher level skills.</p> <p>Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>Low prior attainers supported with scaffolding of exam questions.</p> <p>Key term dictionaries.</p> <p>Catch up club to support both ends.</p> <p>Clear broken down instructions for controlled assessment.</p> <p>Ability to peer assess with a strong candidate.</p>
Extracurricular:	<p>Term 1 Example</p> <p>Providing students with essential workplace skills for example: working as part of a team</p> <p>Lesson Content: This unit's links to careers in HR, marketing, finance and operations.</p> <p>Discussion of social changes to business sectors e.g. secondary to tertiary shift.</p> <p>DNA Activity:</p> <p>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</p>			
Literacy/Numeracy:	<p>Vocab (tier 2/3):</p>	<p>Term 1 Example</p> <p>key terms throughout and revisiting in starters and plenaries for example stakeholder, enterprise, tertiary.</p>	<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>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 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>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>
	Writing:	<p>Term 1 Example</p> <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>	Numeracy:	<p>Term 1 Example</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 changes in sectors of industry.</p>

Practice:	Mass:	<p>Term 1 Example</p> <p>4.1 Costings: Produce realistic costings relating to your product, as well as calculating break-even</p> <p>Conduct a risk. You need to review if your business proposal is viable in the current market place and if it meets the requirements of the business challenge scenario.</p> <p>Formal piece of controlled assessment written as a formal report. Breakeven diagram supports report.</p> <p>4.2 Pricing: Propose a pricing strategy for your business product.</p> <p>4.3 Review: Review if your business proposal is viable in the current market place and if it meets the requirements of the business challenge scenario.</p> <p>4.4. Identifying Challenges: Conduct a risk assessment of the risks that are associated with producing a new product or service and how businesses in general</p> <p>Formal piece of controlled assessment written as a formal report. Annotated designs support report.</p>	Distributed:	<p>Term1 Example</p> <p>Builds upon previous learning of: pricing (Year 10 T3) and financial calculations (Year 10 T4) Impact of technology (Year 10 T1)</p> <p>Data Interpretation: DNA task practice key finance calculations that involve interpretation of financial data based on a case study. E.g. breakeven.</p> <p>Use exam board design brief in CA. Progress Ahead – national hat manufacturer.</p> <p>Controlled assessment skill: time management, organisation, reading the brief, relating to the context, understanding the mark scheme, independent work and revision</p>
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5 Year Curriculum Week Plan

KS3 - Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	The Marketing Mix: Product	The Marketing Mix: Product	Market Segmentation	Market Segmentation	Market Research: Primary Research	Market Research: Primary Research	Data Interpretation
Autumn Term 2	Data Interpretation	Market Research: Secondary Research	Market Research: Secondary Research	The Marketing Mix: Price	The Marketing Mix: Price	AP1 Revision	AP1 Revision
Spring Term 1	Assessment Point 1	Assessment Point 1	The Marketing Mix: Promotion	The Marketing Mix: Promotion	Stakeholders	Stakeholders	Recruitment
Spring Term 2	Recruitment	Health and Safety	Health and Safety	Communication Basics	Communication Basics	Organisational Structures	Organisational Structures
Summer Term 1	Barriers to communication	Barriers to communication	Methods of Communication	Methods of Communication	AP2 Revision	AP2 Revision	Assessment Point 2
Summer Term 2	Assessment Point 2	Modern Working Practices	Modern Working Practices	Modern Working Practices	Modern Working Practices	E Commerce	E Commerce

KS4 - Year 10 (GCSE)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Section 1 Business Activity: Enterprise and Entrepreneurship Business Aims and Objectives	Section 1 Business Activity: Business Planning Stakeholders	Section 1 Business Activity: Sectors of Industry Functional Areas of business	Section 1 Business Activity: Unincorporated and Incorporated businesses	Section 1 Business Activity: Franchises Cooperatives	Section 1 Business Activity: Business growth Business failure	Section 1 Business Activity: Section 1 revision Section 1 Assessment

Autumn Term 2	Section 1 Business Activity: Catch Up Lessons	Section 4 Production: The role of production Production processes	Section 4 Production: Economies of Scale Technology in Production	Section 4 Production: Quality	Section 4 Production: The sales process and customer service Ecommerce	Assessment Point 1: Revision Assessment	Section 4 Production: Consumer law and business location
Spring Term 1	Section 4 Production: Working with Suppliers	Section 4 Production: Section 4 revision Section 4 Assessment	Section 3 People in Business: The role of HRM	Section 3 People in Business: Recruitment and Selection	Section 3 People in Business: Recruitment and Selection	Section 3 People in Business: Contracts of Employment	Section 3 People in Business: Motivation
Spring Term 2	Section 3 People in Business: Training and Employment Law	Section 3 People in Business: Ending Employment Trade Unions	Section 3 People in Business: Organisational Structures	Section 3 People in Business: Communication	Section 3 People in Business: Modern Working Practices	Section 3 People in Business: Modern Working Practices	Section 3 People in Business: Catch up Lessons
Summer Term 1	Section 3 People in Business: Section 3 revision Section 3 Assessment	Section 5 Finance: The role of Finance	Section 5 Finance: Sources of Finance	Section 5 Finance: Revenue, Costs, Profit and Loss	Section 5 Finance: Revenue, Costs, Profit and Loss	Section 5 Finance: ARR	Section 5 Finance: Breakeven
Summer Term 2	Section 5 Finance: Breakeven	Assessment Point 2: Revision Assessment	Section 5 Finance: Cash flow	Section 5 Finance: Cash flow	Section 5 Finance: Section 5 revision Section 5 Assessment	Work Experience	Section 5 Finance: Catch Up Lessons

KS4 - Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Section 2 Marketing: The role of marketing Market Segmentation.	Section 2 Marketing: Market Research	Section 2 Marketing: Market Research	Section 2 Marketing: The Marketing Mix: Product and Price	Assessment Point 1: Revision Assessment	Section 2 Marketing: The Marketing Mix: Promotion and Place	Section 2 Marketing: Catch Up Lessons
Autumn Term 2	Section 2 Marketing: Section 2 revision Section 2 Assessment	Section 6 External Influences: Ethics	Section 6 External Influences: Environment	Section 6 External Influences: Economic climate	Assessment Point 2: Revision Assessment	Assessment Point 2: Revision Assessment	Section 6 External Influences: Globalisation
Spring Term 1	Section 6 External Influences: Catch Up Lessons	Section 6 External Influences: Section 6 revision Section 6 Assessment	Section 7 Interdependent nature of business: Decision making and departments	Section 7 Interdependent nature of business: Risk and reward Interpreting data	Exam Technique	Section 1 Business Activity: Revision	Section 4 Production: Revision
Spring Term 2	Assessment Point 3: Revision Assessment	Assessment Point 3: Revision Assessment	Assessment Point 3: Revision Assessment	Section 3 People in Business: Revision	Section 5 Finance: Revision	Section 2 Marketing: Revision	Section 6 External Influences: Revision
Summer Term 1	Section 7 Interdependent nature of business: Revision	Past Papers	Past Papers	N/A	N/A	N/A	N/A
Summer Term 2							

KS4 - Year 10 (Enterprise)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Background Topics: Enterprise and Entrepreneurship Business Aims and Objectives	Background Topics: Sectors of Industry Stakeholders	LO6 Understand different functional activities needed to support a business start-up Functional Areas: Interdependence Functional Areas: Production	LO6 Understand different functional activities needed to support a business start-up Functional Areas: HRM	LO6 Understand different functional activities needed to support a business start-up Functional Areas: HRM	LO6 Understand different functional activities needed to support a business start-up The Marketing Mix	LO3: Understand product development Impact of Technology
Autumn Term 2	L05: Understand factors for consideration when starting up a business: Business Ownership	L05: Understand factors for consideration when starting up a business: Business Ownership Business Planning	LO1: Understand how to target a market Market Segmentation Primary Research	LO1: Understand how to target a market Secondary Research	LO1: Understand how to target a market Customer Feedback	Assessment Point 1: Revision Assessment	L04: Understand how to attract and retain customers Customer Service
Spring Term 1	L03: Understand product development Product Lifecycle Extension Strategies	L03: Understand product development Product differentiation	L03: Understand product development Legal and Economic Issues	L04: Understand how to attract and retain customers Price	L04: Understand how to attract and retain customers Advertising Methods	L04: Understand how to attract and retain customers Sales Promotion Methods	Catch Up Lessons
Spring Term 2	L05: Understand factors for consideration when starting up a business Sources of finance	L02: Understand what makes a product or service financially viable Costs Revenue Profit	L02: Understand what makes a product or service financially viable Breakeven	LO1: Be able to identify the customer profile for a business challenge 1.1 Market Segmentation	LO1: Be able to identify the customer profile for a business challenge 1.1 Market Segmentation	Revision	Revision

Summer Term 1	Past Papers	Exam Attempt 1	Exam Attempt 1	L02: Be able to complete market research to aid decisions relating to a business challenge 2.1 – 2.2 Market Research	L02: Be able to complete market research to aid decisions relating to a business challenge 2.1 – 2.2 Market Research	L02: Be able to complete market research to aid decisions relating to a business challenge 2.1 – 2.2 Market Research	L02: Be able to complete market research to aid decisions relating to a business challenge 2.1 – 2.2 Market Research
Summer Term 2	Catch Up Lessons	Assessment Point 2: Revision Assessment	Assessment Point 2: Revision Assessment	L03: Be able to develop a design proposal for a business challenge 3.1-3.2 Product Design	L03: Be able to develop a design proposal for a business challenge 3.1-3.2 Product Design	Work Experience	Catch Up Lessons

KS4 - Year 11(Enterprise)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	L03: Be able to develop a design proposal for a business challenge 3.1-3.2 Product Design	L04: Be able to review whether a business proposal is viable 4.1 Costings 4.2 Pricing 4.3 Review 4.4. Identifying Challenges	L04: Be able to review whether a business proposal is viable 4.1 Costings 4.2 Pricing 4.3 Review 4.4. Identifying Challenges	Catch Up / Revision	Assessment Point 1: Revision Assessment	L04: Be able to review whether a business proposal is viable 4.1 Costings 4.2 Pricing 4.3 Review 4.4. Identifying Challenges	L04: Be able to review whether a business proposal is viable 4.1 Costings 4.2 Pricing 4.3 Review 4.4. Identifying Challenges
Autumn Term 2	L01: Be able to develop a brand identity and promotional plan	L01: Be able to develop a brand identity and promotional plan	L01: Be able to develop a brand identity and promotional plan	Catch Up / Revision	Assessment Point 2: Revision Assessment	Assessment Point 2: Revision Assessment	L02: Be able to plan a pitch for a proposal 2.1 Plan a pitch

How does the Five Year Curriculum Plan meet the ACE curriculum design?	
Ambitious	<p>KS3: Based upon KS4 content from the OCR GCSE exam. Lays the groundwork for future progression. Developing higher level skills based upon Blooms taxonomy. Develops life skills needed to effectively enter the world of work. Formulaic approach to tracking / testing / feedback to ensure that issues are identified and addressed. Use of external agencies to develop careers. Linked to intent and careers document. Develops core knowledge of key topics and exam skills. Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p> <p>KS4: Lays the groundwork for future progression 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 are identified and addressed. Use of external agencies to develop careers. Linked to intent and careers document. Develops core knowledge of key topics and exam skills. Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>
Challenging	<p>KS3: Many elements are based upon KS4 content from the OCR GCSE exam. Developing higher level skills based upon Blooms taxonomy. Use of full GCSE content to challenge pupils. Clear stretch and differentiation.</p>
Engaging	<p>KS3: Marketing is scheduled first as considered the most engaging topic in subject and eases pupils into the subject. Focus on the real world over abstract concepts. Real life application allows pupils to relate to the topics on offer. Interweaving and spacing of content to prepare for KS4 cycle. Careers links / talks focus on post graduate careers to raise aspirations of pupils and families.</p>
What are the current strengths of the Five Year Curriculum Plan?	
<p>KS3: Clear pathway into GCSE learning through content covered and skills developed. Modelled on GCSE lessons to allow pupils make informed pathway choices. Develops cultural capital and readiness for work for all. Gives pupils the required building block skills to succeed at KS4. Created in conjunction with and quality checked by Market Bosworth Academy.</p>	

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

- Unit sequence changes;
- Content changes at KS3 and KS4;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

Engagement

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

CPD

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