

Business curriculum map: Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Topic 1.2 Spotting a business opportunity Customer needs Market research</p> <ul style="list-style-type: none"> The purpose of market research Types of market research use of data <p>Market segmentation The competitive environment</p> <p>*Shared classes will do 1.3 alongside 1.2</p>	<p>Topic 1.3 Putting a business idea into practice Business aims and objectives Business revenue, cost & profit</p> <ul style="list-style-type: none"> The concept and calculation Interpretation of breakeven diagrams <p>Cash and Cash Flow</p> <ul style="list-style-type: none"> The importance of cash to a business Calculation and interpretation of cash flow forecast <p>*Shared classes will do 1.2 alongside 1.3</p>	<p>Topic 1.3 Putting a business idea into practice Sources of Business finance</p> <p>Topic 1.4 Making the business effective The options for start-up and small businesses: Limited Liability The types of business ownership for start-ups Franchising Business location The marketing mix: what is the marketing mix and the importance of each element</p>	<p>Topic 1.4 Making the business effective The marketing mix: How the elements of the marketing mix work together? Business Plans</p> <p>*Shared classes will do 1.4 alongside 1.3</p>	<p>Topic 1.5 Understanding external influences on business Business stakeholders Technology and business Legislation and business</p> <p>Mock Exam</p>	<p>Topic 1.5 Understanding external influences on business (Continued) The economy and business External influences</p> <p>Topic 2.1 Growing the business Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business</p>
Skills	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>
Key Questions	What are the processes involved in market research? How do entrepreneurs collect and use primary and secondary data; what	What are business aims and objectives? How do we measure success? What are revenues,	How important is cash to a small business? How do we analyse a cash-flow forecast?	What is the marketing mix? What are the elements of it and how is it used by small businesses in order to	What are stakeholders? How important are they and what influence do they have on a small business?	What is the economy? How does the state of the economy affect business decisions? What are interest rates, what

	are the advantages and disadvantages of the different methods? How markets are segmented and begin to focus on the competitive environment?	costs and profits? What does it mean if a business fails to break-even and how is this analysed.	Where do businesses get business finance from to start their business? What different options are available when starting up in terms of the type and legal identity of the business? Where should a business locate and how do they choose?	lessen risk? What is a business plan? Is it important, who would use it and might want to see it?	How is technology used in small businesses? What laws apply to small businesses particularly laws concerning consumer rights, health and safety and equal opportunities?	is inflation, what is consumer demand? How do exchange rates affect small businesses? What is business growth? How do businesses grow? Do a business's aims and objectives change as they grow and if so how? What does globalisation mean? Is globalisation a good thing or a bad thing? Should businesses be ethical? If yes, why? Is there a trade-off between being ethical and profitable?
Assessment focus on core knowledge & skills.	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. 2 x essay	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. 2 x essay	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. 2 x essay	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. 2 x essay.	Fact sheet on each study - research on method. 5 mark questions on each study. Recap starter every lesson; Low stakes questioning, live task marking using exam style questions. End of Module full mock exam paper. Theme 1 Investigating small business All students achieve 60% + using guided feedback.	Fact sheet on each study - research on method. 5 mark questions on each study. Recap starter every lesson; Low stakes questioning, live task marking using exam style questions. Business Plan project.
Literacy/numeracy/SMSC/Character	Structured whole class and independent reading, challenging articles used alongside core text • use of ABC questioning to support reading • Structured writing • Terminology & definitions of Tier 3 and tier 2 words (detail in sow) • SEN support – differentiated writing frames i.e. PEEL paragraphs, sentence starters • Development and questioning of opinions and new ideas on economic issues and problems(detail in sow) • Public speaking and opportunities to develop debating skills in every term • Starters i.e. word bingo, key concept recall • Terminology booklet (glossary)• Inquiry skills • Analytical skills • SMSC – Directly and indirectly embedded across lessons economic issues discussed within lessons, students able to understand a wide range of ethical issues. Students gain an understanding of personal finance. In every unit students are challenged to develop critical thought (details in sow)					
Enrichment opportunities and futures	Futures in the subject are discussed and embedded across lesson plans and presentations, directly and indirectly. Career options displayed on the display board including further education options. Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation; Encourage students to participate in the Arguably the Best Debate club.. Reference include: https://www.ucas.com/explore/career-path/11.3?assessmentId=false					

Business curriculum map: Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Topic 2.1 Growing the business</p> <p>Business growth</p> <p>Changes in business aims and objectives</p> <p>Business and globalisation</p> <p>Ethics, the environment and business</p>	<p>Topic 2.2 Making marketing decisions</p> <p>Product</p> <p>Price</p> <p>Promotion</p> <p>Place</p> <p>Using the marketing mix to make business decisions</p> <p>Mock Exams</p>	<p>2.3 Making product decisions</p> <p>Business operations</p> <p>Working with suppliers</p> <p>Managing quality</p> <p>The sales process</p> <p>2.4 Making financial decisions</p> <p>Business calculations</p> <p>Understanding business performance</p>	<p>2.5 Making people decisions</p> <p>Organisational structures</p> <p>Effective recruitment</p> <p>Effective training and development</p> <p>Motivation</p>	In class Mock, Revision / external exams.	
Skills	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	
Key Questions	What is business growth? How do businesses grow? Do a business's aims and objectives change as they grow and if so how? What does globalisation	How are products designed and developed? What is the product life cycle? How is the price of goods decided? What different types of promotion are there and what are the	What is operations management? What are suppliers and how do businesses manage them? Why is quality important,	How do businesses structure themselves? What is the difference between tall, flat, centralised and		

	mean? Is globalisation a good thing or a bad thing? Should businesses be ethical? If yes, why? Is there a trade-off between being ethical and profitable?	benefits and drawbacks of each? As a business grows do the opportunities for new markets open up and how can a business take advantage of this? How does the marketing mix change for a business as it grows and becomes larger?	how do businesses achieve a level of quality? What happens in a business between the design stage and the customer receiving their goods? How do businesses calculate ARR, Net and gross profit margins? What do these calculations tell us? How do entrepreneurs use information from graphs and charts including financial, marketing and market data in order to judge performance?	decentralised structures? When might each be appropriate? How do businesses recruit staff? What are the different types of training? What are the benefits of having a well-trained workforce? How do businesses motivate their workers? What are the implications of having motivated workers on productivity, costs and customers?		
Assessment <i>focus on core knowledge & skills.</i>	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. 2 x essay	Recap starter every lesson; Low stakes questioning, live task marking using exam style questions Mock exam - Paper Education / C&D. REACT - intervention and re-sit. All students achieve 60% + using guided feedback. *Mock Exam can disrupt flow of topics	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. Essay.	Low stakes questioning, live task marking using exam style questions knowledge based short questions assessment. Recap starter every lesson. Timed questions in class. Feedback on independent work.	External exam.	
Literacy/numeracy/SMSC/Character	Structured whole class and independent reading, challenging articles used alongside core test • use of ABC questioning to support reading • Structured writing • Terminology & definitions of Tier 3 and tier 2 words (detail in sow) • SEN support – differentiated writing frames i.e. PEEL paragraphs, sentence starters • Development and questioning of opinions and new ideas on social issues and problems(detail in sow) • Public speaking and opportunities to develop debating skills in every term • Starters i.e. word bingo, key concept recall • Terminology booklet (glossary)• Inquiry skills • Analytical skills • Better understanding of social structures • SMSC – Directly and indirectly embedded across lessons – social issues discussed within lessons, students able to empathise with the norms and values of others and challenge stereotypes and misnomers in society. In every unit, students are challenged to develop critical thought (details in sow).					
Enrichment opportunities and futures	Futures in the subject are discussed and embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on the display board including further education options. Support in preparing students for the next stage of study. Review for what futures they can use Business. Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Encourage students to participate in the Arguably the Best Debate club. Reference include: https://www.ucas.com/explore/career-path/11.3?assessmentId=false					