

## Business curriculum map: Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Topic 1.1 Enterprise and entrepreneurship</b> The dynamic nature of business Risk and reward The role of business enterprise	<b>Topic 1.2 Spotting a business opportunity</b> Customer needs Market research Market segmentation The competitive environment	<b>Topic 1.3 Putting a business idea into practice</b> Business aims and objectives Business revenues, costs and profits	<b>Topic 1.3 Putting a business idea into practice (continued)</b> Cash and cash-flow Sources of business finance	<b>Topic 1.4 Making the business effective</b> The options for start-up and small businesses Business location	<b>Topic 1.4 Making the business effective (continued)</b> The marketing mix Business plans  Mock Exams
Skills	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues  <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues  <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts  <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues  <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts  <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues  <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts  <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues  <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts  <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions
Key Questions	What is Business? • How is it different to other subjects • How is it similar to other subjects What is the economy? What is an entrepreneur? Students will understand the dynamic nature of business, the risks and rewards associated with starting a small business and the role of business enterprise plays in success.	What are the processes involved in market research? How do entrepreneurs collect and use primary and secondary data; what are the advantages and disadvantages of the different methods? How markets are segmented and begin to focus on the competitive environment	What are business aims and objectives? How do we measure success? What are revenues, costs and profits? What does it mean if a business fails to break-even and how is this analysed.	How important is cash to a small business? How do we analyse a cash-flow forecast. 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?	What is the marketing mix? What are the elements of it and how is it used by small businesses in order to lessen risk? What is a business plan? Is it important, who would use and might want to see it?
Assessment - <i>focus on effort / core knowledge.</i>	Low stakes questioning, live task marking; knowledge based assessment. Recap starter every lesson; poster - Different cultures; End of unit knowledge test.	Low stakes questioning, live task marking; knowledge based assessment. Recap starter every lesson; independent investigation using 3 methods into your own area with	Low stakes questioning, live task marking; Recap starter every lesson; Family time and motion study; Mini end of topic core knowledge test. Letter to Prime Minister re crime reduction. Review	Low stakes questioning, live task marking; Recap starter every lesson; Group project - life chances;  Quick test on each theory at	Low stakes questioning, live task marking; Recap starter every lesson;  Short (10 minute)core knowledge tests every 2	Low stakes questioning, live task marking; Recap starter every lesson;  Short (10 minute)core knowledge tests every 2

		evaluation. End of unit knowledge test	of class documentary.	end of section.	weeks.	weeks. Open book essay task.
Literacy/numeracy/SMSC/Character	<p><a href="#">PiXL key word booklet</a> Structured whole class and independent reading, challenging articles used alongside core text • use of ABC questioning to support reading • Structured writing • Terminology &amp; 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)</p>					
Enrichment opportunities and futures	<p>Futures in the subject 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 ; Public speaking. Encourage students to participate in the TED talk club.</p> <p><b>Specific enrichment</b> - Relevant documentaries and wider reading throughout the course / talk from practicing Entrepreneurs to support foster a passion for the subject / Chelsea FC programme to support cultural transition and application, also to enhance cultural capital particularly for DA and SEND students.</p>					

## Business curriculum map: Year 10

All year 10 classes to start 1.3 to try to minimise impact of COVID

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Topic 1.5 Understanding external influences on business</b> Business stakeholders Technology and business Legislation and business	<b>Topic 1.5 Understanding external influences on business (Continued)</b> The economy and business External influences	<b>Topic 2.1 Growing the business</b> Business growth Changes in business aims and objectives	<b>Topic 2.1 Growing the business (Continued)</b> Business and globalisation Ethics, the environment and business	<b>Topic 2.2 Making marketing decisions</b> Product Price Promotion Place	<b>Topic 2.2 Making marketing decisions (Continued)</b> Using the marketing mix to make business decisions  Mock Exams
Skills	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions
Key Questions	What are stakeholders? How important are they and what influence do they have on a small business? How is technology used in small businesses? What laws apply to small businesses particularly laws concerning consumer rights, health and safety and equal opportunities?	What is the economy? How does the state of the economy affect business decisions? What are interest rates, what 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?	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 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?

<p>Assessment focus on core knowledge &amp; skills.</p>	<p>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</p>	<p>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 <b>End of Module full mock exam paper.</b></p>	<p>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</p>	<p>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. <b>End of Module full mock exam paper.</b></p>	<p>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</p>	<p><b>Mock exam - Paper 1 –</b> Theme 1 Investigating small business  All students achieve 60% + using guided feedback.</p>
<p>Literacy/numeracy/SMSC/Character</p>	<p><a href="#">PiXL key word booklet</a> Structured whole class and independent reading, challenging articles used alongside core test • use of ABC questioning to support reading • Structured writing • Terminology &amp; 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)</p>					
<p>Enrichment opportunities and futures</p>	<p>Futures in the subject 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 ; Public speaking .  <b>Specific enrichment -</b></p>					

## Business curriculum map: Year 11

All year 11 classes to begin 2.1 again in order to minimise impact of COVID

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>2.3 Making product decisions</b> Business operations Working with suppliers Managing quality The sales process	<b>2.4 Making financial decisions</b> Business calculations Understanding business performance	<b>2.5 Making people decisions</b> Organisational structures Effective recruitment	<b>2.5 Making people decisions (Continued)</b> Effective training and development Motivation	Revision / external exams.	
Skills	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues <b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts <b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	
Key Questions	What is operations management? What are suppliers and how do businesses manage them? Why is quality important, 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?	How do businesses structure themselves? What is the difference between tall, flat, centralised and 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?		

<p>Assessment <i>focus on core knowledge &amp; skills.</i></p>	<p>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</p>	<p>Recap starter every lesson; Low stakes questioning, live task marking using exam style questions Mock exam - Paper Education / C&amp;D. REACT - intervention and re-sit. All students achieve 60% + using guided feedback.</p>	<p>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. End of Module full mock exam paper</p>	<p>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.</p>	<p>External exam.</p>	
<p>Literacy/numeracy/SMSC/Character</p>	<p><a href="#">PiXL key word booklet</a>. Structured whole class and independent reading, challenging articles used alongside core test • use of ABC questioning to support reading • Structured writing • Terminology &amp; 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).</p>					
<p>Enrichment opportunities and futures</p>	<p>Futures in the subject 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 next stage of study. Review what futures they can use Sociology for. 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 ; Public speaking</p>					