

**Business curriculum map: Year 11**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Topic 2.1 Growing the business</b> Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business	<b>Topic 2.2 Making marketing decisions</b> Product Price Promotion Place Using the marketing mix to make business decisions  Mock Exams	<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 Effective training and development Motivation	In class Mock, 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 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	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	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	How do businesses structure themselves? What is the difference between tall, flat, centralised and decentralised structures? When might each be		

	businesses be ethical? If yes, why? Is there a trade-off between being ethical and profitable?	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?	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?	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 &amp; 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 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 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: <a href="https://www.ucas.com/explore/career-path/11.3?assessmentId=false">https://www.ucas.com/explore/career-path/11.3?assessmentId=false</a>					