

## Business

# Curriculum Overview

### Key Stage – KS4 Year -10

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

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| <b>Location of resources:</b>           | <b>Shared Drive &gt; Business Studies &gt; Teaching Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Curriculum intent and rationale:</b> | <p>Students in GCSE Business Studies will be expected to learn the material outlined in the AQA specification. The 6 topics have been broken down into Core Content areas. In Year 10 the students will cover 4 main topics and continue into Year 11 to complete the other 2. Some topics will be revisited in Year 11 and extended. Finance has been planned in Year 11 for example as it requires more underpinning knowledge from previous topics.</p> <p>Exam technique will be covered throughout as this is crucial for success. Revision time throughout and will be allocated before Mock examinations and also at intermitted periods of the year for formative assessments.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>National Curriculum Links:</b>       | <p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts</li> <li>• 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</li> <li>• develop as effective and independent students, and as critical and reflective thinkers with enquiring minds</li> <li>• use an enquiring, critical approach to make informed judgements</li> <li>• 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</li> <li>• develop and apply quantitative skills relevant to business, including using and interpreting data</li> </ul> |

| What content needs to be covered? Key Knowledge and skills / misconceptions to address                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| By the end of the year students will know:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Half Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Half Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Half Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Half Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Half Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Half Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Business in the Real World</b></p> <p>Students will cover the key topics within Unit 1: Business in the Real World for both paper 1 and paper 2.</p> <p>They will begin to learn the various exam structures and start to practice exam technique.</p> <p><b>Students will learn key knowledge and skills about:</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• The purpose and nature of Business</li> <li>• Business ownership</li> <li>• Aims and objectives</li> <li>• Stakeholders</li> <li>• Location</li> <li>• Business planning</li> <li>• Expanding a business</li> </ul> <p>Quantitative skills:</p> <ul style="list-style-type: none"> <li>• Calculation</li> <li>• Interpretation</li> </ul> | <p><b>Business in the Real World</b></p> <p>Students will cover the key topics within Unit 1: Business in the Real World for both paper 1 and paper 2.</p> <p>They will begin to learn the various exam structures and start to practice exam technique.</p> <p><b>Students will learn key knowledge and skills about:</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• The purpose and nature of Business</li> <li>• Business ownership</li> <li>• Aims and objectives</li> <li>• Stakeholders</li> <li>• Location</li> <li>• Business planning</li> <li>• Expanding a business</li> </ul> <p>Quantitative skills:</p> <ul style="list-style-type: none"> <li>• Calculation</li> <li>• Interpretation</li> </ul> | <p><b>Influences on Business</b></p> <p>Students will cover the key topics within Unit 2: Influences on Business for both paper 1 and paper 2.</p> <p>They will develop the various exam structures and continue to practice exam technique.</p> <p><b>Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Ethical considerations</li> <li>• Environmental considerations</li> <li>• The economic climate</li> <li>• Globalisation</li> <li>• Legislation</li> <li>• The competitive environment</li> </ul> <p>Quantitative skills:</p> <ul style="list-style-type: none"> <li>• Calculation</li> <li>• Interpretation</li> </ul> | <p><b>Human Resources</b></p> <p>Students will cover key topics within Unit 4: Human Resources for paper 1.</p> <p>They will develop the various exam structures and continue to practice exam technique.</p> <p><b>Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Organisational structures</li> <li>• Recruitment and selection</li> <li>• Motivation</li> <li>• Training</li> </ul> <p>Quantitative skills:</p> <ul style="list-style-type: none"> <li>• Calculation</li> <li>• Interpretation</li> </ul> | <p><b>Operations</b></p> <p>Students will cover key topics within Operations for paper 1.</p> <p>They will develop the various exam structures and continue to practice exam technique.</p> <p><b>Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Production processes</li> <li>• The role of recruitment</li> <li>• The concept of quality</li> <li>• Good customer service</li> </ul> <p>Quantitative skills:</p> <ul style="list-style-type: none"> <li>• Calculation</li> <li>• Interpretation</li> </ul> | <p><b>Revision &amp; Mocks</b></p> <p>Students will revise key content ready for mocks, covering all 4 units from Y10.</p> <p>They will develop the various exam structures and continue to practice exam technique.</p> <p><b>Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Unit 1: Business in the real World</li> <li>• Unit 2: Influences on Business</li> <li>• Unit 3: Operations</li> <li>• Unit 4: Human Resources</li> </ul> <p>Quantitative skills:</p> <ul style="list-style-type: none"> <li>• Calculation</li> <li>• Interpretation</li> </ul> |

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| <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Goods</li> <li>• Service</li> <li>• Needs</li> <li>• Wants</li> <li>• Factors of production</li> <li>• Sectors of production</li> <li>• Opportunity Cost</li> <li>• Enterprise</li> <li>• Entrepreneur</li> <li>• Sole Trader</li> <li>• Partnership</li> <li>• Private Limited Company</li> <li>• Public Limited Company</li> <li>• Unlimited liability</li> <li>• Limited liability</li> <li>• Dividend</li> <li>• Shareholders</li> </ul> <p><b>Challenge:</b><br/>All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. To ensure students do not struggle to apply theory to business case studies in exams.</p> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Difference between enterprise and an entrepreneur.</li> <li>• Confusion over invention and innovation.</li> <li>• Difference between an aim and objective.</li> </ul> | <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Internal stakeholders</li> <li>• External stakeholders</li> <li>• Variable costs</li> <li>• Fixed costs</li> <li>• Total costs</li> <li>• Revenue</li> <li>• Profit / Loss</li> <li>• Internal / Organic growth</li> <li>• External growth</li> <li>• Franchising</li> <li>• Outsourcing</li> <li>• E Commerce</li> <li>• Merger</li> <li>• Takeover</li> </ul> <p><b>Challenge:</b><br/>All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. Students to analyse the impact of ethical considerations and corporate social responsibility (CSR) on a company's reputation and profitability. Should businesses always prioritise CSR even if it reduces short-term profits?</p> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Difference between revenue and profit.</li> <li>• That every stakeholder group wants something different from a business.</li> <li>• Different types of costs.</li> </ul> | <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• ICT</li> <li>• E-Commerce</li> <li>• Digital Communication</li> <li>• Ethics</li> <li>• Environmental factors</li> <li>• Sustainable production</li> <li>• Interest rates</li> <li>• Level of employment</li> <li>• Consumer spending</li> <li>• International trade</li> <li>• Multinational</li> <li>• Exchange Rates</li> <li>• Market</li> <li>• Competition</li> <li>• Monopoly</li> </ul> <p><b>Challenge:</b><br/>All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. To ensure students differentiate between internal and external influences on businesses.</p> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• That ethics and environmental factors are the same.</li> <li>• The meaning of high vs. low unemployment.</li> <li>• How exchange rates impact a business.</li> </ul> | <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Organisational structure</li> <li>• Tall structure</li> <li>• Flat structure</li> <li>• Chain of command</li> <li>• Communication</li> <li>• Delaying</li> <li>• Span of control</li> <li>• Recruitment</li> <li>• Selection</li> <li>• Job analysis</li> <li>• Job description</li> <li>• Person specification</li> <li>• Internal recruitment</li> <li>• External recruitment</li> </ul> <p><b>Challenge:</b><br/>All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. Understanding concepts like recruitment, selection, training, motivation, appraisal, redundancy in the context of different sizes of businesses.</p> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Span of control relating to only the workers directly below a manager.</li> <li>• Difference between job analysis and job description.</li> <li>• Difference between person specification and job description.</li> </ul> | <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Job production</li> <li>• Flow production</li> <li>• Lean Production</li> <li>• Kaizen</li> <li>• Just in Time (JIT)</li> <li>• Just in Case (JIC)</li> <li>• Suppliers</li> <li>• Procurement</li> <li>• Logistics</li> <li>• Quality Control</li> <li>• Total Quality Management (TQM)</li> <li>• Customer Service</li> <li>• Sales Process</li> <li>• Post sales services</li> <li>• M-commerce</li> <li>• Social media</li> </ul> <p><b>Challenge:</b><br/>All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. Students to analyse the impact of technology on operations in a manufacturing business.</p> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Difference between Just in Time and Just in Case.</li> <li>• Difference between E and M-commerce.</li> <li>• That telesales is using the TV or an app on the phone.</li> </ul> | <p><b>Exam Technique:</b></p> <ul style="list-style-type: none"> <li>• Knowledge AO1 - definition at the start of long answer questions.</li> <li>• Knowledge AO1 - use of key terms throughout the answer.</li> <li>• Application AO2 - referencing information from the Items.</li> <li>• Application AO2 - using the context to <i>further</i> points made, not just adding them into answers.</li> <li>• Analysis AO3 - Chains of reasoning - usually at least 3 connectives for long answer questions.</li> <li>• Analysis AO3 - Conclusions show a student's decision and their reasons why - they should add new points that <i>further</i> the main body.</li> </ul> <p><b>Challenge:</b><br/>All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. Students to consider What is the best structure to balance arguments for and against?</p> <p>How do you show a clear conclusion?</p> <p>How can you use business context or examples to strengthen your evaluation?</p> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Knowledge AO1 - just one definition will be enough for long answer questions.</li> <li>• Application AO2 - just using the business's name is enough for full context marks.</li> <li>• Analysis AO3 - Conclusions are just summaries of the main body.</li> </ul> |
| Previous learning that is particularly relevant:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     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| Being a new course, students will not have prior learning, however students can relate much of their learning to real life experiences. These half terms, content is particularly important for future learning and covers both exam papers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | These half terms will rely heavily on learning from half terms 1 and 2. Students will often link their thinking to ownership types and stakeholders.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | These half terms will rely heavily on learning from half terms 1 and 2. Students will often link their thinking ownership types, stakeholders and the financial calculations or revenue and profit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <b>Future Learning</b> - How content prepares students for future units or Key Stage 5:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| This links to future learning, as many of the units rely on content from half terms 1 and 2. These units cover both exam papers, so will also feed into Y11 content. Students will often link their thinking to ownership types and stakeholders. These units prepare students for A Level Business, covering the same topics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | This links to future learning, as many topics link to the use of technology and the competitive market. These units will also feed into Y11 content. These units prepare students for A Level Business, covering the same topics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | This links to future learning, as many topics link to quality and e-commerce. These units will also feed into Y11 content. These units prepare students for A Level Business, covering the same topics.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Outcomes:</b><br>By the end of the year pupils will be able to solve/create/produce/write:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>By the end of Y10, students should be developing their exam technique, ensuring that the AQA assessment objectives are stable:</b><br><br>Knowledge AO1: <ul style="list-style-type: none"> <li>Definition at the start of long answer questions.</li> <li>Use of key terms throughout the answer.</li> </ul> Application AO2: <ul style="list-style-type: none"> <li>Referencing information from the Items.</li> <li>Using the context to further points made, not just adding them into answers.</li> </ul> Analysis AO3: <ul style="list-style-type: none"> <li>Chains of reasoning - usually at least 3 connectives for long answer questions.</li> <li>Conclusions show a student's decision and their reasons why - they should add new points that further the main body.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Assessment Strategy</b> How we know our students are knowing and remembering more –<br>Data from hunting, not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Formative:</b> <ul style="list-style-type: none"> <li>Recall knowledge tests - basic content</li> <li>Questioning - whole class/ groups/ individual</li> <li>Homework - knowledge based</li> <li>Development tasks - additional gold stars</li> <li>DO NOWs - prior learning and prerequisite</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Summative (&amp; cumulative):</b> <ul style="list-style-type: none"> <li><b>Half term 1</b> - gold star on Business in the Real World</li> <li><b>Half term 2</b> - end of unit assessment on Business in the Real World</li> <li><b>Half term 3</b> - gold star and end of unit assessment on Influences on Business</li> <li><b>Half term 4</b> - gold star and end of unit assessment on HR</li> <li><b>Half term 5</b> - gold star and end of unit assessment on Operations</li> <li><b>Half term 6</b> - Y10 Mock Paper 1</li> </ul> <p>Gold star assessments develop in challenge over time, starting with 2 to 6-mark questions in half term 1, moving through to 9 and 12-mark questions by half terms 5 and 6. This allows for the development of exam technique and student confidence over time.</p> <p>SEND students will be offered more scaffolding for exam technique to begin with and may be removed at a slower pace to others in the class, when ready.</p> | <b>Opportunities to revisit past learning:</b><br>Retrieval tasks are presented to students each lesson in the form of a DO NOW task and during lessons. Homework tasks require previous knowledge and many of the informal exam questions in lessons will cover multiple topics from previous lessons.<br><br><b>Opportunities for homework (including apps):</b> <ul style="list-style-type: none"> <li>BBC Bitesize</li> <li>KS4 knowledge organisers</li> <li>Two Teachers videos</li> <li>Tutor2U blogs, posts, revision materials and videos</li> <li>Seneca</li> </ul> |
| <b>How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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Repetition and retrieval tasks are embedded into learning and woven through synoptic tasks on current content to reinforce key ideas. Students are encouraged to bring in real world examples from their own experiences to support their understanding and these are often shared with the class, so that students can gather multiple perspectives and examples. This helps to embed the content and learning of business key vocabulary and ensures that every learner gets involved, making it more inclusive for SEND and disadvantaged students. Scaffolding is given to all to learn new exam techniques, but may be removed more slowly for some to build their confidence.

We have inclusive discussions and the Unit 2 content touches on the effects of the economy, which may relate to certain students' home situations if parents/ carers have become disadvantaged due to the economy. This helps students to see how others may experience work and education differently and explores how the economy can affect an individual's purchasing power. We know our students and use seating plans to support learning for all. Teachers also adapt lessons and scaffold where needed, especially for exam technique for SEND students.

#### Wider Curriculum and Enrichment – cultural capital and real world application -

##### Enriching experiences:

By the end of Y10, students will have experienced:

- Discussions and tasks around many different businesses from small sole traders through to multinational companies.
- Discussions and tasks around many different entrepreneurs, looking at their skills and backgrounds (not every millionaire came from wealth).

##### Our curriculum supports the school value of:

|                                                        |                                                                                                                                                                                                                                                                                                                            |
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| <b>Joy</b>                                             | <i>Foster enthusiasm and engagement by exploring different businesses that pique students' individual interests. Students are able to use these businesses as examples in their work to further their understanding.</i>                                                                                                   |
| <b>Progress</b>                                        | <i>We monitor and support progress through regular formative feedback, scaffolded writing tasks, and clear success criteria. Students are guided to develop analytical skills step-by-step, with targeted interventions and personalised support to ensure every learner moves forward - regardless of starting point.</i> |
| <b>Success</b>                                         | <i>We celebrate success by giving verbal praise, phone calls home, reward points, postcards and showing student work to the class.</i>                                                                                                                                                                                     |
| <b>Act with care, kindness, respect, and integrity</b> | <i>We build meaningful connections with our students by allowing them to make decisions about their learning that interest them (through exploration of different businesses and entrepreneurs). We aim to create a supportive, inclusive classroom and work hard to develop relationships with the students.</i>          |

##### Literacy, Oracy and disciplinary language:

###### Literacy:

Literacy skills are developed through reading of texts within exam questions - these are usually several paragraphs of information that need to be read thoroughly and interpreted/ analysed.

Students will-

Practise describing what data shows and what it means for the business.

Practice annotating case studies and planning answers around them.

Create and regularly revise a business keyword glossary.

###### Oracy:

Students are encouraged to verbalise their thought process and reasoning behind this, strengthening their oracy skills. They also give presentations to the class through group projects to practice their oracy skills for both formal and informal settings. Such as

Debate: "Is Profit More Important than Ethics?"

- Format: Structured class debate
- Learning Focus: Business ethics, stakeholder conflict, corporate social responsibility.
- Follow-Up: Reflective written piece summarizing their argument.

Role-Play Interviews

- Task: One student plays an employer, another the interviewee.
- Focus: Recruitment & selection, CVs, interview preparation.
- Assessment: Clarity, confidence, use of business terminology.

##### Cross-Curricular opportunities / Opportunities to develop 'character':

Many opportunities for cross curricular learning. Students are encouraged to discuss what they know from other lessons. Links to maths for finance topics, links to PRE for ethics topics, links to geography for globalisation and environmental topics.

Character developed by group work and presentations, money management discussions during finance topics and entrepreneurial skills topics.

##### Our curriculum supports personal development by:

Personal development is supported through money management, ethical discussions, communication and explorations of gender and religion in relation to marketing.

##### Careers / Employability skills:

**Listening** – class and group discussions, presentations for others to make notes on all encourage students to listen to others and see their view.

**Speaking** – class and group discussions, and presentations encourage students to develop their speaking skills (both formal and informal).

**Problem solving** – students have to analyse and evaluate business situations, encouraging them to problem solve for a business.

**Aiming high** – regularly practice exam technique, and encouraged to always improve and their verbal responses may be challenged in order to think more deeply.

**Critical thinking** – students have to think critically in order to effectively make recommendations for businesses and are encouraged to practice this skill over time.

**Staying positive** – students discuss topics of motivation, which explores ways to stay positive and research entrepreneurs from different backgrounds which helps to see mindset over circumstances.

**Leadership** – leading group activities or on projects/ presentations. Students will support one another and lead on exam feedback or self/ peer assessments.

**Teamwork** – collaborative tasks through group work, projects/ presentations encourage teamwork.

Business

# Curriculum Overview

## Key Stage – KS4 Year -10

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

### Case Study Discussion

- Task: Students read a short business case study and discuss in small groups.
- Focus: Problem-solving, identifying external influences (PESTLE), decision-making

### . Boardroom Simulation

- Scenario: A business faces a problem (e.g., falling profits).
- Task: Students take roles (e.g., CEO, marketing manager) and discuss solutions.
- Focus: Strategic thinking, communication, justifying actions with business theory.

### Disciplinary Language:

Exam command words are practiced regularly with students and subject terminology is revisited frequently in lessons and through homework tasks.

Enables students to

Help structure exam answers more precisely.

Show understanding of business concepts.

Provide better analysis and evaluation of case studies.

**Creativity –** creativity in coming up with options to recommend to businesses are encouraged and students’ creativity is enhanced during marketing topics.

### Employment Sectors discussed include:

We explore many sectors as part of the curriculum and students are encouraged through research tasks and projects to find out about others.

### Business & Management

- Business Administrator
- Office Manager (with experience)
- Operations Assistant
- Project Coordinator
- Entrepreneur / Small Business Owner

### Marketing & Sales

- Marketing Assistant
- Social Media Assistant
- Sales Representative
- Customer Service Executive

### Finance & Accounting

- Accounts Assistant
- Finance Apprentice
- Payroll Clerk
- Banking Assistant
- Digital Marketing Apprentice

### Retail & Customer Service

- Retail Supervisor
- Store Manager (with experience)
- Merchandising Assistant
- Customer Support Agent

### Human Resources (HR)

- HR Assistant
- Recruitment Coordinator
- Admin Support in HR



Business

Curriculum Overview

Key Stage – KS4 Year -10

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|                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                               |                                                                                                                                         |
| Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement. |                                                                                                                                                                                                                                                                                                               |                                                                                                                                         |
| When was this curriculum last reviewed? Include date                                                                                                              | What changes were made and why?                                                                                                                                                                                                                                                                               | How is ongoing improvement ensured?                                                                                                     |
| Summer 2025                                                                                                                                                       | <div>Schemes of Learning edited to accommodate additional teachers in split classes and changes to teaching hours of current teachers.</div> <div>GCSE Business content and exam technique have been updated to accommodate updates from training and marking courses and changes to the specification.</div> | QA monitoring, faculty meetings, Climate walks, Observations, Book Audits, CPD, Moderations, recalling exam scripts, Examiners reports. |