JOHN PORT SPENCER ACADEMY

Business

Curriculum Overview

Key Stage – KS4 Year -11

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.

Location of resources:	**Shared Drive > Business Studies > Teaching Resources**
Curriculum intent and rationale:	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. 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.
National Curriculum Links:	By the end of the course, students should be able to: • know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society • apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds • use an enquiring, critical approach to make informed judgements • investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business • develop and apply quantitative skills relevant to business, including using and interpreting data

What content needs to be covered? Key Knowledge and skills / misconceptions to address
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
Marketing Students will cover the key topics within Unit 5: Marketing. They will refine their exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: • Identifying customer needs • Market segmentation • Market research • The marketing mix (the 4 Ps) Quantitative skills: • Calculation • Interpretation Be able to interpret data presented in: • Tables Charts (bar charts, line graphs, pie charts) • Market research findings	**Marketing** Students will cover the key topics within Unit 5: Marketing. They will refine their exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: • Identifying customer needs • Market segmentation • Market research • The marketing mix (the 4 Ps) Quantitative skills: • Calculation • Interpretation • Averages (mean) *Useful when interpreting data like customer satisfaction scores.*	**Finance** Students will cover the key topics within Unit 6: Finance. They will refine their exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: • Sources of finance • Cash flow • Financial terms and calculations • Analysing the financial performance of a business Quantitative skills: • Calculation • Interpretation Calculations in a Business Context You need to be able to calculate things like: • Percentages and percentage changes *E.g., calculating profit*	**Finance** Students will cover the key topics within Unit 6: Finance. They will refine their exam technique. **Students will recap, retrieve and build on key knowledge and learn key knowledge and skills about:** Knowledge: • Sources of finance • Cash flow • Financial terms and calculations • Analysing the financial performance of a business Quantitative skills: • Calculation • Interpretation • Gross profit margin Gross Profit Margin = (Gross Profit ÷ Sales Revenue) × 100 • Net profit margin Net Profit Margin = (Net Profit ÷	**Revision & Exams** Revision of all topics previously taught Students will cover How to manage time effectively during exams when answering longer 9 and 12 mark questions. Structuring answers to include definition, explanation, and evaluation. How should you structure your answer to gain full marks? What is the importance of giving examples or specific business contexts? How many points do you need to make? How should you develop each point? What does "explain" mean in terms of depth? What is the best structure to balance arguments for and against? How do you show a clear conclusion?	

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		increase/decrease or sales growth. • Revenue, costs, and profit: Revenue=Selling Price×Quantity Sold • Gross profit and net profit: • Break-even analysis: • Margin of safety: • Cash flow calculations: *Including net cash flow and closing balance.*	Sales Revenue) × 100 • Average rate of return (ARR) ARR = (Average Annual Profit ÷ Investment) × 100	How can you use business context or examples to strengthen your evaluation? Always read the question carefully and highlight the command words. Plan your answer briefly before writing. Use the PEEL method for paragraphs: Point, Evidence, Explain, Link. Don't forget to check your spelling of key terms. For evaluation, weigh up both sides and justify your conclusion clearly.	

What content needs to be covered? Key Knowledge and skills / misconceptions to address

By the end of the year students will know:

Key Vocabulary: • Marketing • Market research • Customer • Consumer • Market segmentation • Target market • Market Size • Market Share **Challenge:** All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. Students can evaluate -How can consumers tell if a company is truly eco-friendly or just pretending? Skills: Research, analysis, spotting misleading marketing. **Misconceptions:** • The difference between primary and secondary research. • The difference between customer wants and customer needs. • The meaning of segmentation.	**Key Vocabulary:** • Primary research • Secondary research • Qualitative data • Quantitative data • Competitive pricing • Cost-plus pricing • Price Penetration • Price Skimming • Loss Leaders • Telesales • M-Commerce • Product Life Cycle • Extension strategies • Boston Matrix (Product Portfolio) **Challenge:** All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. Students can evaluate -How would you rebrand a luxury brand to appeal to teenagers? Skills: Market segmentation, branding, audience analysis. Launch a New Product Invent and market a new soft drink with a full 4Ps (Product, Price, Place, Promotion)	**Key Vocabulary:** • Overdraft • Interest • Shareholder • Asset • Trade credit • Revenue • Sales • Costs • Cash flow • Net cash flow **Challenge:** All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. Should Small Businesses Rely on Borrowing to Grow? Explore sources of finance (bank loans, overdrafts, venture capital). Risks vs rewards of debt financing for small enterprises. Cash Flow vs Profit: Which Matters More? Investigate why profitable businesses still fail. Use real-life examples (e.g., high-profile	**Key Vocabulary:** • Profit • Loss • Average rate of return (ARR) • Break even • Margin of safety • Income statement • Statement of financial position • Gross profit • Net profit **Challenge:** All students are challenged with questions and additional gold star assessments that can be accessed within lessons from the challenge wall. Do Sales Always Mean More Profit? Analyse how pricing, discounts, and sales affect profit margins. Examples: Black Friday, clearance sales. Can a Business Survive Without a Strong Financial Plan? Discuss the importance of break-even analysis, forecasting, and financial controls.		

	strategy. Creative twist: Compete in groups and pitch to a "Dragon's Den" style panel. **Misconceptions:** ● Low price doesn't necessarily mean low quality. ● Distribution is not logistics. ● Extension strategies are generic ways a business can improve.	business closures). The Role of Budgeting in a Successful Business How businesses use budgets to control finances. What happens when budgets are unrealistic or ignored? **Misconceptions:** ● Overdrafts are just like loans. ● Businesses can always get more money for investment. ● How opening balance and closing balance are calculated.	**Misconceptions:** ● Revenue and profit are the same. ● How ARR is calculated. ● Break even is a monetary figure.		

Previous learning that is particularly relevant:

Units 1 and 2 are essential for this unit, as they cover both exam papers, therefore all topics in Y11 may relate to units 1 and 2 for a synoptic question.	Units 1 and 2 are essential for this unit, as they cover both exam papers, therefore all topics in Y11 may relate to units 1 and 2 for a synoptic question.	

Future Learning - How content prepares students for future units or Key Stage 5:

These units prepare students for A Level Business, covering the same topics.	These units prepare students for A Level Business, covering the same topics.	

Outcomes:
By the end of the year pupils will be able to solve/create/produce/write:

By the end of Y11, students should have secured their exam technique, ensuring that the AQA assessment objectives are stable:

Knowledge AO1:
- Definition at the start of long answer questions.
- Use of key terms throughout the answer.

Application AO2:
- Referencing information from the Items.
- Using the context to further points made, not just adding them into answers.

Analysis AO3:
- Chains of reasoning - usually at least 3 connectives for long answer questions.
- Conclusions show a student's decision and their reasons why - they should add new points that further the main body.

Assessment Strategy How we know our students are knowing and remembering more –
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.

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Formative:
- Recall knowledge tests - basic content
- Questioning - whole class/ groups/ individual
- Homework - knowledge based
- Development tasks - additional gold stars
- DO NOWs - prior learning and prerequisite

Summative (& cumulative):
- **Half term 1** - gold star on marketing
- **Half term 2** - end of unit assessment on Marketing
- **Half term 3** - gold star on Finance and Y11 Mock Paper 1
- **Half term 4** - end of unit assessment on finance
- **Half term 5** -AQA GCSE Business Exams - Paper 1 and Paper 2

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.

Opportunities to revisit past learning:
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.

Opportunities for homework (including apps):
- BBC Bitesize
- KS4 knowledge organisers
- Two Teachers videos
- Tutor2U blogs, posts, revision materials and videos
- Seneca

How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

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 around all topics. 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 Y11, students will have experienced:
- Discussions and tasks around many different businesses from small sole traders through to multinational companies.
- DIscussions and tasks around business finances and how skills learned can easily transfer to personal money management.

Our curriculum supports the school value of:

Joy	*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.*

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.

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).

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Progress	*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.*
Success	*We celebrate success by giving verbal praise, phone calls home, reward points, postcards and showing student work to the class.*
Act with care, kindness, respect, and integrity	*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.*

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.

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.

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.

Creativity – creativity in coming up with options to recommend to businesses is 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

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	Schemes of Learning edited to accommodate additional teachers in split classes and changes to teaching hours of current teachers. GCSE Business content and exam technique have been updated to accommodate updates from training and marking courses and changes to the specification.	QA monitoring, faculty meetings, Climate walks, Observations, Book Audits, CPD, Moderations, recalling exam scripts, Examiners reports.