



# CURRICULUM INTENT

## BUSINESS



The aim of the Business curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and their skills of business analysis and evaluation. This is achieved by quality first teaching, ensuring all students understand underlying business theory, which then is applied to a variety of familiar and unfamiliar case materials. The intention is for students to be able to think analytically, reach logical conclusions, based on data and information, and make supported judgements grounded in evidence.



# CURRICULUM INTENT OVERVIEW



**HEAD**  
KNOWLEDGE-RICH

## Students will:

- Understand how businesses identify opportunities and how businesses focus on developing a competitive advantage through interacting with customers.
- Understand how businesses need to adapt their marketing to operate in a dynamic business environment.
- Know how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders.
- Develop an understanding of raising and managing finance, and measuring business performance.
- Know the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality.
- Know how external influences have an impact on businesses, including economic and legal factors.
- Develop an understanding of the core business concepts and be able to take a strategic view of business opportunities and issues.
- Know how to analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow.
- Develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.



**HEART**  
FAITH, LOVE AND RESPECT

## Students will:

- Develop an enthusiasm for studying business.
- Maintain an awareness of current news / business affairs and the general external environment in which businesses operate in, recognising how this may impact their decision making.
- Develop a critical understanding of organisations and their ability to meet society's needs and wants.
- Understand that business behaviour can be studied from a range of stakeholder perspectives.
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals.
- Develop an awareness of the opportunity costs and trade-offs associated with business decision making.
- Understand that their Business teachers have very high ambitions for their knowledge and learning, and that this means they have high expectations of their attention, completion of homework and engagement in class tasks.




**HANDS**  
APPLICATION OF KNOWLEDGE

## Students will:

- Be able to generate enterprising and creative approaches to business opportunities, problems and issues.
- Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis.
- Be able to apply their knowledge of Business theories to new situations and a diverse range of case study materials.
- Be able to apply numerical skills in a range of business contexts.
- Be able to use quantitative analysis to draw conclusions, whilst also considering qualitative data alongside this to support their judgements.
- Be able to investigate different types and sizes of organisations in various business sectors and environments, and in local, national and global contexts.
- Be able to investigate businesses that trade on a global scale and explore their reasons for doing so.



# CURRICULUM TO CLASSROOM

 <b>HEAD</b> <b>KNOWLEDGE-RICH</b>	<b>KNOWLEDGE FOCUSED</b>	<p>For each theme, of which there are four, students have a knowledge book. This provides them with full access to both the specification outline, exam questions related to each topic within each theme (students are signposted to a page number in another document) and the whole curriculum for that theme. The booklets are sequenced in the order that they are taught. All lesson activities are based around retention of knowledge (taught to be remembered) and understanding of terms and topics. Content is delivered via PowerPoints, the visualiser and the white board. The teacher is the expert in the room and students are expected to listen intently and engage fully and respectfully in discussions and classroom activities.</p>
	<b>EXPERT TEACHERS (EXPLANATIONS)</b>	<p>Business teachers teach directly from the PowerPoint with reference to the knowledge books. 'Do Now Activities' (DNAs) at the very start of a lesson are designed to retrieve relevant knowledge from previous lessons that has importance in the topic that is about to be taught.</p>
	<b>TAUGHT TO BE REMEMBERED</b>	<p>Knowledge books have been designed to be quizzable. All lessons start with a retrieval activity (DNA) based on earlier learning. Mini whiteboards are used to assess knowledge retention throughout the lesson. Students have regular knowledge tests to assess their ability to learn and retain key information. Lesson activities are purposefully designed to support students in their understanding and their retention of information. Cold calling is a preference for class questioning.</p>
<b>HEART</b> <b>FAITH, LOVE AND RESPECT</b>	<b>ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE &amp; RESPECT</b>	<p>Within the classroom we have built a culture that recognises 'that mistakes are ok', that 'that is how we learn'. We do not want a student to be afraid to make a mistake or get something wrong. We support each other positively in Business and we have an encouraging classroom culture. Students recognise that we can pick up any student's work at any time and put it under the visualiser.</p> <p>Students are expected to 'track the teacher' and give 100% of their attention to lessons. A quiet and purposeful learning environment is the expectation when reading or written tasks are undertaken. We expect a mutual respect for each other, no calling out answers / no hands up and DNAs should be completed independently and in silence. There are opportunities for group work where collaboration and discussion is actively encouraged.</p>
<b>HANDS</b> <b>APPLICATION OF KNOWLEDGE</b>	<b>EXPERT TEACHERS (MODELLING)</b>	<p>From the very start in Business, teachers model responses and expertly guide students on how to effectively write to gain maximum marks. There are clear answer structures that are recommended to students which are reinforced during lessons and in assessment feedback. Students are provided with a guidance booklet on writing structures, writing frames and dedicated lessons are provided to guide students through this process. Extract materials are discussed in detail as a class and questions are decoded and planned. Teachers effectively guide students through this whole process.</p>
	<b>DELIBERATE PRACTICE</b>	<p>Students complete timed exam questions in class. Circulation by the teacher is done to check and support students in their work. Model answers from previous years' students, answers evaluated in examiner's reports and current students work is examined and evaluated, both under the visualiser and on the electronic board. Where appropriate students self-mark, peer mark and mark answers provided by the teacher.</p>



# LEARNING SEQUENCE – YEAR 12

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Students will know what is meant by a market, be able to explore the marketing and people functions and be able to investigate entrepreneurs and business start-ups.</li> <li>• Students will have an understanding of the the finance and operations functions, and be able to investigate external influences on business.</li> <li>• Students will have acquired a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis.</li> <li>• Students will be able to apply numerical skills in a range of business contexts.</li> <li>• Students will have built knowledge and understanding of core business concepts and be able to apply them to business contexts and have a broad understanding of how businesses work.</li> <li>• Students will have been encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.</li> <li>• Students will have practised writing using the structure modelled during lessons.</li> </ul>			
<b>TOPIC</b>	<b>Managing People</b>	<b>Entrepreneurs and Leaders</b>	<b>Meeting Customer Needs</b>	<b>The Market</b>
<b>EXPLANATION</b>	Students start with gaining an insight into organisational objectives, business choices, motivational theory, recruitment, training, organisational design and leadership.	Students then begin to gain an understanding of entrepreneurs (their role, motives and characteristics), moving from being an entrepreneur to a leader and business forms.	Students will gain an insight into market research, market positioning, mass and niche markets, market size and share and dynamic markets. Gaining an understanding of risk and uncertainty.	Here students begin to tackle the more challenging topics of supply and demand and elasticity of demand (price and income).

<b>TOPIC</b>	<b>Marketing Mix and Strategy</b>	<b>Raising Finance</b>	<b>Financial Planning</b>	<b>Managing Finance</b>
<b>EXPLANATION</b>	Students examine the marketing mix in more detail here; product, promotion, price and place Cohesively linking it to marketing strategy related to; the product life-cycle, the Boston Matrix, B2C/B2B and consumer behaviour.	Students start to examine internal and external finance, and how choices made with finance link to liability and business planning, including cash-flow.	Here students investigate sales forecasting, revenue and costs, break-even and budgets.	Students begin to analyse profit, liquidity and how this may link to business failure.



<b>TOPIC</b>	<b>Resource Management</b>	<b>External Influences</b>
<b>EXPLANATION</b>	Students begin to explore the operations side of business by examining production, productivity and efficiency, capacity utilisation, stock control and quality management.	Here students examine a variety of external influences impacting businesses. Such as; inflation, exchange rates, interest rates, taxation and government spending, the business cycle, legislation and competition.



## LEARNING SEQUENCE – YEAR 13

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Students will develop their understanding of the concepts introduced in Year 12 (Theme 2) and explore influences on business strategy and decision-making.</li> <li>• Students will develop their understanding of the concepts introduced in Year 12 (Theme 1) and explore business activity in a global context.</li> <li>• Students will deepen their breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, requiring students to take a more strategic view of business opportunities and issues.</li> <li>• Students will develop a more enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.</li> <li>• Students will have developed a more interconnected and cohesive understanding of business and its external environment.</li> <li>• Students will further embed a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis.</li> <li>• Students will further develop more sophisticated numerical skills in a range of business contexts.</li> <li>• Students will have further developed their writing using the structure modelled during lessons.</li> </ul>			
<b>TOPIC</b>	<b>Business Objectives and Strategy</b>	<b>Business Growth</b>	<b>Decision-Making Techniques</b>	<b>Influences on Business Decisions</b>
<b>EXPLANATION</b>	<p>Students re-examine business corporate objectives. They evaluate corporate strategies linked to; Ansoff’s Matrix, Porter’s Strategic Matrix, the Boston Box, Kay’s Distinctive Capabilities.</p> <p>Alongside gaining greater strategic insight in relation to SWOT analysis and PESTLE analysis.</p>	<p>Here students examine the objectives of growth and the problems associated with growth. Consideration is given to mergers and takeovers, alongside organic growth and a recognition that some businesses strategically choose to remain small.</p>	<p>This section allows students to develop their quantitative skills related to; sales forecasting, investment appraisal, decision trees and critical path analysis.</p>	<p>Students here begin to examine factors that influence business decision making. Such as; short-termism, business culture, stakeholders and ethics.</p>



<b>TOPIC</b>	<b>Assessing Competitiveness</b>	<b>Managing Change</b>	<b>Globalisation</b>	<b>Global Markets and Business Expansion</b>
<b>EXPLANATION</b>	<p>Students begin to analyse a businesses financial position in a more sophisticated manner by conducting detailed ratio analysis. Alongside this they examine human resources from a more quantitative perspective e.g. productivity, labour turnover, retention, absenteeism etc... They then consider how a business could improve these statistics.</p>	<p>Students consider the causes of change and the effects of change, alongside key factors that impact change. Students also examine scenario planning through risk assessments and risk mitigation.</p>	<p>Students examine globalisation by looking at growing economies, international trade and business growth, factors contributing to increased globalisation, protectionism and trading blocs.</p>	<p>Here students investigate conditions that prompt trade, how businesses assess a country as a market or production location, reasons for global mergers or joint ventures and evaluating global competitiveness.</p>

<b>TOPIC</b>	<b>Global Marketing</b>	<b>Global Industries and Companies</b>
<b>EXPLANATION</b>	<p>Students examine global marketing strategies and global niche markets. Alongside considering how cultural and social factors impact businesses global marketing decisions.</p>	<p>Students analyse the impact of MNCs and how to control them, consideration is also given to global ethics.</p>



## ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- One to one support is available every day, at lunchtime, during free periods, alongside before and after-school – this can be for live marking on an individual basis or to revisit topics students need support with
- Article recommendations are made on a daily basis – mainly from the BBC news website/app
- Podcast recommendations are made e.g. The News Agents, The Rest is Politics, Diary of CEO, Wake up to Money etc...
- Recommendations are also made with regards to super-curricula University lectures, online or in-person
- Engagement in competitions is often made available e.g. DOSHI share competition and Young Enterprise