

Business

	Sept- Oct	Oct-Dec	Jan-Feb	Feb-April	April –May	June-July
9	Rotation	Rotation	Rotation	Business Activity	Marketing	Enterprise Lessons
10	People	Operations	Finance	Influences on Busines		Exams and Works Experince
11	Influencs on Businss	The Independnet nature of business	Revision	Revision	Revision	Exams

TMWS Business Studies Curriculum

Rationale

We aim to create the very best Business studies students. The aim of the curriculum is to develop students' understanding of how the local / national / global economy works through analysing economic issues, problems and institutions that affect everyday life.

The aim of the Business studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities. We do this by quality first teaching which ensures students understand underlying Economic and Business theory which students apply to a variety of familiar and unfamiliar case studies.

We want students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy.

Our curriculum goes beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Our curriculum in Business studies supports the ethos statement of the school. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates.

Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance in lessons. This allows students to express themselves in a confident manner.

As a knowledge based curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.

Cultural Capital is embedded throughout the Social Sciences curriculum. Our students are constantly introduced to a wide variety of viewpoints from some of the most influential entrepreneurs throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples. Students undertake this whilst developing an increased understanding into current events happening globally.

In addition to our aims, our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

The national curriculum for Business aims to ensure that all pupils:

- to understand more about the business world. They should enable students to develop as commercially minded and enterprising individuals who think critically, drawing on business information and evidence to develop arguments and make justified decisions.
- GCSE specifications in business should motivate and challenge students, and prepare them to make informed decisions about further study and career pathways. 4. GCSE specifications in business should enable students 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.

GCSE specifications in business should motivate and challenge students, and prepare them to make informed decisions about further study and career pathways.

Skills and Knowledge

We aim to teach the course using a range of environments, classroom, virtual, online, trips, speakers, theory and revision based lessons. We aim to give a wide range of skills to meet the needs of pupils when they join the world of work, equipping them with skills and knowledge for future lessons in a range of subjects.

We will deliver lessons in a number of ways, teaching the pupils with the use of a presentation, shared work with pupils via Impero, Google Classroom or paper based tasks.

Pupils in business are required to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

Topics

The key areas of the course are broken down in to two parts, two exams:

1. Business Activity
2. Influences on business
3. Business Operations
4. Finance
5. Marketing
6. Human resources
7. Globalisation

Key vocabulary

Business Studies has language that is specific to it, pupils will be guided to these in lessons. They will be supported to understand them and demonstrate their use in lessons. It is expected that pupils will learn spellings and teachers will support with misconceptions.

Pedagogical Methodology

- Each topic will begin with an introduction to - and explicit teaching of – key subject knowledge
- All key aspects of knowledge will be taught explicitly in the unit and formatively assessed throughout. These form the bare minimum of what all students should know and be able to do by the end of the topic, regardless of ability. They will be revisited frequently both within and across topics.
- Teachers will explicitly highlight links within and between topics.

- Key knowledge will be recapped on a regular with the use of quizzes and seen through student skills.
- Teachers should formatively mark student responses using the agreed department feedback codes, this can be online or in folders for KS4.
- Students will be given the opportunity to make corrections and improvements on google classroom after each marking cycle (DIT time).

Start and End of Unit Tests

At the start and end of each unit of work students complete a check in and check out quiz. Scores are recorded to allow teaching staff to see progress I the unit.

In the units pupils will be presented with a range of exam style questions which are marked appropriately to support exam technique and revision.

Staff look for WWW Strengths, and EBI weaknesses in relation to the work and feedback, we expect this will feedback into their work for the following unit.

Through this exercise students are able to reflect on their own progress and also rectify any misconceptions they may have about the unit studied

Year 9 Rotation.

In the rotation 5 weeks (approx. 10 lessons) we aim to give the students a broad overview of the subject. This is to allow them to understand the concept of the GCSE course to make an informed decision about its suitability to the pupil. Also to allow pupils who are not looking to continue with their studies on the course some final skills and knowledge into business, they can take with them to support in future studies.

Business Studies

	Topic.	Transferable Skills
1	Course Outline Business Enterprise	Characteristics of an Entrepreneur. How can they develop their own ideas
2	Business Ownership	How to set up a business
3	Marketing Mix (4Ps)	Use of the 4Ps and their success
4	Market Segmentation	How a business divides up the market
5	Finance 1	Sources of finance
6	Finance 2	Fixed, variable, P&L, Break even
7	Employment law	What laws we need to adhere to and how they support business. (Discrimination, equality, working time)
8	Recruitment	Interview technique and skills with role play
9	Economic Climate	Ethical and environmental considerations for business and customers when buying and selling. Green issues.
10	Globalisation	How business compete, how do we get our product to the UK or out of the UK.

The course offers a simple and intuitive assessment model, consisting of two papers, one focusing on SME's and one with a focus on large business. Both papers have identical weighting and mark allocations.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Business activity • Marketing • People 	<p>Business 1: business activity, marketing and people (01) 80 Marks 1 Hour 30 Minutes paper</p>	<p>50% of total GCSE</p>
<ul style="list-style-type: none"> • Operations • Finance • Influences on business • The interdependent nature of business 	<p>Business 2: operations, finance and influences on business (02)* 80 Marks 1 Hour 30 Minutes paper</p>	<p>50% of total GCSE</p>