



Foundation Learning

- Foundation learners are offered Business Studies during the normal rotation period at the start of Year 9. It is not offered in KS3.

Long term planning grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	Rotations: Introduction	Rotations: Introduction	Rotations: Introduction	Unit 1: Business Activity	Unit 1: Business Activity	Unit 2: Marketing
10	Review of Unit 1 and 2	Unit 3: Human resources	Unit 3: Human Resources	Unit 4: Operations	Unit 4: Operations	Unit 5: Finance
11	Unit 5: Finance	Unit 6: Influences on Business	Unit 7: The Interdependent nature of business	Revision	Revision	Revision

Medium Term Planning

Topic	Big Questions	Lesson	Key Knowledge and Skills / Assessment	Links to other subjects
Unit 1 : Business Activity	What is the purpose of business activity and enterprise?	1,2	Students should understand why businesses exist. The importance of satisfying the needs of customers should be fully understood, and applied to both goods and services	
	What are the characteristics of an entrepreneur?	3	Students should recognise the characteristics of an entrepreneur but consider that not all people are natural entrepreneurs.	
	What is the concept of risk and reward?	4	Students should understand that operating a business brings potential risks to the entrepreneur and the business itself such as financial loss, pressure and time. Potential rewards might include making a profit, being your own boss and the satisfaction of developing your own ideas for others to use.	
	What is the meaning of revenue, costs, profit and loss?	5	Students need to understand the importance of the specified content in business decision- making. For example, if a business is to expand and take on more staff, there should be sufficient revenues and profit to underpin such a decision. Alternatively, if a business is making a loss with falling	Maths – basic calculations



			revenues and rising costs any decision to expand might be postponed or reconsidered.	
What are the different type of costs?	6		Students should be able to describe costs as either fixed or variable	Maths – basic calculations
What calculations can businesses use to gauge success?	7&8&9		Students should understand the different costs and be able to make calculations relating to these costs. As well as revenue, costs and profit students should calculate percentages, percentage changes and averages in a range of business contexts	Maths – basic calculations and percentages
Why do businesses plan?	10		Students should understand what the business needs to consider when making decisions over the short, medium and long term. This is both for new and existing businesses.	
What is in a business plan?	11&12		Students should be able to identify key elements of a plan. Students should also be aware that the business plan is not a standardised document and will be adapted to different business circumstances.	
What are the different types of business ownership?	13&14 &15		Each type of ownership (sole trader, partnership, private and public limited companies) has advantages and disadvantages and will provide opportunities and constraints on the business and its activities. Students should understand these features. They should be able to apply their understanding to different situations and make recommendations as to which type of ownership is most suitable in different contexts.	
How might the aims of a business change?	16,17		Students should understand that as businesses develop aims and objectives might change, e.g. from survival to profitability to growth. Objectives may differ between businesses due to factors such as approach to profits (a plc needs to satisfy shareholders unlike a sole trader). Some businesses might wish to concentrate on providing a good service rather than maximise profits due to ethical reasons. Businesses may also focus on different objectives in the short term and the long term	
Who are stakeholders?	17&18		Students should understand the difference between internal and external stakeholders. Business activity affects stakeholders in a number of ways. Stakeholders exist in every business and as such any context is appropriate.	
How can businesses grow?	19,20,21		Students should understand the difference between organic and external growth and be	



			able to give examples of different methods of growth. Students will need to consider why a particular method may be most appropriate in a particular context.	
	Review	22-26	<i>UNIT 1 ASSESSMENT</i>	
Unit 2: Marketing	What is marketing?	27,28	Students should be able to examine the role and importance of marketing within different business contexts. Students need to appreciate the importance of identifying and understanding customer needs, the differing ways that marketing informs customers, how it persuades customers to buy goods and services and so increases sales	
	How do businesses conduct Market Research?	29,30,31	Students should understand the specified content and their use in differing contexts. For example, the use of websites (competitor, government, media etc.) in informing businesses regarding marketing decisions. Students should be able to analyse and evaluate the merits of different methods of research and sources of data and make recommendations in different contexts. This may include considerations such as costs, accuracy and how the data addresses the needs of the research	Maths – Data analysis
	How can businesses segment a market?	32,33,34	Students should be able to segment a variety of markets using age, gender, income, location, lifestyle. Students should explain why a business would segment a market.	
	What are the 4Ps?	34,35,36,37	Students should understand the different elements of the marketing mix and how they work together to form an overall marketing strategy	
	Review	38-42	<i>UNIT 2 ASSESSMENT</i>	
	Review of Unit 1&2	43-53		
Unit 3: People	What are Human Resources?	54,55	Students should understand how different businesses might identify and meet their human resource needs.	
	How can businesses organise their structure?	56,57	Students should understand the specified terminology associated with organisational structures and how these structures vary in different business situations. There are many reasons why a firm has chosen the organisation structure that it uses, for example the size of the business and nature of its products. Students need to be able to analyse and evaluate the choice of structure	
	What are the different ways of working?	58	There are many different ways of working such as full time, temporary and self-employed. Students will need to understand each of these ways and appreciate that employers and employees have different needs and preferences depending on the	



			business and personal circumstances. Changes in technology may also play a significant part in the practicality of ways such as working while mobile.	
What are the different ways businesses can communicate?	59,60,61		Students must understand the different methods of communication and be able to analyse and evaluate these methods, recognising the relative importance of each one in different contexts. Students' need an appreciation that businesses make use of many forms of commonly used digital communication. Students should understand how digital communication influences business activity.	
Why do businesses recruit?	62,63,64 65,66		Students should understand the difference between internal and external recruitment and be able to analyse and evaluate the different methods appropriate for a given context. The knowledge and use of job descriptions and person specifications is required. The analysis and evaluation of the specified content relating to methods of selection (as well as recruitment) is required and their application to differing business contexts. Students should be clear regarding the difference between recruitment methods and selection methods.	
How and why do businesses motivate their employees?	67,68,69		Students should be able to analyse and evaluate the specified methods of motivation, understanding the difference between financial and non-financial methods and making justified recommendations in different contexts. Students should understand and be able to explain the importance of staff motivation and retention, using examples from the specification content.	
How and why do businesses train their workers?	70,71		Students should be able to analyse and evaluate the different training methods and the benefits they bring to a business. Staff development should include relevant examples of vocational and academic qualifications and an understanding of the benefits of apprenticeships. The benefits to employees and businesses of staff development might include planning staffing needs for the future, maintaining quality, productivity and competitiveness, motivation for staff and increased skill levels for staff.	
How does employment law affect businesses?	72,73,74		Employment law regulates the relationship between employers and employees. Students should have an understanding of the main principles of legislation that affects recruitment and employment such as the	



			Equality Act (2010). This includes right to contract, holidays, maximum weekly working hours and special regulations for young workers. Legislation should be considered in terms of its impact(s) on how a business's recruit and employ people.	
	Review	75-78	UNIT 3: ASSESSMENT	
Unit 4: Operations	What are the different production processes?	79, 80, 81	Students should understand three processes; job, batch and flow production. A business will choose the production process it wishes to use. Students should be able to analyse and evaluate how the choice of production process might impact the business.	
	How does technology influence production?	82, 83, 84	Students should understand how the use of technology influences production decisions made by a business	
	What is quality?	85	Students should understand that quality in business means making goods and providing services to a desired, consistent standard. Students must be able to analyse and evaluate the importance of quality when a business is supplying goods and services in a number of contexts. This will differ depending on the business.	
	How do businesses ensure quality?	86, 87	Ensuring quality should include the methods of: • quality control • quality assurance	
	What are the different methods of selling?	88,89	The influences e-commerce have on business activity might include the need to set up specific departments to handle e-commerce sales such as dedicated website and technical staff, click and collect areas in store, training requirements.	
	Why is good customer service important?	90, 91	Good customer service has connections with training. Students should understand that in a competitive environment a business must at least retain its customer base and possibly aim to gain customers from competitors. Providing good service, both before and after a sale may be vital for that process. The increased importance of guarantees, help lines, ability to return goods and customer service areas in shops or 'chats' for online businesses illustrate the importance to businesses of meeting consumer needs. Customers will often expect customer service employees to have knowledge of the products and be able to engage the customer during the process of making a sale. Students should be able to analyse and evaluate how much these	



			aspects contribute to the sales processes of different businesses.	
	How are consumers protected?	92, 93, 94	Students need to know what consumer law covers; satisfactory quality, fit for purpose and as described. They should understand that this is different for every business and be able to analyse and evaluate the impact on a business in terms of Impact on the reputation of the business; Impact on the safety of the consume; The impact of complying with the law and the possible consequences of breaking the law.	
	How do businesses choose where to locate?	95, 96, 97	Students need to be able to analyse and evaluate how the factors in the 'points to include' may influence location decisions in different business contexts. For example, a shop might decide that proximity is more important than high rents when looking at a high street location. This may be the other way round for a manufacturing business	
	What is procurement?	98, 99, 100	Students need to understand the different elements of procurement in a business and be able to apply their understanding to different contexts. Logistical and supply decisions have a number of implications on a business. Students should remember that businesses themselves are customers, and they will look to the customer service of other businesses that they buy goods and services from.	
	Review	101-105	UNIT 4: ASSESSMENT	
Unit 5: Finance	What is the role of the finance function?	106,107	Students should understand that the finance function (or finance department) plays an important role in supplying financial information and supporting planning and decision-making. The finance function works with other functional areas such as marketing, human resources, and procurement in providing the information on which they can make decisions.	5.5
	How can a business raise finance?	108, 109 110, 111	Students should appreciate the differing needs of new and established businesses in relation to the raising of finance. Students need to understand the advantages and disadvantages of each of the different ways of raising finance. Students should be able to analyse and evaluate the different ways of raising finance, making justified recommendations for choosing a particular method, or methods in a variety of business contexts.	
	What is the meaning of revenue, costs, profit and loss?	112, 113, 114	Students need to understand the importance of the specified content in business decision- making. For example, if a business	Maths – basic calculations



			is to expand and take on more staff, there should be sufficient revenues and profit to underpin such a decision. Alternatively, if a business is making a loss with falling revenues and rising costs any decision to expand might be postponed or reconsidered.	
	What are the different type of costs?	115, 116	Students should be able to describe costs as either fixed or variable	Maths – basic calculations
	What calculations can businesses use to gauge success?	117,118	Students should understand the different costs and be able to make calculations relating to these costs. As well as revenue, costs and profit students should calculate percentages, percentage changes and averages in a range of business contexts	Maths – percentages
	What is break-even?	119, 120, 121, 123	Students need to be able to calculate break-even quantity from data provided. They need to understand how break-even can help with decision-making for example setting production levels or deciding on a pricing strategy	Maths – basic calculations
	Why is cash flow important?	124, 125, 126	Cash is the most liquid asset for a business and represents the money available to pay for things. Profit; however, is the difference between revenue and total costs. Students should learn about the difference especially that a business can be profitable without being in a cash position to pay bills and debts and vice versa. Students should be able to complete a cash flow forecast from incomplete data, developing their quantitative skills. Students must also be able to interpret cash flow forecasts and use cash flow forecasts to support, inform and justify business decisions.	Maths – basic calculations
	Review		UNIT 5 REVIEW	
			UNIT 5: ASSESSMENT	
Unit 6: Influences on business	How do ethics relate to business?	127, 128, 129, 130	Students should be able to display knowledge and understanding of ethical and environmental considerations and understand the difference between the two terms. The impact of these considerations should be seen both from the point of view of a business that is/isn't behaving in an ethical and environmentally responsible way. Impacts might include which might be saved if not adopting ethical policies etc. and costs to the business if behaving ethically and in an environmentally friendly way. The impact of the loss, or enhancement of reputation caused by ethical and environmental considerations should also be investigated.	Society and Ethics



	How does the economic climate impact business?	131, 132, 133	Students should be able to understand how the changing levels of consumer income and unemployment have an impact on different businesses in different contexts. For example, impacts might include an increase or decrease in disposable income and how this impacts on sales. Businesses might also need to examine the range of goods they sell, their marketing strategies, staffing levels and the ability to recruit.	
	What is globalisation?	134, 135, 136	Students need to understand the concept of globalisation and consider the impact of globalisation in different business contexts. Impacts might include cost implications (labour, location and materials) and the ability to use international branding to sell in different countries. Students will need to understand the impact of businesses becoming more global (globalisation). This includes the growth of businesses that operate in more than one country (multinationals) and the benefits and costs of doing this. How businesses have a global choice of where to locate and the advantages and disadvantages of this. How brands have become more global and the impact this has on the business such as the costs and benefits. Lastly the ways in which a global marketplace has changed the way in which businesses compete with one another and the level of competition they face – this includes how exchange rates may affect competition in a global market.	Geography
Unit 7: Interdependent nature of business	How do the different areas of a business interact?	137-140 Used within revision with current news stories	Significant new content is not introduced in section 7; instead, it aims to encourage students to consider how one area of a business may affect others and how decisions made within a business can have far reaching effects across many parts of the organisation. This section of the specification draws upon the inherent nature of business in that decisions taken have an impact on a number of areas within a business organisation. Studying these areas in isolation is useful, but the way that they interact with each other gives students a greater appreciation of the impact of business decision-making. Students should be able to explain how the actions of one area will impact on another,	

Sharing of medium-term plans will allow each subject to reflect and re-order content to support colleagues in other subjects or teach content making links to other subjects explicit.



Short Term Planning

Individual lesson resources and assessments to include high quality texts and images. Lessons should promote the explicit teaching of vocabulary and give opportunities to speak, read and write extensively using high-level subject vocabulary. Core numeracy skills should be incorporated into lessons where they can be covered in a real-world context.