

Business

Intent:

Students develop a love for Business. They are prepared to participate in and lead businesses in the outside world. Business students leaving the Marches can evaluate, problem solve and are good decision makers. Students are able to weigh up benefits and drawbacks and decide upon a strategy.

Context:

Students should leave The Marches prepared and equipped to participate in the local area. Students will be able to take valuable skills and knowledge to local businesses that help them thrive in a testing time for high street retail. Students are encouraged to be entrepreneurial and entrepreneurial traits are developed to increase the number of start-up-business in the town

The Big Picture—Intent: During Year 10, students will cover the content for Business Activity, Marketing, People and Operations. Students will develop recall and retention skills of new vocabulary and content, whilst developing their skill in analyzing the impact of different business decisions on the likely success of business ventures whilst also analyzing the impact of external factors on the likely success of business venture. Students will also develop their evaluative skills to balance different ideas and recommendations in order to make a sounds, reasoned judge-

YEAR 10 BUSINESS

Content / Units	Skills	Knowledge	Prior—N/A	Next—Y11
Business Activity Marketing People Operations	Students focus on knowledge recall, studying documents to obtain information and forming a strong and solid argument and thinking in context of a scenario. As the year progresses and students become more comfortable with these skills, themes of effective and complex evaluative thinking are introduced.	Students cover the first four topics of their GCSE, exploring The role of business enterprise and entrepreneurship, business planning, business ownership, business aims and objectives, stakeholders in business, business growth, the role of marketing, market research, market segmentation, the marketing mix, the role of human resources, organisational structures and different ways of working, communication in business, recruitment and selection, motivation and retention, training and development, employment law, production process, quality of goods and services, the sales process and customer service, consumer law, business location and working with suppliers.	Students are assumed to have no prior knowledge of business activity.	Students move onto their second year of study, exploring the final topic areas of business and developing their ability to evaluate, think critically and problem solve.
Implementation		Marches Futures Links	Summative Assessment	
<p>Students will follow the structure outlined below when studying the topic areas required for Year 10, with LORIC embedded in the nature of the subject and through LORIC checks at the end of lessons</p> <p>Students will be constantly coached on analysis and application skills by using past paper questions (or similar) to apply their newly found knowledge. Students will be encouraged to SCORE case studies and independently solve business problems.</p> <p>Home learning will center around some lesson flipping and knowledge organizers, with students learning some content they can use in the following lesson.</p> <p>As part of the end of topic tests, random questions from previous units will also be added to keep students on their toes— 3-4 questions as starters in lessons will also be used occasionally.</p> <p>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/ Business.</p>		<p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 10 students will consider careers in human resource management, marketing and advertising, supply chain management and production.</p> <p>Year 10 students also consider the benefits of setting up their own business and the benefits and drawbacks this can bring.</p> <p>Students will also consider the ethical implications of social media advertising along with the power and nature of effective problem solving and evaluative thinking.</p>	<p>Throughout the year</p> <p>End of topic tests to be sat at the end of each topic along with deep marking mid way through half terms, end of topic assessments come roughly at end of each half term.</p>	

Impact: By the end of the year, students will be fluent in business language and will have developed their analytical skills, with a greater ability to apply their work to different scenarios.

Next steps will involve students further improving their application and analysis skill whilst developing their knowledge of the Finance and Influences on Business sections of the GCSE

The Big Picture—Intent:

During Year 11, students will cover the content for Finance and Influences on Business..

Students will build on the recall and retention skills of new vocabulary and content that they developed in Year 10, whilst developing their skill in analyzing the impact of different business decisions on the likely success of business ventures whilst also analyzing the impact of external factors on

YEAR 11 BUSINESS

Content / Units	Skills	Knowledge	Prior—Y10	Next—Y12
Finance The wider, external business environment The interdependent nature of business	Students build on knowledge recall, their ability to studying documents to obtain information and contextual argument formation to hone their ability to evaluate different potential strategies in order to select a most suitable strategy for any given context. They will also develop strong numerical business skills through the use of accounting and finance fundamentals.	Students cover the final two topics of their GCSE including the role of the finance function, sources of finance, revenue, cost, profit and loss, break-even, cash and cash-flow, ethical and environmental considerations, the economic climate , globalisation, the interdependent nature of business operations, finance, marketing and human resources within a business context, how these interdependencies underpin business decision making, the impact of risk and reward on business activity and the use of financial information in measuring and understanding business performance and decision making.	Students will have completed studies of the first four topic areas of the GCSE, practiced their ability to develop an argument developed a strength in analysing case studies.	Students have the option to continue their studies into Year 12. This can include either a BTEC or A-Level in Business that builds on their GCSE knowledge.
Implementation		Marches Futures Links		Summative Assessment
<p>Students will follow the structure outlined below when studying the topic areas required for Year 11, with LORIC embedded in the nature of the subject and through LORIC checks at the end of lessons.</p> <p>Students will be constantly coached on analysis and application skills by using past paper questions (or similar) to apply their newly found knowledge. Students will be encouraged to SCORE case studies and independently solve business problems.</p> <p>Home learning will center around some lesson flipping and knowledge organizers, with students learning content they can use in the following lesson.</p> <p>As part of the end of topic tests, random questions from previous units will also be added to keep students on their toes— 3-4 questions as starters also to be used.</p> <p>Students will experience several wow moments with applied thinking and exploration of real businesses, with celebration achieved at mid-half-term deep marks and sub unit check-in-tests.</p> <p>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/ Business.</p>		<p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 11 students will consider careers in accounting, finance and public relations.</p> <p>Year 11 students also consider the ethical impacts of business, discussing and evaluating the impact that business activity can have on the natural and economic environment.</p> <p>As a result, students discuss and evaluate the relative levels of poverty, unemployment and standard of living within the UK and across the globe and consider how positive business activity can help reduce inequalities.</p>		Throughout the year End of topic tests to be sat at the end of each topic along with deep mark” mid way through half terms, end of topic assessments roughly at end of each half term.

Impact:

By the end of the year, students will be fluent in business language and will have developed their analytical skills, with a greater ability to apply their work to different scenarios.

Next steps will involve students further improving their application and analysis skill whilst developing their knowledge of the Finance and Influences on Business sections

The Big Picture—Intent:

Over the year, students will cover units that contain content on retail operations, customer experience and the general workings of retail businesses. They explore what makes retail businesses tick and the various skills necessary to be an effective team player within a retail business. The students, alongside a qualification, should see an outcome in which they are ready to enter the world of work, equipped with the skills they

YEAR 10 **BUSINESS** **RETAIL**

Content / Units	Skills	Knowledge	Prior—N/A	Next—Y11
Unit 1: Customer Experience	Students focus on knowledge recall, studying documents to obtain information and forming a strong and solid argument and thinking in context of a scenario.	Students cover the entire of the WJEC retail award over 5 hours a week, including customer service standards of retail businesses, how retail businesses meet expectations of customers, investigating the quality of customer experience, understanding how retail businesses operate, understanding the wider environment retail businesses operate in, recommending solutions to retail business issues, knowing how retail businesses are organised, understanding interaction between customers and retail activities, understanding how retail businesses prepare for changes in the retail environment and proposing changes to retail store operations.	Students are assumed to have no prior knowledge of business activity.	Students complete their study of retail within one year and move on to another qualification or Maths/English intervention. Students may then choose to study Business at BTEC or A-Level at sixth form or college or follow an apprenticeship
Unit 2: Retail Business				
Unit 3: Retail Operations	As the year progresses and students become more comfortable with these skills, themes of effective and complex evaluative thinking are introduced. There is also a strong focus on self-organisation and time management.			

Implementation	Marches Futures Links	Summative Assessment
<p>Students will follow the structure outlined below when studying the topic areas required for Year 10, with LORIC embedded in the nature of the subject and through LORIC checks at the end of lessons.</p> <p>Students will be constantly coached on analysis and application skills by using exemplar course materials (or similar) to apply their newly found knowledge. Students will be encouraged to think of real-world scenarios when carrying out their research and their planning.</p> <p>Home learning will center around some lesson flipping and knowledge organizers, with students learning content they can use in the following lesson.</p> <p>Students will monitor their progress against the learning outcomes by constantly checking their work against the LO's outlined in the spec (glued in their books). They will receive feedback when completing soft-assessments that tie in with knowledge needed for Unit 1 and end of topic assessments for Unit 2.</p> <p>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/ Business.</p>	<p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 10 students will consider careers in retail business, how to positively contribute toward a retail environment, how to give good customer service and why doing so is important.</p> <p>Students also consider the wider factors at play when considering what makes a successful retail business, learning to give consistent and clear recommendations on how to maximise the likelihood of success in a range of different scenarios.</p>	<p>Autumn and Spring Term Coursework is assessed in line with exam board.</p> <p>Content "soft assessments" completed within books, live marked and deep marked for pieces throughout unit 1 and 3</p> <p>Spring and Summer Term End of topic tests to be sat at the end of each topic for unit 2 along with PPQs "deep marked" mid way through half terms/schemes of work.</p>

Impact: By the end of the year, students will have developed a broad knowledge of business operations, the business environment, operating in a retail setting and the importance of delivering excellent customer service. Students will have knowledge of how to operate effectively in a business/work setting that they can apply to practical, real-world situations.

The course also enables students to study business at both further and then potentially higher education, depending on their choice at sixth-form/college. Students may also choose to follow an apprenticeship route in a business/administration setting that will be supported by the skills and knowledge they can on this retail course.

The Big Picture—Intent: Eduqas AS Level Business

Students will complete their studies of Eduqas AS Level Business – Component 1. This is an open, active curriculum structure that allows for students to access business on a one-year basis, swap to a one-year basis whilst also facilitating further Y13 study to pursue the full A-Level.

**YEAR 12
BUSINESS**

Content / Units	Skills	Knowledge	Prior—Y11	Next—Y13
Business Opportunities Business Functions: Marketing Finance HR Operations	Students will develop critical thinking skills, enhancing their ability to read information pieces and take out the most important and key information. Students hone abilities to take business knowledge and apply it to a range of case studies and scenarios to make justified recommendations of appropriate strategies.	Students cover the first two topics of the A-Level. This will include: enterprise, business plans, markets, market research, business structure, business location, business finance, business revenue and costs, the marketing mix (product, price, place, promotion), new technology, budgeting, business finance, cash flow forecasting, the income statement, ratio analysis, changes in working practices, workforce planning, recruitment, training, appraisal, workforce performance, organisational design, motivation, management and leadership, employer/employee relationships, added value, productivity, technology, lean production, quality, purchasing, research and development, economies of scale.	Students may have studied GCSE Business or equivalent but it is not expected. Students will have strong Maths and English GCSE grades.	Students will complete the A2 element of the A-Level.
Implementation		Marches Futures Links	Summative Assessment	
<p>Students will complete components 1a and 1b in Year 12, allowing for rigorous testing using the accredited AS-Level papers, along with potential transfer/study of the AS Level should this better meet student need.</p> <p>This year focuses on the internal workings of a business and internal strategies. Students will complete past paper questions and take part in lively discussion following the complete of topic areas that contribute toward the course.</p> <p>These are supported by real world examples, live speakers, iconic talks and quality content from video-sharing websites.</p> <p>Students will debate, discuss and challenge each other's thinking to consider the most appropriate strategies a business can take.</p> <p>Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/Business.</p>		<p>There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities.</p> <p>In Year 12 students are encouraged to view business from a more strategic perspective, using problem solving and critical thinking skills to breakdown complex problems into component parts and provide solutions.</p> <p>Students develop the ability to see problems from multiple angles before presenting a solution.</p>	<p>Throughout the year.</p> <p>Assessment takes the form of formal end of unit tests and mock exams in February and June.</p> <p>This is supported by regular verbal feedback and written feedback from teachers regarding work completed in the classroom.</p>	

Impact:

By the end of the year, students will be competent in a range of different disciplines, with ability to coherently and eloquently discuss a range of business concepts in a range of contexts, focusing on socio-economic and political influences and how they alter the decision made in the business landscape.

Next steps will involve students following onto the Year 13 study to complete the whole A-Level, a degree-level apprenticeship, degrees or entering the world of work, fully aware of the impact of the decisions they and the businesses/enterprises they work for have on the world around them.

The Big Picture—Intent:

Students will complete their studies of Eduqas A Level Business – Components 2 and 3, building on the component 1 they learnt in Year 12 Students will delve deeper into the wider, global political, social and economic events that shape the modern business environment.

YEAR 13 BUSINESS

Content / Units	Skills	Knowledge	Prior—Y12	Next—Post-18
Business Analysis & Strategy Business in a changing world.	Students master their critical thinking skills and enhance their ability to work independently to present a balanced argument and come to a conclusion. They are encouraged to challenge their own thinking and ideas to present the most balanced argument they can.	In year 13 students will cover: data analysis, market analysis, sales forecasting, analysis of financial performance, analysis of non-financial performance, aims and objectives, various business strategy and its implementation, multiple decision-making models, investment appraisal, special order, change and change management, risk management, political, economic, social, technological, ethical, legal and environmental factors, international trade, globalisation and the European Union/free trade agreements.	Students will have completed components 1 and 2 of the A-Level	Students may go on to study at degree, start a degree-level apprenticeship or enter the world of work.
Implementation		Marches Futures Links	Summative Assessment	
Students will complete components 2 and 3 in Year 13,. This year focuses on influences from outside of a business. Students will complete past paper questions and take part in lively discussion following the complete of topic areas that contribute toward the course. These are supported by real world examples, live speakers, iconic talks and quality content from video-sharing websites. Students will debate, discuss and challenge each other's thinking to consider the most appropriate strategies a business can take. Literacy and Numeracy skills will constantly be honed and relied upon to improve essay quality and numerical competence when working with numbers in Finance/Business.		There are several sustained links to careers opportunities within Business, with students encouraged to consider how the topic they are currently studying may link to job opportunities. In Year 13 students continued to be encouraged to view businesses from a more strategic perspective, using problem solving and critical thinking skills to breakdown complex problems into component parts and provide solutions. Students develop the ability to see problems from multiple angles before presenting a solution.	Throughout the year. Assessment takes the form of formal end of unit tests and a mock exam in February. This is supported by regular verbal feedback and written feedback from teachers regarding work completed in the classroom.	

Impact:

By the end of the year, students will be competent in a range of different disciplines, with ability to coherently and eloquently discuss a range of business concepts in a range of contexts, focusing on socio-economic and political influences and how they alter the decisions made in the business landscape.
 Next steps will involve students following a degree-level apprenticeship, degrees or entering the world of work, fully aware of the impact of the decisions they and the businesses/enterprises they work for have on the world around them.

Glossary of Key Terms:

A01 Assessment Objective 1

LORIC—Marches Learning attributes— see Curriculum page on the school website

Interleaving—a revision tool where past work learning is placed back into the lesson plan to bring it back to mind, to aid long term learning.

Mastery—a state where students are fully competent