



Curriculum vision

Business prepares students for the competitive world of employment by introducing them to the concepts of business that they will need to use in their everyday work life. Business is a subject that continues to change, it is forward looking and requires writing in context. Students must not rely only on their textbooks and classroom learning but instead must immerse themselves in the real world of business. To be successful they will need to develop an awareness of business via media news sources, an ability to conduct independent research and to be able to develop logical chains of argument. The curriculum at Avonbourne Academies and USF enables students to develop a comprehensive understanding of how businesses are essentially organisations that transform resources into products or services that are purchased by their customers. Every lesson will link to the diverse nature of businesses and relate their presence in many aspects of our day to day lives.

Unless students pursue a lifelong career path in academia it is likely that they will spend most of their lives employed in a business of one kind or another. It is vital therefore that they recognize that businesses can create employment, wealth, new products or services plus they can enhance a country's reputation. Every day there are current news stories that can be used as a fresh resource to ensure prior knowledge is frequently recalled and applied so that a deeper understanding is secured by students.

The curriculum helps to prepare learners for an enterprising future. Interpersonal skills are developed through, problem solving, planning, organising assignments and through the practical experience of enterprise and entrepreneurial challenges. Technical skills such as business and personal finance, market research, promotion, and planning, are developed through learning and assessment.

Our curriculum model is constantly under review to ensure it is adapted appropriately, ensuring it is broad, rich and carefully designed to support our students so that they apply their learning with a passion which endures.

How we ensure consistent delivery of the subject across all key stages

KS4 - in Years 10 and 11, students are able to take the EDEXCEL GCSE Business Studies. Students will start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? Students will then learn about how business develop beyond the start-up phase.

KS5 - In Years 12 and 13, students do not need to have studied business previously, but an interest in the general world and how business works is advantageous in order to take Business at A level. If students have taken the GCSE Business Studies qualification at KS4 then this will provide you with a useful insight into the world of business.

How we make sure the curriculum caters for all groups of students including SEND and disadvantaged students

All students are valued equally, regardless of where their abilities lie, with the department being committed to developing 'the best in everyone'. First the big picture is introduced so that students can recognise the overall structure of the knowledge to be covered. Students are taught content in a coherent flow, allowing ideas to build on solid foundations. Elements of the curriculum are regularly revisited to enable all students to accumulate knowledge over a period of time. Students will progress at different rates, so they are set appropriate levels of practice without lowering long term expectations. Sharing exemplar work to set the standards required ensures student work is relative to their capability. Class teachers ensure that any student on SEND Support is provided with the required assistance as outlined in the graduated approach plan in response to their diverse needs to remove potential barriers to learning.

How we ensure the curriculum embeds prior knowledge and aids long term retention of knowledge

All lessons begin with retrieval practice which aids the long-term retention of knowledge because students are able to recall previous knowledge not just current topics. In this way knowledge is secure and can be built upon in coming lessons. Another strategy is the I do, We do, You do instructional core to ensure that the curriculum is delivered effectively. This means that when students are presented with exam style questions/ end of component writing tasks they will have a teacher demonstration of how the work should look. The We do stage is where students are guided to create a version for themselves with regular checks to ensure that errors are not made and that any corrections can be made at this early stage. The You do is where students will complete work with less guidance and support. However, the teacher will be circulating to offer guidance where necessary.

Subject: EDEXCEL GCSE Business Studies

AQA A level Business



Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7				
Year 8				
Year 9				
Year 10	Enterprise and Entrepreneurship: Dynamic nature of Business, Risk and reward, Role of enterprise	Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship	Spotting a Business Opportunity: Customer Needs, Market Research, Segmentation and the competitive environment	Students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition
Year 11	Growing the Business: Business Growth, Changes in aims and objectives, Business and Globalisation, Ethics and the environment	Students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.	Making Marketing Decisions: Product, Price, Promotion, Place and Using the Marketing Mix to make Business decisions	Students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace
Year 12	Unit 1 - What is business? – Students investigate what business is about in the real world with a focus on the various forms of ownership of a business.	This unit is vital for all students as a foundation to build on but especially for those students who have not taken GCSE Business as it is their introduction to the subject.	Unit 2 – Students move on to consider Managers, leadership and decision making within the business to determine the best approach for the particular enterprise.	This unit builds on the forms of ownership, so that students can identify who the key stakeholders are dependent on the structure of the business.
Year 13	Unit 7 - Analysing the strategic position of a business – students utilise financial ratio analysis in this unit and investigate functional activities and data created by the business for monitoring/evaluation.	This unit pulls together the foci of the work done in Year 12, then proceeds to consider how data generated can be used to inform strategic decision making.	Unit 8 - Choosing strategic direction will be impacted by a variety of factors such as the political environment. Students must be able to evaluate how effective the investments made are and whether they are fit for purpose.	Choosing strategic direction can only be undertaken once the analysis of the strategic position of the business has been established.



Term 2

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7				
Year 8				
Year 9				
Year 10	Putting the Business Idea into Practice (Part 1): Business Aims and Objectives, Revenue, Cost and Profit	This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects	Putting the Business Idea into Practice (Part 2): Break Even, Cash Flow and Sources of business Finance	This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects
Year 11	Making Operational Decisions: Business Operations, Working with Suppliers, Managing Quality and the Sales Process	This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes	Making Financial and HR decisions: Business Calculations and Understanding Business performance, Organisational Structures, Effective Recruitment, Effective Training and Development and Motivation	Students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic
Year 12	Unit 3 - Decision making to improve marketing performance by calculating the market share, exploring 7 Marketing P's and theories of marketing.	This unit follows on from a sound understanding of types of business and how they are managed because this will ultimately impact on their approach to marketing.	Unit 4 - Decision making to improve operational performance with a focus on operations and labour/inventory calculations.	This unit links to the marketing aims and objectives, so operational decisions and performance measures go hand in hand with the previous unit.
Year 13	Unit 9 - Strategic methods: how to pursue strategies - business growth is revisited in more detail as a common aim for most organisations and as a part of this students will consider the most effect business structures.	This unit can only be undertaken when students have a knowledge of strategic direction from the previous unit so that they can consider the most appropriate strategy to pursue.	Unit 10 - International trading is now explored in more detail along with the reasons why entering overseas markets would require business change and strategies to be adapted.	This unit is sequential in the focus on business strategy, following on from a view of the domestic markets to consider adaptations required for the global market.



Term 3

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7				
Year 8				
Year 9				
Year 10	Making the Business Effective: The Options for Start-up and small Business, Business Location, Marketing Mix and Business Plan	Students will explore a range of factors that impact on the success of the business, including location, the marketing-mix and the business plan.	External Influences on Business: Stakeholders, Technology, Legislation, Economic Influences and Business Response to external Influences	Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences
Year 11	Revision	Students will have acquired the knowledge they need over the length of the course, but it is essential that they revisit this prior to the exam. Linking their work to the real world is vital to assist with analysis and evaluation.		
Year 12	Unit 5 - Decision making to improve financial performance – students consider the metrics used to establish how the business is performing and the value of using the Break-even model for forecasting/raising finance.	This unit involve more numeracy than other units and builds on the calculations already performed in previous units which have helped prepare students for a deeper mathematical approach.	Unit 6 - Decision making to improve human resource performance - Human resources are explored with a focus on job design and labour productivity.	Although business success has been extensively measured numerically in the unit on Finance, students realise that value can be assigned to the people within the business also.
Year 13	Revision of all topics covered to date to prepare for the summer exam. This will involve practice exam questions/papers and developing exam techniques.	Students will have acquired the knowledge they need over the previous 10 units, but it is essential that they revisit this prior to the exam.	Revision of all topics covered to date to prepare for the summer exam. This will involve practice exam questions/papers and developing exam techniques. Additionally, students will include context from companies at this time to evidence theoretical points being made.	Students will have acquired the knowledge they need over the previous 10 units, but it is essential that they revisit this prior to the exam. Linking their work to the real world is vital to assist with analysis and evaluation.



Wider reading

<p>Revision Guides</p> <p>CGP Revision Guides - EDEXCEL GCSE Business – Complete Revision & Practice</p> <p>CGP Revision Guides – AS and A-Level Business – Exam Board AQA</p> <p>Revision Resources on 'TEAMS'</p>	<p>Online Resources:</p> <p>You Tube: 'Two Teachers' 'Tutor2u' 'Business Teacher T'</p>
<p>Academic Reading</p> <p>The Entrepreneur's Book of Checklists: 1,000 Tips to Help You Start and Grow Your Business by Robert Ashton</p> <p>Anyone Can Do It by Duncan Bannatyne</p> <p>Marketing Lessons from The Grateful Dead: What Every Business Can Learn from the Most Iconic Band in History by David Meerman Scott and Brian Halligan</p> <p>Creating a World Without Poverty: Social Business and the Future of Capitalism by Muhammad Yunus</p> <p>Strong Woman: The Truth About Getting to The Top by Karren Brady</p> <p>Film & TV</p> <p>Moneyball, 2011 (12A) - Jobs, 2013 (15) and Steve Jobs, 2015 (15) - The Social Network, 2019 (12) - Margin Call, 2011, (15)</p> <p>The Apprentice (BBC) - Dragon's Den (BBC) - BBC Business Briefing</p>	