

## Subject overview: KS4 Business Studies

### Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief ( no more than four sentences)

**In Business students' will develop their intellectual curiosity on how the world of business works. This will be developed using a multi faceted approach, as a customer, an entrepreneur and as potential employees of the future. Students will develop their understanding of the crucial interactions that must take place in order for businesses to operate successfully and the role they play in the wider economy and society.**

#### Additional details

The aim of the Business curriculum is to develop students' knowledge and understanding of business concepts, so that they can apply them to different business contexts. These include business ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts and will develop an understanding of how these contexts impact on business behaviour. Students' understanding of the interdependence within business is also developed and how these interdependencies within functional areas affect decision making.

Within Key Stage 4, two routes within business are offered: AQA GCSE Business Studies and Pearson BTEC Tech Award in Enterprise

**YEAR 10**

<b>TERM</b>	<b>Topic sequence</b> (What are you teaching?)	<b>Topic sequence rationale</b> (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	<b>Main method of assessment?</b>
Term 1:1 8 weeks	<b>Topic 1: Business in the Real World</b> → <b>1.1 Purpose and nature of businesses</b>  → <b>1.2 Business Ownership</b>   → <b>1.3 Setting Aims and Objectives</b> → <b>1.4 Stakeholders</b>	<p>Always a starting point for any business course; why do businesses exist and why must they be able to change to respond to changes in society and hence dynamic.</p> <p>This is a <u>key threshold concept</u> and sets the foundations for many of the subsequent topics. Understanding the difference between a business with limited or unlimited liability is important for linking to the objectives a business may have, its potential sources of finance and how it is organised internally. Here <u>conditional knowledge</u> is also being developed as students develop an understanding of the appropriateness of each legal structure in relation to various scenarios.</p> <p>Understanding that different stakeholders have differing objectives from a business enables students to see that the size and type of ownership influence the power different stakeholders have.</p>	Formative Assessment Multiple Choice Question Activities  Teacher/pupil questioning Exam style question practice (homework's and in class)  AFL Strategies in Lesson.
Term 1:2 7 weeks	<b>Topic : Business in the Real World</b> → <b>1.5 Locations</b>   → <b>1.6 Business Planning</b>	<p>This forms a logical introduction to the need to plan and why expansion may become necessary</p> <p>The main topic of finance is studied later in the course (Y11 6.3 Basic Financial Calculations ) as there are some challenging concepts such as interpreting data from financial statements, but at this stage, the ability to identify different sorts of costs, calculating revenue and profit is a good introduction to finance. Here students are developing <u>substantive and declarative</u></p>	Formative Assessment : Metacognition Retrieval Questions

	<p>→ 1.7 Expanding Business</p>	<p><u>knowledge</u> as these are fundamental skills applicable to all concepts in business. Here students are also developing evaluation skills through for example evaluation of the importance of a business plan in reducing risk and ensuring business success. Risk aversion is a <u>Key/ threshold concept</u> in business.</p> <p>The calculation elements are best revisited again to embed the concepts firmly and lead to deep understanding by the end of the course. In year 10 this is not taught as an individual topic but is incorporated into lessons throughout the course. The key quantitative skills have been developed during KS3 maths.</p> <p>With some prior knowledge of costs, students can better understand economies of scale</p>	<p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>AFL Strategies in Lesson.</p> <p>Summative::End of Topic 30 minutes assessment.</p>
<p>Term 2:1 5 weeks</p>	<p>Topic 2: Influences In Business</p> <ul style="list-style-type: none"> <li>→ 2.1 Technology</li> <li>→ 2.2 Ethical and Environmental Considerations</li> <li>→ 2.3 The Economic Climate</li> </ul>	<p>This learning is challenging for students until they have studied the purpose and nature of business. It is then easier to create contexts to apply to the various external influences that may affect a business. The economic concepts in this section serve well as an opportunity to introduce those who may be interested in A level Economics to some of those topics they will learn .</p>	<p>Formative Assessment : Metacognition Retrieval Questions</p> <p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>AFL Strategies in Lesson.</p>

<p>Term 2:2 5 weeks</p>	<p>Topic 2: Influences In Business</p> <ul style="list-style-type: none"> <li>→ 2.4 Globalisation</li> <li>→ 2.5 Legislation</li> <li>→ 2.6 The Competitive Environment</li> </ul>	<p>As we come towards the end of Topic 2 students bring together all of their knowledge and understanding of business so far to analyse the factors that can influence businesses including laws, economic changes and exchange rates.</p> <p>Students can base this new learning on an awareness of current affairs and discussions about news items that they have outside of the classroom. <u>Core and hinterland knowledge</u> is being embedded at this stage. Students are also developing their <u>substantive and declarative knowledge</u> as they are analysing and evaluating external factors that can impact a business. <u>Quantitative skills</u> are also being embedded through interpreting data calculating exchange rates.</p>	<p>Formative Assessment : Metacognition Retrieval Questions</p> <p>Summative:End of Topic 30 minutes assessment.</p>
<p>Term 3:1 7 weeks</p>	<p>Topic 3: Business Operations</p> <ul style="list-style-type: none"> <li>→ 3.1 The Production Process</li> <li>→ 3.2 The Role of Procurement</li>   <li>→ 3.3 The Concept Of Quality</li>   <li>→ 3.4 Good Customer Service</li> </ul>	<p>This unit of work falls logically here as students now understand that businesses may operate at different sizes and can put the concepts into the context of different types of business and their knowledge of the importance of costs is reinforced.</p> <p>Quality is the logical follow on to deciding at what scale production will take place and leads into customer service. Students own experiences as consumers help to deepen their understanding of this topic.</p> <p>Customer service is an opportunity to revisit the size of businesses; the way service is dealt with will differ from the sole trader to the large plc. Franchising is learnt during expansion and quality and can be revisited here, as franchises bring their own issue with service and uniformity.</p> <p>Here <u>conditional knowledge</u> is also being developed for example students develop an understanding of of the appropriateness of JIT and JIC</p>	<p>Summative:End of Topic 30 minutes assessment.</p>

		This work (production processes and customer service) can be linked back to Topic 2.5 Legislation.	
Term 3:2 7 weeks	<b>Topic 4: Human Resources</b> → 4.1 Organisational Structures  → 4.2 Recruitment and Selection of Employees  → 4.3 Motivating Employees → 4.4 Training	<p>This topic is taught at the end of year 10 as students have a good understanding of the size and type of organisation and the desire for growth. The HR learning can then be better understood with that prior learning</p> <p>Students can now start thinking about the individual employees in the organisation and how they are successfully recruited a</p> <p>Here <u>conditional knowledge</u> is also being developed for example as students develop an understanding of when it is appropriate to use internal/ external recruitment, on-the-job/ off-the-job training or centralised/decentralised decision making. Students will need to understand why a procedure works and under what conditions.</p> <p>This work can be linked back to Topic 2.5 Legislation</p>	<p>Formative Assessment : Metacognition Retrieval Questions</p> <p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>AFL Strategies in Lesson.</p> <p>Summative:End of Topic 30 minutes assessment.</p> <p>Mock Exams</p>

YEAR 11			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	Main method of assessment?
Term 1:1 (8 Weeks)	<b>Topic 5: Marketing</b> → 5.1 Identifying and Understanding Customers	Marketing is a topic that students can understand from some of their own experiences so this can create a rich source of context that the learning can be applied. This is also an opportunity to	Formative Assessment : Metacognition

	<ul style="list-style-type: none"> <li>→ 5.2 Segmentation</li> <li>→ 5.3 The Purpose and Methods of Market Research</li> </ul>	revisit topics such as types of business ownership, types of production and quality issues	Retrieval Questions
Term 1:2	<p>Topic 5: Marketing</p> <ul style="list-style-type: none"> <li>→ 5.4 Elements of The Marketing Mix</li> <li>→ 5.5 Using The Marketing Mix: Product and Pricing</li> <li>→ 5.6 Promotion and Distribution</li> </ul>	<p>Here <u>conditional knowledge</u> is also being developed as students will need to analyse and make connections between elements of the marketing mix. Students will also be analysing and evaluating the suitability of the marketing mix for different market segments</p> <p>This topic really begins to develop students' ability to discuss real-life business case studies and analysis decision making options from a true business perspective. This also builds on the previous topic in year 10 of 1.7 Expanding Business as marketing decisions are sometimes based around international and national expansion.</p>	<p>Formative Assessment : Metacognition Retrieval Questions</p> <p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>AFL Strategies in Lesson.</p> <p>Summative: End of Topic 30 Minutes Assessment.</p>
Term 2:1 (7 week	<p>Topic 6: Finance</p> <ul style="list-style-type: none"> <li>→ 6.1 Sources of Finance</li>   <li>→ 6.2 Cash Flow</li> </ul>	<p>This topic links with liability and unlimited liability from Year 10 so is an opportunity to revisit this prior learning. By studying this topic later in the programme students can appreciate which forms of finance are most appropriate for each type of ownership having already covered this.</p> <p>This learning creates an opportunity to revise the learning on costs from Year 10 and affords an opportunity to consolidate the calculations and their meaning in the context of different sorts of businesses. These concepts can be challenging so prior learning</p>	<p>Teacher/pupil questioning Exam style question practice (homework's and in class)</p> <p>AFL Strategies in Lesson.</p>

	→ 6.3 Basic Financial Calculations	helps with the understanding.	
Term 2:2	Topic 6: Finance → 6.4 Analysing the Financial Performance of Business	Procedural skills/ strategies developed and embedded at this stage as students	Summative:End of Topic 30 Minutes Assessment.
Term 3:1	Revision - Year 10 /11	After the focus is primarily on recapping and 'revision'. This allows any gaps to be bridged and appropriate interventions to be put into place. This allows for more structured exam practice and skills for whole papers. With links to the different <u>disciplinary knowledge</u> for each topic on the specification. This also promotes student independence, encouraging reflection and planning which are vital.	
Term 3:2	Exam Preparation	GCSE Exams	GCSE Paper 1 and Paper 2