









CURIOSITY

COMPASSION

COURAGE



<p>Threshold Concepts (TCs):</p>	<ul style="list-style-type: none"> •TC1: A good business student is able to extract and apply case study and real-world material – theoretical concepts need to be specifically applied to the environment and context stipulated •TC2: A good business student shows consideration of the stakeholder perspective – Decisions made by a business will affect stakeholders differently given their different viewpoints. •TC3: A good business student recognises and understands that there is interdependence within organisations and across global networks– The departments within a business are not separate but are interdependent on each other and the development of globalisation has led to a more integrated business world. •TC4: A good business student understands how external influences have a significant impact on a business – Students must consider that factors outside of business control will impact the business’s actions and success. •TC5: A good business student understands the concept of profitability- the success of a company needs to be judged by its ability to use its resources to generate revenues in excess of its expenses in comparison to profit which is a numerical amount.
<p>KS2 National Curriculum summary:</p>	<p>The curriculum should enable students 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. Courses should enable students to:</p> <ul style="list-style-type: none"> • 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
<p>Learner skills:</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>CRITICAL THINKING</p> </div> <div style="text-align: center;">  <p>ORACY</p> </div> <div style="text-align: center;">  <p>COLLABORATION</p> </div> <div style="text-align: center;">  <p>SELF QUIZZING</p> </div> <div style="text-align: center;">  <p>ADAPTABILITY</p> </div> <div style="text-align: center;">  <p>ORGANISATION</p> </div> </div>



CURIOSITY

COMPASSION

COURAGE



	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Component Three: What is the role of enterprise, market research and external influences in achieving business success? Component Two: What is the process of creating a micro-business?					
Big picture questions:	Component Three: What are the different methods of promotion used by enterprises and the factors to consider when choosing the most appropriate?	Component Three: How are financial records, produced and interpreted to judge the success of a firm?	Component Three: External Assessment Component Two: What ideas do you have for a realistic micro-enterprise? Component Two: What are the components of a realistic micro-enterprise plan?	Component Two: What are the components of a realistic micro-enterprise plan? Component Two: What skills are needed to pitch a business idea?	Component Two: How can the success of a micro-business plan and pitch be measured? What ways can be used to assess personal performance?	
Content (Linked to TCs):	<ul style="list-style-type: none"> * Elements of the promotional mix and their purposes (TC1, TC2, TC4, TC5) *Targeting and segmenting the market (TC1, TC2, TC5) *Factors influencing the choice of promotional methods (TC1, TC2, TC4, TC5) *Financial records *Financial documents *Payment methods *Sources of revenue and costs 	<ul style="list-style-type: none"> *Using cash flow data *Financial forecasting * Break-even analysis and break-even point *Sources of business finance, *Terminology in financial statements *Statement of comprehensive income *Statement of financial position *Profitability and liquidity 	Revision for component 3 assessment <ul style="list-style-type: none"> *Generating ideas for a micro enterprise activity (TC1, TC4, TC5). * Planning for a micro enterprise activity (TC1, TC2, TC4, TC5) 	<ul style="list-style-type: none"> * Planning for a micro enterprise activity (TC1, TC2, TC4, TC5) *Pitching for a micro enterprise activity (TC1, TC2, TC4, TC5) 	<ul style="list-style-type: none"> *Review success of a micro enterprise activity including own contribution (TC1, TC2, TC3, TC4, TC5) 	
Vocabulary Instruction:	Segmentation, promotional methods, resources,	Liquidity, profitability, forecasting, break-even, assets, liabilities	Micro-enterprise, Innovation, skills audit, segmentation, Resources, risk assessment, advertising	Presentation, communication	Success, skills audit, reflection	



CURIOSITY

COMPASSION

COURAGE



Assessment:	Knowledge check Topic test	Knowledge check Mock Assessment	Mock Assessments Component Three- External Assessment Component Two Assignment	Component Two Assignment	Component Two Assignment	
--------------------	-------------------------------	------------------------------------	--	-----------------------------	-----------------------------	--

Key/Historical misconceptions in this unit:		Students struggle with interpreting profitability and liquidity formulas Students don't recognise the difference between cash-flow and profit				
--	--	--	--	--	--	--

Sequencing:	<p>We have chosen to sequence the year 11 curriculum like this because...</p> <p>The content for this year is based around preparation for completion of the exam board external assessment to be taken in the January window with potential to re-sit in the May if required. We explore the three key concepts that make up this project in each of the first two terms: promotional activities, financial documentation and analysing the financial position of firms. This approach ensures that students are adequately prepared for the full assessment and hopefully to achieve a grade that reflects their full abilities.</p> <p>Lastly, the work covered from the end of term 3 is to cover component two of the course in preparation for the internal assessment at the end of year 11. This component has links with promotion from Component 3 and entrepreneurial skills from component one which can be recapped and used effectively within the components assignments.</p>					
--------------------	---	--	--	--	--	--

Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p><i>Compassion:</i> All businesses have a range of stakeholders. As students work through the course they must therefore consider how the decisions made by businesses would affect this stakeholders.</p> <p><i>Curiosity:</i> Students apply their learning to many practical examples. They are given case studies from a range of enterprises in order to make links from their initial understanding and investigate a range of UK businesses.</p> <p><i>Courage:</i> The nature of the work and the activities they have to complete develop the courage of students. They need to present their own pitch for a micro-activity which takes confidence and courage to test their verbal and written communication skills.</p>					
---------------	---	--	--	--	--	--



CURIOSITY

COMPASSION

COURAGE



National Curriculum plus:

In addition to teaching the statutory elements of the national curriculum, we also include

Case studies are an important part of the learning for this topic. It helps students to understand what they are doing with the context of the real world. Indeed, this is a vocational qualification and this is reflected in the examples explored and the work produced. Students also research actual micro-enterprises as well develop career skills such as research, presenting and self-reflection.