**Curriculum Mapping 2022-23 Subject: Business Curriculum Leader (s) IMr**

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|  | **KS3 Curriculum**1. Teaching crucial knowledge.
2. Exposing to key vocabulary.
3. Developing cultural capital.
4. Enabling the development of knowledge.
5. Challenging misconceptions.
6. Emphasising inter-connectedness.
7. Teaching and development of skills.
 | **KS4 Curriculum**1. Transition to education after KS4
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and Accelerated Curriculum.
4. Guidance for next stage of education
 | **KS5 Curriculum**1. Transition to HE/FE/Employment (including apprenticeship).
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and KS4.
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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral****Curriculum** | **Vertically integrated across Key Stages – Each KS** |
| **Skills** |  |  |  | **Develop an understanding of how the business and external environment contexts impact on business behaviour** - Use business terminology to identify and explain business activity - Apply business concepts to familiar and unfamiliar contexts.**Calculations and interpretations in a business context, including:** ● percentages and percentage changes ● averages ● revenue, costs and profit ● break even ● cash-flow forecasts, including total costs, total revenue and net cash flow**Apply knowledge and understanding to different business contexts.** These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts**Investigate, analyse and evaluate business opportunities and issues** | Problem-solving and decision-making skills relevant to business Analytical and evaluation skills Quantitative skills- calculations in a business context Interpretation and use of quantitative data in business context to support, inform and justifyCommunication and interpersonal skills.Business calculations The concept and calculation of: ● gross profit ● net profit ● gross profit margin ● net profit margin ● average rate of return. The use and interpretation of quantitative business data to support, inform and justify business decisions: ● information from graphs and charts ● financial data ● marketing data ● market data. Examination technique to shorter and longer mark questions. | Critical thinking skills Problem-solving and decision-making skills relevant to business Analytical and evaluation skills Quantitative skills- calculations in a business context Interpretation and use of quantitative data in business context to support, inform and justifyCommunication and interpersonal skills.Business calculations The concept and calculation of: ● gross profit ● net profit ● gross profit margin ● net profit margin ● average rate of return. The use and interpretation of quantitative business data to support, inform and justify business decisions: ● information from graphs and charts ● financial data ● marketing data ● market data. Examination technique to shorter and longer mark questions. | Critical thinking skills Problem-solving and decision-making skills relevant to business Analytical and evaluation skills Quantitative skills- calculations in a business context Interpretation and use of quantitative data in business context to support, inform and justifyCommunication and interpersonal skills.Business calculations The concept and calculation of: ● gross profit ● net profit ● gross profit margin ● net profit margin ● average rate of return. The use and interpretation of quantitative business data to support, inform and justify business decisions: ● information from graphs and charts ● financial data ● marketing data ● market data. Examination technique to shorter and longer mark questions. |
| **Knowledge & Understanding** **Key Topics per half Term**  | T1T2T3T4T5T6 |  |  | T1:1.1.1. The dynamic nature of business 1.1.2 Risk and reward 1.1.3 The role of business enterprise 1.2.1 Customer needs 1.2.2 Market research 1.2.3 Market segmentationT2:1.2.4 The competitive environment 1.3.1 Business aims and objectives 1.3.2 Business revenues, costs and profits 1.3.3 Cash and cash-flowT3:1.3.4 Sources of business finance 1.4.1 The options for startup and small businesses 1.4.2 Business location 1.4.3 The marketing mixT4:1.4.4 Business plans 1.5.1 Business stakeholders 1.5.2 Technology and business.T5:1.5.3 Legislation and business 1.5.4 The economy and business 1.5.5 External influencesT6:2.1.1 Business growth 2.1.2 Changes in business aims and objectives2.1.3 Business and globalisation2.1.4 Ethics, the environment and business  | T1:2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place 2.2.5 Using the marketing mix to make business decisionsT2:2.3.1 Business operations 2.3.2 Working with suppliers 2.3.3 Managing quality 2.3.4 The sales process 2.4.1 Business calculations 2.4.2 Understanding business performanceT3:2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training and development 2.5.4 MotivationT4:2.1.2 Changes in business aims and objectives 2.1.3 Business and globalisation2.1.4 Ethics, the environment and businessT5:Revision “Walk and Talk” Mock exam Timed ExamT6:Exams  | T1:Teacher 1Theme 1:1.1Meeting customer needs:1.1 the market 1.1.2 Market research 1.1.3 Market positioning Teacher 2Theme 2: 2.1 Raising finance2.1.1 Internal finance 2.1.2 External finance 2.1.3 Liability 2.1.4 Planning T2Teacher 1Theme 1: 1.2 The market 1.2.1 Demand 1.2.2 Supply1.2.3 Markets 1.2.4 Elasticity of demand 1.2.5 Income elasticity of demand Teacher 2Theme 2: 2.2 Financial Planning(SMO) 2.2.1 Sales forecasting 2.2.2 Sales, revenue and costs 2.2.3 Break-even2.2.4 BudgetsT3Teacher 1Theme 1 .1.3 Marketing mix and strategy1.3.1 Product/service design1.3.2 Branding and Promotion1.3.3 Pricing strategies 1.3.4 Distribution1.3.5 Marketing strategy Teacher 2Theme 2: 2.3 Managing Finance2.3.1 Profit2.3.2 Liquidity2.3.3 Business failure T4Teacher 1Theme 1:1.4 Managing people 1.4.1 Approaches to staffing 1.4.2 Recruitment and selection 1.4.3 Organisational design1.4.4 Motivation and theory in practice 1.4.5 Leadership Teacher 22.4 Resource management2.4.1 Production, productivity and efficiency 2.4.2 Capacity utilisation 2.4.3 Stock control 2.4.4 Quality management 2.5.3 The competitive environment T5Teacher 1Theme 1: 1.5 Entrepreneurs and leaders 1.5.1 Role of an Entrepreneur 1.5.2 Entrepreneurial motives and characteristics1.5.3 Business objectives 1.5.4 Forms of business 1.5.5 Business choices 1.5.6 Moving from entrepreneur to leader Teacher 2Theme 2 : 2.5 External influences2.5.1 Economic influences 2.5.2 Legislation2.5.3 The competitive environment  T6Teacher 1Teacher 1 Bridging and Revision Teacher 2 Bridging and Revision | T1 Theme 3: 3.1 Business objectives and strategy 3.1.1 Corporate objectives 3.1.2 Theories of corporate strategy 3.1.3 SWOT analysis 3.1.4 Impact of external influences Theme 3: 3.2 Business growth) 3.2.1 Growth 3.2.2 Mergers and takeovers 3.2.3 Organic growth 3.2.4 Reasons for staying small Teacher 2Theme 4: 4.1Globalisation 4.1.1 Growing economies 4.1.2 International trade and business growth 4.1.3 Factors contributing to increased globalisation 4.1.4 Protectionism 4.1.5 Trading blocsT2Teacher 1Theme 3 : 3.3 Decision-making techniques3.3.1 Quantitative sales forecasting3.3.2 Investment appraisal 3.3.3 Decision trees 3.3.4 Critical Path Analysis Teacher 2Theme 4: 4.2 Global markets and business expansion 4.2.1 Conditions that prompt trade 4.2.2 Assessment of a country as a market4.2.3 Assessment of a country as a production location4.2.4 Reasons for global mergers or joint ventures 4.2.5 Global competitivenessT3Teacher 1Theme 3 : 3.4Influences on business decisions 3.4.1 Corporate influences 3.4.2 Corporate culture 3.4.3 Shareholders versus stakeholders 3.4.4 Business ethics Teacher 2Theme 4: 4.3Global marketing 4.3.1 Marketing 4.3.2 Niche markets 4.3.3 Cultural/social factorsT4Teacher 1Theme 3: 3.5 Assessing competitiveness 3.5.1 Interpretation of financial statements 3.5.2 Ratio analysis 3.5.3 Human resources 3.6.1 Causes and effects of change 3.6.2 Key factors in change 3.6.3 Scenario planning Teacher 2Theme 4: 4.4 Global industries and companies (multinational corporations) ● 4.4.1 The impact of MNCs ● 4.4.2 Ethics ● 4.4.3 Controlling MNCs T5/6Revision activities and Lessons Review of Theme 1-4 Integrated approach (Use of Tutor2u exam questions and past papers)Paper 3- Case study analysis and revision activities – using APT/Tutor2u exam questions  |
| **Common Assessment of Progress and Performance** **(CAPP)**  |  |  |  | End of Topic Exam QuestionsKnowledge OrganiserGCSE PODMultiple-choice questions Short-answer questions Extended-writing questions | End of Topic Exam QuestionsKnowledge OrganiserGCSE PODMultiple-choice questions Short-answer questions Extended-writing questions | 4/8/10 and 12 mark questions At least 2 (20 mark )extended essays per half term  | 4/8/10 and 12 mark questions At least 2 (20 mark )extended essays per half term  |
| **Wider Curriculum including extracurricular opportunities** **e.g SMSC ,Careers and Employability , Literacy and Numeracy**  |  |  |  | Students will develop the knowledge needed to analyse the advantage of different forms of businesses – all knowledge that is needed for making a decision on a suitable place of employment in the future Mathematics: Calculate, use and understand ratios, averages and fractions. Calculate, use and understand percentages and percentage changes. Construct and interpret a range of standard graphical forms. Geography -population sizes and trends of population growth, allowing students to add context to scenarios and better understand business decisions.Economics and maths. Calculating and budget planning, enabling students to be able to understand finances and use them when setting budgets with money.Maths – ratios Finance – financial documentsGroup/Team work in some of the more interactive tasks  | Allows students to be update with current world affairs. Effects of Brexit and buying and selling goods overseas.Law – Legal ramifications of being a business Social – the role that stakeholders play in relation to a business Social, moral cultural issues – ICT • SMSC • Maths • English Students learn the importance of businesses providing good customer services to their customers.Social and moral issues – the role marketing now plays in everyday life at the hands of many people. Exploring the unethical decisions made by companies in the search for more profit • ICT • SMSC • Maths • English • Students learn the importance of businesses providing good customer services to their customers.It will help with employability skills and equip students with the knowledge of how workplaces are structured. This will help students make informed decisions regarding working hours/contracts when it comes to applying for jobs . Students learn about the importance of learning a new skill and how that can help them when applying for jobs | Students will develop the knowledge needed to analyse the advantage of different forms of businesses – all knowledge that is needed for making a decision on the a suitable place of employment in the future Geography: Link between stages of demographic transition model and level of development.It will help students make informed decisions regarding working hours/contracts when it comes to applying for jobs . Social and moral issues - exploring the unethical decisions made by companies in the search for more profitMathematics: Calculate, use and understand ratios, averages and fractions. Calculate, use and understand percentages and percentage changes. Construct and interpret a range of standard graphical forms. Interpret index numbersStudents will develop the knowledge and skills needed to analyse data, think critically about issues concerning employment and make informed decisions – all skills that are needed for employmentGeography: Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges | Students will develop the knowledge needed to analyse the advantage of different forms of businesses – all knowledge that is needed for making a decision on the a suitable place of employment in the future Geography: Link between stages of demographic transition model and level of development.It will help students make informed decisions regarding working hours/contracts when it comes to applying for jobs . Social and moral issues - exploring the unethical decisions made by companies in the search for more profitMathematics: Calculate, use and understand ratios, averages and fractions. Calculate, use and understand percentages and percentage changes. Construct and interpret a range of standard graphical forms. Interpret index numbersStudents will develop the knowledge and skills needed to analyse data, think critically about issues concerning employment and make informed decisions – all skills that are needed for employmentGeography: Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges |
| **Attitudes & Attributes****Growth Mindset,****Independent Learning**  |  |  |  | GCSE Pod to help with prior learning for lessons/to assess knowledge retrieval.Homework set – knowledge organisers, essay questions to be peer assessed/teacher assessed. Teamwork/group work and presenting back to the class their findings helping with their growth mindset – putting the students out of their comfort zone and building their self-confidence and resilience.  | GCSE Pod to help with prior learning for lessons/to assess knowledge retrieval.Homework set – knowledge organisers, essay questions to be peer assessed/teacher assessed. Teamwork/group work and presenting back to the class their findings helping with their growth mindset – putting the students out of their comfort zone and building their self-confidence and resilience.  | Students will be expected to make notes on the topic that will be taught in the upcoming lessons (readiness for university)Students are taught how to do this in the first week of lessons.Essays will be set every week for the students to complete. These will be either teacher or peer assessed.Teamwork/group work and presenting back to the class their findings helping with their growth mindset – putting the students out of their comfort zone and building their self-confidence and resilienceStudents will be asked to model answers on the whiteboard at the front as a group and individually. | Students will be expected to make notes on the topic that will be taught in the upcoming lessons (readiness for university)Students are taught how to do this in the first week of lessons.Essays will be set every week for the students to complete. These will be either teacher or peer assessed.Teamwork/group work and presenting back to the class their findings helping with their growth mindset – putting the students out of their comfort zone and building their self-confidence and resilienceStudents will be asked to model answers on the whiteboard at the front as a group and individually. |
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**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school