**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. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **CAVIAT** |  |  |  | As we have had staffing issues and a lot of cover this is a rough guide to where and what the students will cover over the 2 years, but as we have a 3 yr KS4 this is why it misses a few topics out.  Each class will be at a slightly different starting/end point, but there is a document to show where they started/what needs recapping and what has been completed.  Due to the nature of the course most of the previous topics will be recapped through the teaching of other topics – Each individual teacher will need to decide if a topic needs to be retaught through the SOW, so it needs to be adaptable. | |  |  |
| **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 justify  Communication 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 justify  Communication 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 justify  Communication 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** | T1  T2  T3  T4  T5  T6 |  |  | T1:  1.3.1 Business aims and objectives  1.3.2 Business revenues, costs and profits  1.3.3 Cash and cash-flow  1.3.4 Sources of business finance  T2  1.4.1 The options for startup and small businesses  1.4.2 Business location 1.4.3 The marketing mix  T3:  1.4.4 Business plans 1.5.1 Business stakeholders  1.5.2 Technology and business.  T4:  1.5.3 Legislation and business  1.5.4 The economy and business  1.5.5 External influences  T5  Revision/recap topics that were skipped in Year 9.  Assessment of Theme 1  T6:  2.1.1 Business growth 2.1.2 Changes in business aims and objectives  2.1.3 Business and globalisation  2.1.4 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 decisions  T2:  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 performance  T3:  2.5.1 Organisational structures  2.5.2 Effective recruitment  2.5.3 Effective training and development  2.5.4 Motivation  T4:  2.1.2 Changes in business aims and objectives  2.1.3 Business and globalisation  2.1.4 Ethics, the environment and business  T5:  Revision “Walk and Talk” Mock exam Timed Exam  T6:  Exams | T1:  Teacher 1  Theme 1:1.1Meeting customer needs:  1.1 the market  1.1.2 Market research 1.1.3 Market positioning  Teacher 2  Theme 2:  2.1 Raising finance  2.1.1 Internal finance  2.1.2 External finance 2.1.3 Liability  2.1.4 Planning  T2  Teacher 1  Theme 1: 1.2 The market 1.2.1 Demand  1.2.2 Supply  1.2.3 Markets  1.2.4 Elasticity of demand 1.2.5 Income elasticity of demand  Teacher 2  Theme 2: 2.2 Financial Planning(SMO)  2.2.1 Sales forecasting 2.2.2 Sales, revenue and costs  2.2.3 Break-even  2.2.4 Budgets  T3  Teacher 1  Theme 1 .1.3 Marketing mix and strategy  1.3.1 Product/service design  1.3.2 Branding and Promotion  1.3.3 Pricing strategies 1.3.4 Distribution  1.3.5 Marketing strategy  Teacher 2  Theme 2: 2.3 Managing Finance  2.3.1 Profit  2.3.2 Liquidity  2.3.3 Business failure  T4  Teacher 1  Theme 1:1.4 Managing people  1.4.1 Approaches to staffing  1.4.2 Recruitment and selection  1.4.3 Organisational design  1.4.4 Motivation and theory in practice  1.4.5 Leadership  Teacher 2  2.4 Resource management  2.4.1 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  T5  Teacher 1  Theme 1: 1.5 Entrepreneurs and leaders  1.5.1 Role of an Entrepreneur  1.5.2 Entrepreneurial motives and characteristics  1.5.3 Business objectives 1.5.4 Forms of business 1.5.5 Business choices 1.5.6 Moving from entrepreneur to leader  Teacher 2  Theme 2 : 2.5 External influences  2.5.1 Economic influences 2.5.2 Legislation  2.5.3 The competitive environment    T6  Teacher 1  Teacher 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 2  Theme 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 blocs  T2  Teacher 1  Theme 3 : 3.3 Decision-making techniques  3.3.1 Quantitative sales forecasting  3.3.2 Investment appraisal  3.3.3 Decision trees  3.3.4 Critical Path Analysis  Teacher 2  Theme 4: 4.2 Global markets and business expansion  4.2.1 Conditions that prompt trade  4.2.2 Assessment of a country as a market  4.2.3 Assessment of a country as a production location  4.2.4 Reasons for global mergers or joint ventures 4.2.5 Global competitiveness  T3  Teacher 1  Theme 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 2  Theme 4: 4.3Global marketing  4.3.1 Marketing  4.3.2 Niche markets 4.3.3 Cultural/social factors  T4  Teacher 1  Theme 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 2  Theme 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  T5/6  Revision 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 Questions  Knowledge Organiser  GCSE POD  Multiple-choice questions  Short-answer questions Extended-writing questions | End of Topic Exam Questions  Knowledge Organiser  GCSE POD  Multiple-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 documents  Group/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 profit  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. Interpret index numbers  Students 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 employment  Geography: 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 profit  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. Interpret index numbers  Students 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 employment  Geography: 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 resilience  Students 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 resilience  Students 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