

# BUSINESS STUDIES – CURRICULUM INTENT

## ASPIRE – CHALLENGE - ACHIEVE

Business Studies supports learners in the development of desirable employability skills, allowing students to smoothly transition from an educational setting to a professional work environment through the cultivation of transferable skills including teamwork, problem solving, independent learning and communication skills, whilst instilling confidence in our students to make themselves stand out in a competitive working environment; we want learners to ‘think and act like a leader’.

Business Studies enables learners to develop as critical and reflective thinkers with enquiring minds – using a logical, strategic and enquiring approach to make informed judgements, constructing well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.

Students explore key business concepts including the risks and rewards of starting and running a small business – focusing on the exploration of entrepreneurial skills and characteristics, and then examining how a business develops beyond the start-up phase, growing into national and/or global businesses. Students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Students will develop an understanding of business activity through interactions between functional areas such as business operations, finance, marketing and human resources.

In addition to developing students’ verbal communication skills through debate and presentation of key concepts, a core principle of the department is that of improving literacy skills. It is vital for students to effectively comprehend case studies, analyse forms of evidence in order to consider different points of view before coming to their own reasoned conclusion. The development of these literacy skills are embedded into schemes of learning and are frequently assessed in various formats. Quantitative skills, including financial calculations, statistical analysis skills and interpretation of financial statements are also a significant area of focus, to ensure students are equipped with the skills required to analyse and interpret financial information.

## BUSINESS – CURRICULUM MAP

**Key =** Matching colours denote links between topics either in content or skills across Key Stages

	EXPLORING ENTERPRISE		BUSINESS PLAN
	MARKETING		BUSINESS FINANCE
	EXAM SKILLS		HUMAN RESOURCES

### KS4 EDEXCEL GCSE BUSINESS

		1	2	3	4	5	6
Key Stage 4	Year 10	1.1 Enterprise and Entrepreneurship	1.2 Spotting a business opportunity	1.3 Putting a business idea into practice	1.4 Making the business effective	THEME 1 REVISION & MOCK EXAM	1.5 Understanding external influences on business
	Year 11	2.1 Growing the business	2.2 Making marketing decisions 2.3 Making operational decisions	2.4 Making financial decisions 2.5 Making human resources	THEME 2 REVISION & MOCK EXAM	FINAL REVISION & EXTERNAL ASSESSMENT	

*By the end of KS4 learners will have developed as enterprising individuals, with the ability to think commercially and creatively to demonstrate their business knowledge and understanding – drawing on evidence to make informed business decisions and solve problems. Students will develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.*

## BUSINESS: WIDER CURRICULUM

### KS4

The GCSE Business curriculum is designed to provide students with a broad understanding of the business world, including how current affairs impact businesses and the economy. Discussions of **current and related news** articles including those that focus on the Economy, Politics, National and Local Business News.

- Lunch & After School intervention
- April & May holiday revision sessions

## BUSINESS STUDIES: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

Skill base	Key Stage 4:
<b>Characteristics of Business</b>	Outline the basic characteristics of limited business types, and be able to explain the pros and cons of at least 2 forms of ownership.
<b>Internal and External Business Environments</b>	Outline how given internal and external factors can affect a business positively and negatively.
<b>Market Research</b>	Outline the purpose of market research and the methods of market research. gathering, analysing, and interpreting information about a market, including information about the target audience, competitors, and industry.
<b>Primary Research</b>	Compose basic primary research methods such as: questionnaire and survey.
<b>Secondary Research</b>	Compose basic secondary research methods such as: internet research.
<b>Business Planning</b>	Write a business plan with guidance explore the main areas.
<b>Pitching and Presenting</b>	Design a pitch for enterprise task, where by students will propose how they will invest a set amount of money for a business proposal. They will need to present the business idea, marketing and financial information. Students will demonstrate their ability to handle questioning on their pitches, by giving suitable answers.
<b>Human Resources</b>	Conduct a basic skills analysis on themselves to recognise their strengths and weaknesses.
<b>Finance</b>	Conduct basic accounting principles, including profit and loss, interest, break-even level of output. Interpretation of breakeven diagrams to identify margin of safety, profit and loss, breakeven level and the impact of changes in revenue and costs.
<b>External influences</b>	Awareness of the impact of economic, legal, ethical, and environmental factors on businesses.
<b>Numeracy skills</b>	Perform calculations related to costs, revenues, profits, and other financial metrics.
<b>Analytical skills</b>	Interpret and analyses financial statements and business data. Evaluate business performance and suggest improvements. Understand market research data and use it to make informed business decisions.
<b>Critical thinking</b>	Evaluate the impact of external factors on businesses, such as PESTLE