



# CURRICULUM – BUSINESS STUDIES

Intent, Curriculum Map & Age Related Expectations

## Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

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## Whole School INTENT

**Southchurch students embrace learning opportunities.**

## INTENT, IMPLEMENTATION & IMPACT

### Intent

- Students will be supported in becoming open minded, inquisitive, knowledgeable and commercially minded individuals giving them the transferrable skills to add value to the local community and become successful in their chosen pathway.

### Implementation

- Sequencing of the curriculum
- Adaptive teaching (to consider what the learners know and don't know)
- Extending opportunities for extracurricular learning
- Relevant case studies and news stories applied throughout the year across all themes.

### Impact

- During lessons, all students will achieve their potential with altered trajectories

## KS3

Business studies is not explicitly taught at KS3 or previously, however the skills and understanding to support understanding for KS4 can be linked back to the KS3 curriculums across:

- **Maths**
- **English**
- **Geography**
- **Computer science**
- **PSE**
- **Design and Technology**

# CURRICULUM MAP

	Autumn Term		Spring Term		Summer Term	
Yr10	<p><b>Introduction to Business Studies</b></p> <p><b>1.1 Enterprise &amp; Entrepreneurship</b> <b>Feedforward assessment</b> <i>End of Topic Assessments 1.1.1 &amp; 1.1.2 &amp; 1.1.3</i></p> <p><b>1.2 Spotting a business opportunity</b> <b>Feedforward assessment</b> <i>End of Topic Assessments 1.2.1, 1.2.2, 1.2.3 &amp; 1.2.4</i></p> <p><b>1.3 Putting a business idea into practice</b> <b>Feedforward assessment</b> <i>End of Topic Assessments 1.3.1, 1.3.2</i></p>	AP	<p><b>1.3 Putting a business idea into practice</b> <b>Feedforward assessment</b> <i>End of Topic Assessments 1.3.3, 1.3.4</i></p> <p><b>1.4 Making the business effective</b> <b>Feedforward assessment</b> <i>End of Topic Assessments 1.4.1, 1.4.2, 1.4.3 &amp; 1.4.4</i></p> <p><b>1.5 Understanding external influences on business</b> <b>Feedforward assessment</b> <i>End of Topic Assessments 1.5.1</i></p>		<p><b>1.5 Understanding external influences on business</b> <b>Feedforward assessment</b> <i>End of Topic Assessments 1.5.2, 1.5.3, 1.5.4 &amp; 1.5.5</i></p> <p><b>2.1 Growing the business (Introduction)</b> <b>Feedforward assessment</b> <i>End of Topic Assessment 2.1.1, 2.1.2</i></p>	End of Year Examination on Rehearsal
Yr11	<p><b>2.1 Growing the business (Completion)</b> <b>Feedforward assessment</b> <i>End of Topic Assessment 2.1.3, 2.1.4</i></p> <p><b>2.2 Making marketing decisions</b> <b>Feedforward assessment</b> <i>End of Topic Assessment 2.2.1, 2.2.2, 2.2.3 &amp; 2.2.4</i></p> <p><b>2.3 Making operational decisions</b> <b>Feedforward assessment</b> <i>End of Topic Assessment 2.3.1, 2.3.2, 2.3.3 &amp; 2.3.4</i></p> <p>Examination Rehearsal 1 - (December)</p>		<p><b>2.4 Making financial decisions</b> <b>Feedforward assessment</b> <i>End of Topic Assessment 2.4.1, 2.4.2, 2.4.3 &amp; 2.4.4</i></p> <p><b>2.5 Making human resource decisions</b> <b>Feedforward assessment</b> <i>End of Topic Assessment 2.5.1, 2.5.2, 2.5.3 &amp; 2.5.4</i></p> <p>•Revision of themes 1 &amp; 2 content</p>	Final exam structure preparation practical work	<p>•Revision of themes 1 &amp; 2 content</p> <p>•Final exam structure preparation practical work</p>	Exam board GCSE Business Studies exam

## KS5 Links

[KS5 AS & A-Level](#)

## END OF COURSE EXPECTATIONS

### Pearson Edexcel specification

The aims and objectives of this qualification are to enable students to:

- 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.

Assessment objectives	
AO1	Demonstrate knowledge and understanding of business concepts and issues
AO2	Apply knowledge and understanding of business concepts and issues to a variety of contexts
AO3	Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

## DEPARTMENT FEEDBACK POLICY

### Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

### Assessment Feedback Frequency

In KS4 Year 10 will sit two summative assessments during the year, and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers and a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal halfway through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

### Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

### Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

### Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

## NATIONAL CURRICULUM LINKS

### [Business Studies KS4 national curriculum](#)

#### **Purpose of study**

GCSE specifications in business must include coherent and rigorous content. They 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.

#### **Aims**

GCSE specifications in business should enable students to:

- 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

#### **Skills**

GCSE specifications in business must require students, drawing on the knowledge and understanding above, to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts

- develop problem solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

## **Knowledge**

GCSE specifications in business must require students to apply their knowledge and understanding to business decision making. This includes:

- The interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making
- How different business contexts affect business decisions
- The use and limitation of quantitative and qualitative data in making business decisions

## **Computer Science National Curriculum Links**

### [Computing National Curriculum](#)

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In business studies students are taught to:

- develop their capability, creativity and knowledge using computers, digital media and information technology through research and utilising the internet to deliver and link current affairs and business-related articles
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

## **Religious Education National Curriculum Links**

### [Agreed Syllabus for Religious Education](#)

### [Religious Education in English Schools: Non-Statutory Guidance](#)

Within the Business studies curriculum we focus on developing an understanding of 'worldwide' views through discussion around religious, cultural and ethical influences and impacts on business

The demographic of our students influences how we develop our students' understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions and the limitations as well as opportunities that these present to businesses and the products and services that they offer.

All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.



# PERSONAL DEVELOPMENT CURRICULUM

## Aims

The business studies curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development.**

**Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within the lesson to learn and take control over their own personal development.

**Equality & Diversity:** The business studies curriculum aims to develop an understanding through the design process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.

- Students will explore how the designing of products needs to consider the needs of different users and consider cultural, ethical, and religious factors within the designing of new products.

**Wellbeing & Community** – The business studies curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

**Cultural Capital** – The business studies curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:**

- **Adventure Island**
- **Olympus UK&IRE (Southend)**

- **Extra-Curricular:**

- The Apprentice (Feb onwards – Thursdays)
- Dragons den (Past and current episodes)
- Inside the factory
- GCSE Bitesize

- **British Values:**

- **Individual Liberty:** In business studies we understand how to use our right to freedom of speech in a respectable and thoughtful way, being considerate of how this speech will affect

others. We understand the freedom the internet and computers offer us in discovering information and connecting us with the world.

- **Mutual Respect:** Students are respectful when listening to the opinions and views of other students.
- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other's feelings are respected.
- The classroom rules ensure students are all responsible for the learning environment.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.
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**Careers & Employability** – The business studies curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the business studies curriculum, our students are supported to develop the following skills;

- Communication & Presentation
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research

## SMSC CURRICULUM LINKS

### **Spiritual development**

Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion and application of employment laws to businesses. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop students' empathy and compassion skills and allows them to take into consideration other people's aims, values, principles and beliefs.

### **Moral development**

Moral development within Business Studies involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and reviewing given case studies to support this. Students will consider these moral and ethical dilemmas and apply them to their own business set up in order to make valid judgements. Students spend a large proportion of the course investigating the impact of the action of a business upon society and the local community in which they operate. For example, students consider the political, social, environmental and technological issues arising as a result of business decisions. Students also draw upon their own knowledge to distinguish between what is right and wrong.

### **Social development**

Social development within Business Studies involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Students often work collaboratively to understand new concepts and share information researched, thus giving them responsibility over their work.

### **Cultural development**

Cultural development within Business Studies involves students being given the chance to see how the functions of a business operates. Students look at the changes within society and how they may impact on businesses. In year 11 students explore how businesses grow and our reliance on global business trade. Students are encouraged to explore the wealth of different countries and how developed they are. The department is planning opportunities for students to look at how organisations work by visiting businesses such as Adventure island and Olympus UK & IRE

## Equality, Diversity and Inclusivity Links

### **Aims**

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.